

## Lesson Plan: Numbers (1-100)

**DESCRIPTIVE DATA:** This lesson is for a 55 minute period in a 7<sup>th</sup> grade Exploratory Spanish class of 25 students. Instead of having Spanish, gym, or art all year long, students take each class for six weeks each and rotate between them. This lesson was taught on a Friday in the second week of the six week class term. The unit is focused on reviewing basic vocabulary that students should have learned already in previous classes, including: introductions (i.e. conversations), months of the year, days of the week, alphabet, and weather. The topic of this lesson is numbers from 1 to 100.

**OBJECTIVE:** By the end of this lesson, students will be able to recognize the numbers from 1 to 100 when spoken and will be able to convey information themselves using numbers.

Standards (Michigan Merit Curriculum):

- 1.1.N.SL.b (Ask and answer basic questions about the weather, health/physical conditions, self, family and friends)
- 1.1.N.SL.d (Request, offer, invite, and reply appropriately using memorized phrases)
- 1.2.N.L.a (Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests)

### PROCEDURES:

Presentation of Content

- a) Warm-up (5-6 minutes)
 

The lesson begins with a warm-up in which students work in groups to generate a list of the ways they use numbers in their everyday lives. After about five minutes, the teacher begins asking the class by groups for one item on their list. The teacher writes each group's suggestions on the white board and concludes the warm-up by emphasizing the importance of learning numbers in order to function in society.
- b) Direct Instruction (7-8 minutes)
 

Next the teacher shows a PowerPoint that reviews how to say the numbers from 1 to 100 in Spanish. As a class, students practice reciting the numbers from 1 to 20, 30, 40, 50, etc. The teacher then calls on volunteers to say more complicated numbers, such as 23, 56, and 84.
- c) Activity 1 (5 minutes)
 

Students are asked to walk around the room and ask ten other people what their phone number is. The teacher models this first by engaging in a sample exchange with a random student in the class, asking the student his/her phone number and then providing her own "phone number" (students are encouraged to give an imaginary phone number if they would prefer not to give out their real number). This activity also practices the construction "*¿Cuál es tu número de teléfono?*" (*What is your phone number?*) and "*Mi número de teléfono es \_\_\_\_*" (*My phone number is \_\_\_\_*). As the students engage in the

activity, the teacher walks around, monitoring the activity and passing out the materials for the next activity.

### Guided Practice

d) Activity 2: Group Bingo (15 minutes)

Students form groups of four. Each student is given a piece of cardstock with a number on it from 1 to 100. The teacher explains the rules for the activity. The teacher will randomly call out numbers in Spanish. If a student is holding a number that was called, he or she stands up. Once all four group members are standing, they shout “Bingo!” and win the game. The teacher asks the students to look at their number and make sure they know how to say it in Spanish. They are encouraged to ask their group members for help if they can’t remember the number. After allowing a minute or so for this, the teacher begins reading the numbers. Depending on the amount of time it takes for an entire group to be standing, two or three rounds of the game can be played. After each round, the teacher can collect the numbers herself and redistribute them, or students can walk around the room and exchange cards with someone not in their group.

e) Activity 3: Pattern Counting (10 minutes)

All of the students begin this game standing. The teacher begins the game by asking the first student (in the first row/column, or wherever the teacher wants to start the counting) to say “one” in Spanish. The next person in the row or column continues the counting by saying “two” in Spanish. The students continue counting, but the teacher tells everyone who says a number that is a multiple of four to sit down. After a while, students start to notice the pattern and anticipate who will need to sit down. In a class this large, the counting continues for another 7 or 8 minutes until there is only one person left standing who then wins the game. This activity gives each individual a chance to say several numbers in Spanish out loud and also forces students to listen to other students in order to know what number they have to say.

### Independent Practice

f) Activity 4: Ring a word (10 minutes)

For this activity the class is divided into two teams which form two lines. The two students at the front of the line each are holding a marker. The teacher explains that when she says a number, the two students have to race to the board to write the number. The student can get help from his/her teammates. If neither team knows the number, the teacher steps in and guides them to the correct answer and then does another round with the same students to determine which team gets the point.

### Closure

g) Conclusion: Exit Slip (2-3 minutes)

Students are instructed to get out a piece of paper and number it 1-6. The teacher then reads six numbers that the students copy on their sheet. Finally, the teacher asks each

student to write an interesting fact about him/herself. These exit slips are turned into the teacher as students leave for their next class.

**ASSIGNMENTS:** Other than the exit slip, I did not assign anything for the following day. I used the exit slip to assess their learning and, because it was a review lesson, my mentor teacher and I did not plan on giving any homework.

**MATERIALS:** This lesson does not require a lot of complicated materials. A PowerPoint is used for the direct instruction that began the lesson plan. The Group Bingo activity requires a set of cards with numbers printed on it, Ring a Word requires a white board and markers, and the exit slip requires each student to have a sheet of paper and a writing utensil. The same activities may be completed with different materials as well with a little bit of creativity.

**ACCOMODATIONS:** Though I was not aware of any students with special needs in my field placement class, I will give some general accommodations that I would use if I did. First of all, for students with ADHD, having a schedule for what is happening in class each day helps keep them organized and focused. Other students really appreciate this too, so I wrote a list of the activities I had planned for the day on the white board for all the students to reference. For a student with ASD who may experience more difficulty in social situations, I could first model the behavior I expect in social activities. For example, the first activity in this lesson requires students to walk around and ask other students about their phone number. To accommodate for a student with ASD, I could talk through the guidelines of this activity in more detail and make sure all students are interacting with one another. Lastly, for a student with a learning disability, I would provide extra time for the assessment part of the lesson. This student may also prefer to respond orally instead of in writing. So, I could conduct a separate assessment for this student in which he or she could tell me orally in English the numbers that I say.

**ASSESSMENT:**

- a) Formative-I used an exit slip at the end of the lesson to test students' understanding of the material taught. I only asked six questions, and they would all probably be classified as Level 1 in Bloom's Taxonomy. The objective of the lesson is to teach basic recall of numbers, and the assessment reflected this objective.
- b) Summative-I did not assign any homework, but the students had a quiz the following Friday over a long list of vocabulary words that included the numbers that I had taught. My mentor teacher may have also included some kind of review the following week, but I did not observe this review.