FABB - IB Specials Lesson Plans

**Teacher: Victor Miguitama Subject:** Spanish

**Weeks of:** Nov. 28- Dec. 5, 2017

**Topic (by grade level):** K – 5 The Numbers. Review

**Transdisciplinary Unit:** Who are we. We inquire into the nature of the self; beliefs, and values; person, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to the human.

**Florida Standards/NGSS:** K - 5

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| |  |  |  |  | | --- | --- | --- | --- | | |  |  | | --- | --- | | [**WL.K12.NM.3.5:**](http://www.cpalms.org/Public/PreviewStandard/Preview/4923) | Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations. | |  | |  |

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| |  |  | | --- | --- | | [**WL.K12.NM.5.1:**](http://www.cpalms.org/Public/PreviewStandard/Preview/4934) | **Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.** | |  |

**Learning Objectives (by grade level):** K-5

k-5 Students will be able to use numbers to form shapes on a coordinate plane.

**Equipment Needed:** Computer/video, projector, cards, worksheets, and speakers.

**Innovative Strategies to Meet the Needs of All Students:**

* Double check for comprehension
* Reinforce vocabulary and contents with songs to enhance student learnings.
* Provide verbal, visual, phonetic, and kinesthetic activities.
* Repeat, reteach, reassess if is necessary.
* Guest presentations
* Field trips around campus

**ESE/ESOL Accommodations:**

* 100% Extra time
* Simplified directions and assignments
* Work with a partner and teacher’s collaboration
* Provide visuals and kinesthetic manipulatives
* Bilingual dictionary
* Check for work periodically
* Modeled activities for all ESE/ESOL and 504 students

**Evaluation Assessment: (circle/highlight all that apply, please EXPLAIN below:**

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| --- | --- | --- |
| Teacher Observation | Test | Self-Assessment |
| Peer-Assessment | Student Participation | Performance Rubric |

**Explanation/Other:** Teacher will constantly observe students’ with-it-ness. Student’s participation will determent student’s acknowledgment about the topic in discussion.

**Daily Lesson Focus:**

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| K-2 | * **Central Idea**: The numerical (1, 2, 3, ….) written figure of numbers doesn’t change in any some language! * **Line of Inquiry:** (I can). I can use numbers to represent shapes on the coordinate plane. * **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. Numbers: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. * **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general. * **Teacher Provocations**: We spell numbers differently and write them with the same form. * **Direct Instruction**: (I do) \* Sing alone the number song. * Draw figures and figure out the number in spanish * Express that the spelling of numbers differ from language to language but the numerical form can be the same in some languages: Ex. 1= one or uno * Provide individual help with plotting numbers on the coordinate plane. * **Guided Instruction:** (We do) * Outline the graph paper with numbers and letters. Kindergarten will use shapes to write numbers. * Demonstrate on how to plot numbers on the coordinate plane. * Practice plotting some numbers. * Provide individual help during this activity. * **Independent Instruction:** (They do) * Use the graph paper to plot numbers and find out the shape. Kindergarten will draw items to write numbers. * Color the space where the order pair falls. * Provide individual help during this activity. * **Reflection:** (hand-written) |
| 3-5 | * **Central Idea**: The numerical (1, 2, 3, ….) written figure of numbers doesn’t change in any some language! * **Line of Inquiry:** (I can). I can use numbers to represent shapes on the coordinate plane. * **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. Numbers: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veinte y uno…. * **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general. * **Teacher Provocations**: We spell numbers differently and write them with the same form. * **Direct Instruction**: (I do) \* Sing alone the number song. * Draw figures and figure out the number in spanish * Express that the spelling of numbers differ from language to language but the numerical form can be the same in some languages: Ex. 1= one or uno * Provide individual help with plotting numbers on the coordinate plane. * **Guided Instruction:** (We do) * Outline the graph paper with numbers and letters. * Demonstrate on how to plot numbers on the coordinate plane. * Practice plotting some numbers. * Provide individual help during this activity. * **Independent Instruction:** (They do) * Use the graph paper to plot numbers and find out the shape. * Color the space where the order pair falls. * Provide individual help during this activity. * **Reflection:** (hand-written) |