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### Portuguese Lesson Plan: Vamos contar!

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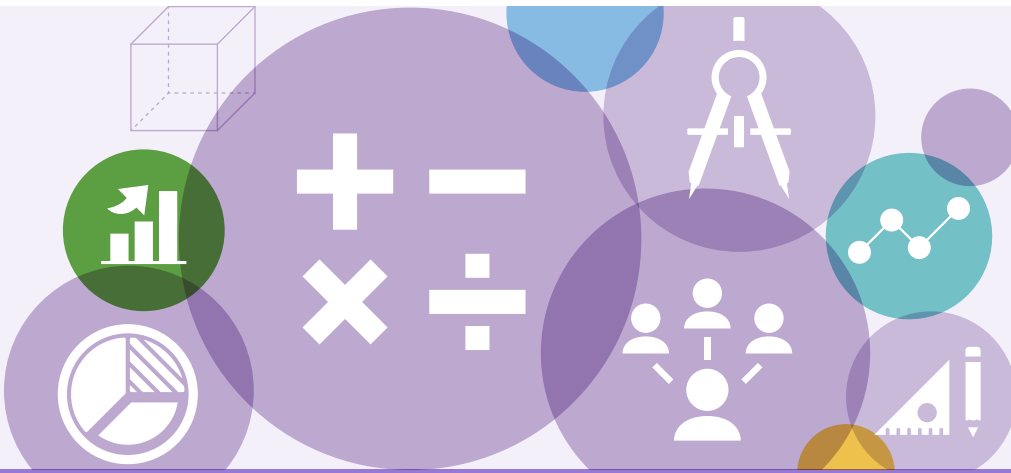
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# Vamos Contar!

## Objetivos de Aprendizagem

- Eu vou aprender a usar uma tabela de dados para organizar informação.
- Eu vou ser capaz de analisar e fazer comparações com esses dados.

NOME: \_\_\_\_\_ DATA: \_\_\_\_\_

Você vai imaginar que hoje é agente do Censo (*US Census Bureau*)! Trabalhando em equipa, selecione três objetos na sala de aula que você quer contar e escreva nos espaços em branco na tabela de dados abaixo. Depois conte esses objetos e escreva os números totais na tabela.

## Tabela de Dados

_____	_____	_____

1. Que objeto você contou mais?

2. Que objeto você contou menos?

3. Preencha os espaços em branco e responda às perguntas abaixo:

- Há mais \_\_\_\_\_ do que \_\_\_\_\_ na minha sala de aula.
- Qual é a diferença entre os dois?
  
- O número de \_\_\_\_\_ da minha sala da aula é menor do que o número de \_\_\_\_\_
- Qual é a diferença entre os dois?

**Portuguese Unit: VAMOS CONTAR!**

<b>Language and Level / Grade</b>	Novice Range	Approximate Length of Unit	4-6 weeks
<b>Performance Range</b>	NOVICE RANGE	Approximate Number of Minutes Weekly	250 minutes (5 days/50 minutes)
<b>Theme and Essential Question(s)</b>	Let's count! (Vamos Contar!) What is the Census? What is Make Portuguese Count™? How does data impact decision-making?		
<b>Social Justice Takeaway Understanding(s)</b>	Funding distribution and needs assessment must be based on collected data. (Decisões sobre distribuição de fundos necessários tem de ser baseada em dados quantitativos)		
<b>Unit Goals</b>			
<i>What should learners know and be able to do by the end of the unit? How do these goals bring together social justice content, language, and culture?</i>	Learners will be able to: <ul style="list-style-type: none"> <li>● Count objects and people in the classroom / Contar objetos e pessoas na sala de aula.</li> <li>● Describe, analyze and compare data / Descrever, analisar e comparar dados.</li> <li>● Express needs based on data / Expressar necessidades baseadas em dados.</li> <li>● Express opinion based on data / Expressar opinião baseada em dados.</li> <li>● Compare classrooms in Portuguese-speaking countries and cultures / Comparar salas de aula em países de língua oficial portuguesa</li> </ul>		
<b>Summative Performance Assessment Tasks</b>			
<ul style="list-style-type: none"> <li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>• The tasks follow the format of the IPA but are integrated throughout the unit.</li> <li>• The template encourages multiple Interpretive tasks.</li> <li>• The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</li> <li>⑩ The tasks incorporate 21<sup>st</sup> Century Learning.</li> </ul>	<b>Interpretive Mode</b>		
	Listen to and follow directions to identify classroom vocabulary; counting; basic math.	Complete survey or questionnaire	Read news articles about classrooms in Lusophone nations; Read Census/Make Portuguese Count™ informational materials
	<b>Presentational Mode</b>		<b>Interpersonal Mode</b>
	<b>Polished:</b> Report the results of the census and express its implications  <b>On Demand:</b> Express comparison (between cultures), opinion, need.		- Interview classmates using questionnaire. - Q&A with teacher - Work group: Data analysis: perform basic math (adding, subtracting, multiplying, dividing) - Express need based on data, “Precisamos de...”
<b>Standards</b>			

<u>World-Readiness Standards</u>		<u>Teaching Tolerance Social Justice Standards</u>
<b>1. Communication</b>	<b>Can Do Statements</b>	
<b>1.1. Interpersonal</b>	I can ask quantitative Q&A	I can express need, “Precisamos de...”
<b>1.2. Interpretive</b>	I can read questions on a questionnaire	I can understand a basic data table
<b>1.3. Presentational</b>	I can describe and count objects and persons	I can organize data based on object, gender and report on need.
<b>2. Cultures</b> (Sample Evidence)	<b>2.1. Relating Cultural Practices to Perspectives:</b> <b>2.2. Relating Cultural Products to Perspectives:</b>	I can identify and understand cultural diversity through surveying. I can identify and understand cultural diversity through compiling and organizing data.
<b>3. Connections</b> (Sample Evidence)	<b>3.1. Making Connections:</b> <b>3.2. Acquiring Information and Diverse Perspectives:</b>	I can count and do simple mathematical operations I can ask and synthesize quantitative information
<b>4. Comparisons</b> (Sample Evidence)	<b>4.1. Language Comparisons:</b>	I can report on and analyze quantitative data
	<b>4.2. Cultural Comparisons:</b>	I can identify cultural diversity among students in the classroom
<b>5. Communities</b> (Sample Evidence)	<b>5.1. School and Global Communities:</b>	I can compare my classroom with other classrooms
	<b>5.2. Lifelong Learning:</b>	I can develop a long-term plan to learn about other classrooms.
<u>Common Core State Standards</u>	Mathematics (counting, operations, reason), Reading and Writing (build and present knowledge; comprehension, collaboration, presentation; vocabulary acquisition)	
<b>Can Do Statements</b>		
<b>Interpretive</b>	I can understand a data table	
<b>Presentational</b>	I can synthesize, analyze and present quantitative data	
<b>Interpersonal</b>	I can ask questions and answer on quantitative data	
<b>Supporting Functions</b>		<b>Supporting Structures / Patterns</b>
Present tense		Há... / Tem... Quantos/Quantas...?
Classroom vocabulary		Mesas, cadeiras, livros, canetas, cadernos,...
Numbers, counting, basic mathematical calculations		1-20; mais / menos / dividir / multiplicar / adicionar
Expressing need		Precisamos de...
<b>Formative Assessments/Key Learning Activities</b> <i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>		
<b>Objective and Mode of Communication</b>	<b>Description of Task</b> <i>(Sample tasks are listed from the beginning to the end of the unit).</i>	
Students will be able to ... <i>Interpretive Communication</i>	Read/Listen and follow instructions on how to take a survey and census. Read/Listen about Census and Make Portuguese Count campaign.	

<i>Interpersonal Communication</i>	Take a census of classroom objects and people in Portuguese. Ask and answer questions; discuss needs.
<i>Presentational Communication</i>	Present synthesis of data findings and implications.
<b>Resources</b>	<b>Technology Integration</b>
Classroom space; classroom vocabulary; survey questionnaire and data table; model sentences.  Websites: Statistics in Schools: <a href="https://www.census.gov/schools/">https://www.census.gov/schools/</a> PALCUS/Make Portuguese Count™: <a href="https://www.palcus.org/makeportugueseaccount">https://www.palcus.org/makeportugueseaccount</a>	Cultures and Cultural Comparisons: images/videos/texts of other classrooms in Portuguese-speaking nations.

**Lesson Plan: VAMOS CONTAR! 1**

<b>Performance Range</b>	NOVICE RANGE	<b>Grade</b>		<b>Date</b>		<b>Day in Unit</b>	2	<b>Minutes</b>	50
<b>Unit Theme/Topic</b>	VAMOS CONTAR!								
<b>Essential Question</b>	How many are we in the classroom and what do we need?								
<b>Daily topic:</b>	Assessing our classroom needs								
<b>Teaching Context Matters:</b>	Diversity in the classroom (gender, ethnicity, heritage, age, proficiency)								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>	<b>Learners can:</b> Collect and synthesize data (Interpretive) Discuss the implications of the data with classmates: what do we need and why? (Interpersonal) Present a synthesis of the decision-making implications of data collection. (Presentational)						
		X Interpersonal							
		X Interpretive							
		X Presentational							
If applicable, indicate how this lesson connects to other standards.	<b>Connections</b>	Counting and basic mathematical operations							
	<b>Comparisons</b>	Compare the data with other classrooms							
	<b>Communities</b>	Share and learn about classrooms in other communities							
	<a href="#"><u>Common Core State Standards</u></a>	Mathematics (counting, operations, reason), Reading and Writing (build and present knowledge; comprehension, collaboration, presentation; vocabulary acquisition)							
	<a href="#"><u>Teaching Tolerance Social Justice Stds.</u></a>	Identify the cultural, heritage and linguistic diversity in the classroom.							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? (Include accommodations and modifications) What does the teacher do?				<b>Time*</b> How many minutes will this segment take?		<b>Materials/Resources/Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?		



<b>Gain Attention / Activate Prior Knowledge (Do Now)</b>	Teacher: Questions about Census 101 flyer  Learners: oral answers	5	Review Census 101 flyer (Eng/Port)
<b>Provide Input</b>	Teacher: Review numbers 1-20 (or more depending on # of objects in the classroom); review vocabulary: explain game of post-its (Onde está?)  Learners: orally and collectively review numbers 1-20	5	label cards with numbers 1-20
<b>Elicit Performance / Provide Feedback</b>	Teacher: Game of post-its: calls students one by one to the front of the class and hands them a post it and asks : Onde está? At the end ask students if they identified all vocabulary (Como se diz... em português?)  Learners: reply “ <u>A mesa</u> está aqui”; and place the label correctly in the room.	10	post-its with classroom vocabulary
<b>Provide Input</b> <i>If applicable</i>	Teacher: Explains activity: classroom census. Hands survey packets and reviews pages 1 and 2.  Learners: Read instructions.	5	activities packet
<b>Elicit Performance / Provide Feedback</b> <i>If applicable</i>	Teacher: Instructs students to move around in the classroom and complete page 1. Next, the teacher pairs students in groups and asks them to review questions 1 and 2 (page 1). Teacher asks each group to present their results and collects the results on the whiteboard for all the students to see. Afterwards, teacher instructs the students to move on to the last page of the packet, making sure that the students write complete sentence responses. Teacher asks students to share their sentences out loud.  Learners: Complete page 1 and 2 of packet. Report to class.	20	activities packet model sentences are posted in whiteboard: Temos <u>27</u> cadeiras_ na sala. Há <u>doze</u> mesas_ na sala.  Novice-high level: teacher models sentences in whiteboard: Nós precisamos de <u>      </u> cadernos porque temos/há <u>          </u> estudantes na classe.
<b>Closure</b>	To conclude the lesson, teacher reviews orally the classroom census by asking questions and prompting answers: Quantos estudantes temos na classe? Precisamos de quantas <u>          </u> ?	5	
<b>Enhance Retention &amp; Transfer (Exit Ticket/Homework)</b>	Homework: students watch the PALCUS video and write answers: 1. O que é PALCUS? 2. Quando é o censo de 2020? 3. É importante completar o Censo 2020? Porquê?		Video Make Portuguese Count (ENG): <a href="https://youtu.be/FfFOZonuv3U">https://youtu.be/FfFOZonuv3U</a>
<b>Reflection</b>			

**Lesson Plan: VAMOS CONTAR! 2**

<b>Performance Range</b>	NOVICE RANGE	<b>Grade</b>		<b>Date</b>		<b>Day in Unit</b>	3	<b>Minutes</b>	50
<b>Unit Theme/Topic</b>	ESCOLAS EM PAÍSES DE LÍNGUA PORTUGUESA								
<b>Essential Question</b>	COMO SÃO AS ESCOLAS DE OUTROS PAÍSES?								
<b>Daily topic:</b>	Comparing classrooms								
<b>Context Matters:</b>	Diversity in the classroom (gender, ethnicity, heritage, age, proficiency)								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>	<b>Learners can:</b> Collect and synthesize data (Interpretive) Discuss the implications of the data with classmates: what do we need and why? (Interpersonal) Present a synthesis of the decision-making implications of data collection. (Presentational)						
		X Interpersonal							
		X Interpretive							
		X Presentational							
If applicable, indicate how this lesson connects to other standards.	<b>Connections</b>	Counting and basic mathematical operations							
	<b>Comparisons</b>	Compare data with other classrooms and cultures							
	<b>Communities</b>	Share and learn about classrooms in other communities							
	<a href="#"><u>Common Core State Standards</u></a>	Mathematics (counting, operations, reason), Reading and Writing (build and present knowledge; comprehension, collaboration, presentation; vocabulary acquisition)							
	<a href="#"><u>Teaching Tolerance Social Justice Stds.</u></a>	Identify the cultural, heritage and linguistic diversity in the classroom.							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? (Include accommodations and modifications) What does the teacher do?				<b>Time*</b> How many minutes will this segment take?		<b>Materials/Resources/Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?		

<p><b>Gain Attention / Activate Prior Knowledge (Do Now)</b></p>	<p>Teacher: Questions about previous class: quantos somos nesta classe? quantas _____ temos? Precisamos de quantos _____? Review homework vídeo: o que é a PALCUS? Quando é o Censo 2020? ...?</p> <p>Learners: oral answers</p>	<p>5</p>	
<p><b>Provide Input</b></p>	<p>Teacher: Teacher introduces and posts image of a classroom in a Portuguese-speaking nation.</p> <p>Learners: observe</p>	<p>2</p>	<p>image from internet map to identify the school/country</p>
<p><b>Elicit Performance / Provide Feedback</b></p>	<p>Teacher: Q&amp;A: quantas meninas há nesta classe? E quantos meninos? ...? (reviews classroom vocabulary, numbers and math operations). Encourages questions: Como se diz... em português? / O que é isto?</p> <p>Learners: oral answers</p>	<p>5</p>	<p>Image</p>
<p><b>Provide Input</b> <i>If applicable</i></p>	<p>Teacher: Explains that they are going to compare their classroom with another classroom from a Portuguese-speaking nation. Teacher organizes students in groups and distributes one image per group. Teacher provides the same activity packet as in Day 2. Teacher provides comparison and synthesis sentence models.</p> <p>Learners: Students observe, identify and count people and objects, and complete the same classroom census activity for the image.</p>	<p>5</p>	<p>activities packet pages 1 and 2. One image per group. Sentence models: A minha escola tem mais _____ do que a escola _____. Há menos _____ na minha escola do que na escola _____. Na minha escola há tantos _____ quanto na escola _____. Teacher introduces Q&amp;A: O que falta? Falta _____. Nós precisamos de _____ / Eles precisam de...</p>
<p><b>Elicit Performance / Provide Feedback</b> <i>If applicable</i></p>	<p>Teacher: Students complete census packet + comparison sentences in groups. Teacher asks each group to present their results and collects the results on the whiteboard for all students to see.</p> <p>Learners: Complete page 1 and 2 of packet. Afterwards, students compare the two classrooms and synthesize the information by writing what is needed and what is lacking in the two classrooms. Groups report to class.</p>	<p>15</p>	<p>activities packet model sentences are posted in whiteboard:  Novice-high level: teacher models sentences in whiteboard: O que falta na nossa classe? O que falta na classe deles?</p>
<p><b>Closure</b></p>	<p>To conclude the lesson, teacher instructs students to write a brief comparative report selecting and synthesizing their findings and expressing needs for the classrooms based on their two census surveys. Teacher provides model sentences on the</p>	<p>15</p>	

	whiteboard. Each group reads the report to the class.		
<b>Enhance Retention &amp; Transfer (Exit Ticket/Homework)</b>	Homework: students review the PALCUS bilingual flyer and submit answers to teacher's questions:		<a href="https://www.palcus.org/">https://www.palcus.org/</a>
<b>Reflection</b>			