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| ESL: Language of Addition and Subtraction |
| Language of Mathematics, Kindergarten—English Language Proficiency Levels 2 and 3 |

*For more information on the design process for the ESL MCUs, please see the* [*Next Generation ESL Project: Curriculum Resource Guide*](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide)

This unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. Through this unit, students will learn to communicate information, ideas, and concepts necessary for academic success in the content area of mathematics. They will also learn to communicate for social and instructional purposes within the school setting. The embedded language development of this unit centers on the following selected [*Key Uses of Academic Language*](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf)*:*

* Recountby sequencing stories and mathematical situations within grade-appropriate exchanges of information.
* Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.

Discuss by describing stories and mathematical situations*.*

These unit-level *Focus Language Goals* were created through an analysis of the driving language demands of the existing kindergarten math Model Curriculum Unit “[Representing Addition and Subtraction](https://www.doe.mass.edu/frameworks/mcu/math-k-add-subtract.docx).” However, this ESL unit is not the same as a sheltered math unit. It is intended to be taught by an ESL teacher, and collaboration with the content teacher is essential. It is also important to keep in mind that in addition to the dedicated, language-focused instruction outlined in this unit, English learners (ELs) must also have access to all core academic content.

This unit offers contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language targeted in the unit. Throughout the unit, students will practice the names of numbers and language useful for describing how quantities increase and decrease. Students also will explore children’s literature that showcases the mathematical language targeted in the unit and learn to retell these stories with sequencing words. In addition, the unit includes opportunities for students to work in centers as a way to explore numbers and related language. The unit’s food drive activity and positive behavior intervention and support add a social justice component, offering students opportunities to count, sequence, and categorize in a purposeful, authentic context.

This document was prepared by the Massachusetts Department of Elementary and Secondary Education, Mitchell D. Chester, Ed.D., Commissioner.

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| Unit Plan | | |
| **Stage 1—Desired Results** | | |
| **ESTABLISHED FOCUS GOALS G** Focus Language Goals/Standards G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  *Please note: In this context, students will demonstrate their ability to recount through retelling, as opposed to counting again.*  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. General Content Connections *The student is building toward:*  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in ascattered configuration; given a number from 1–20, count out that many objects.  KMD3—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.  SLK.6— Speak audibly and express thoughts, feelings, and ideas clearly. | **Transfer** | |
| ***Students will be able to independently use their learning to…* T**  T.1 Communicate for social and instructional purposes within the school setting.  T.2 Communicate information, ideas, and concepts necessary for academic success in the content area of mathematics. | |
| **Meaning** | |
| **UNDERSTANDINGS U**  *Students will understand that…*  U.1 Language can be useful for understanding and discussing that addition is increasing or putting quantities together.  U.2 Language can be useful for understanding and discussing that subtraction is decreasing or taking quantities apart.  U.3 Stories and mathematical situations can be recounted, sequenced, and discussed.  U.4 Addition and subtraction situations can be explained and discussed using objects, words, and numbers. | **ESSENTIAL QUESTIONS Q**  Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? |
| ***Language Acquisition in the Four Domains*** | |
| **KNOWLEDGE: Academic Language K**  *Students will know…*  K.1 Names of numbers from 1–20.  K.2 Written numerals from 1–10.  K.3 Meaning and structure of the present progressive tense (e.g., *jumping, racing, skating*).  K.4 Meaning, structure, and ways to answer *wh*-, *yes/no,* and *how* questions.  K.5 Sequencing words (*first, next, then, finally*).  K.6 Modifiers used to describe situations such as prepositional phrases (*up the tree, in the street, down a hill*) and numbers (*one duck, four hats*).  K.7 Topic-related academic vocabulary (*addition, subtraction, take away, altogether*). | **SKILLS: Academic Language S**  *Students will be skilled at…*  S.1 Orally counting from 1–20 using one-to-one correspondence.  S.2 Reading and sequencing numbers from 1–10.  S.3 Creating *wh*-, *yes/no,* and *how* questions.  S.4 Answering *wh*-, *yes/no,* and *how* questions.  S.4 Recounting a story or math situation using grade-appropriate academic vocabulary (e.g.,*take away, altogether*), sequencing words (*first, next, then, finally*), numbers (*one duck, four hats*), and prepositional phrases (*up the tree, in the street, down a hill*). |
| **Stage 2—Evidence** | | |
| **EVALUATIVE CRITERIA** | **ASSESSMENT EVIDENCE: Language Development** | |
| Effective use of grade-appropriate academic vocabulary (e.g., *take away, altogether*), sequencing words (*first, next, then, finally*), numbers (*one duck, four hats*), prepositional phrases (*up the tree, in the street, down a hill*) and the present progressive tense to recount a story or math situation.  Accurate use of number words to orally count from 1–20 sequentially.  Accurate use of number words to count manipulatives in baskets.  Appropriate use of academic vocabulary to answer questions about addition situations (e.g., *plus; equals; altogether; to get to; How many\_\_\_\_\_?; There is/are\_\_\_*).   * Appropriate use of academic vocabulary to answer questions about subtraction situations (e.g., *take away; minus; less than; fewer than; How many\_\_\_\_\_?; There is/are\_\_\_*). | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT**  The CEPA will be administered at two points in the unit. The first part will be administered during the language checkpoint (Lesson 5), and the second part will be administered at the end of the unit (Lesson 11). The language checkpoint will assess recounting stories and counting with one-to-one correspondence, as well as the language of addition, and the CEPA will assess recounting stories, the language of subtraction, and counting with one-to-one correspondence where necessary.  **CEPA Materials:**   * Picture books from the unit. * Food collected for the food drive. * Color-coded manipulatives to represent items in the food collection, arranged in small baskets.   **[CEPA Part 1: Language Checkpoint](#L5):**   1. Students will recount the story from one of the books introduced in the lessons using targeted academic language (numbers, content-related vocabulary, sequencing words, prepositional phrases, present progressive). 2. Students will create an addition situation (including the solution) using two baskets of manipulatives. The teacher will ask students to: 3. Count manipulatives in **all** baskets using one-to-one correspondence. 4. Count manipulatives from the **two** chosen baskets using one-to-one correspondence. 5. Match numerals from 1–10 to the chosen manipulative groups, if necessary. 6. Answer questions to explain the addition situation represented by the baskets of manipulatives using targeted academic language. Describe and recount the addition situation represented.   [**CEPA Part 2**](#L11)**:**   1. Students will recount the story from one of the books introduced in the lessons using targeted academic language (numbers, content-related vocabulary, sequencing words, prepositional phrases, present progressive). 2. Students will create a subtraction situation (including the solution) using two manipulatives baskets. The teacher will ask students to: 3. Count manipulatives in **all** baskets using one-to-one correspondence, if necessary. 4. Count manipulatives from the **two** chosen baskets using one-to-one correspondence, if necessary. 5. Match numerals from 1–10 to the chosen manipulative groups, if necessary. 6. Compare number sets using *more, fewer,* and *less.* 7. Answer questions to explain the subtraction situation represented by the manipulatives baskets using targeted academic language. Describe and recount the subtraction situation represented. | |
|  | **OTHER EVIDENCE OE**  Check-ins structured to provide formative assessment in each lesson such as: turn-and-talk (e.g., describing the mathematical situations presented in class, identifying the correct numerals, recounting key details from a story); identifying and matching numeral cards (during class discussions); oral use of learned language (e.g., during center work, during class discussion, in response to teacher questions); center work; sequencing images from stories read in class. | |

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| **Stage 3—Learning Plan** |
| **SOCIOCULTURAL IMPLICATIONS**  *Task/situation:*   * A food drive may not be appropriate in some school contexts. If the school serves economically disadvantaged students, consider using an alternative, such as those listed in the Unit Resources. * Students may not know which finger they should use as a pointer or to start counting with.   Mathematic and graphic representations vary by culture.  *Topic:*   * The concept of a food drive may be new to many students.   Some cultures count, add, and subtract in ways different from those taught in U.S. schools.  **SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION**  [**Lesson 1—Day 1: Food Drive**](#L1)   * **Language objective:** Students will be able to orally recount a story using *first, next, then,* and *finally*.   **Brief overview of lesson:** This lesson will introduce the [food drive](#AppendixAfooddrive) program and the language of sequencing. The students will listen to a read-aloud of *Ten Apples Up on Top* by Dr. Seuss. The teacher will model sequencing the story using grade-appropriate academic vocabulary. Then students will practice sequencing images from the story and retelling key events.  [**Lesson 2—Days 2 and 3: The Language of Addition: Counting and Number Sets (Part 1)**](#L2)   * **Language objective:** Students will be able to recount mathematical situations using *there is, there are*, and *altogether*.   **Brief overview of lesson:** Students will continue sequencing, orally counting, and reading numerals 1 to 12. They will listen to *12 Ways to Get to 11* read aloud. Then they will practice answering questions related to the story using numbers, adjectives, and *there is/are*.  [**Lesson 3—Day 4: The Language of Addition: Counting and Number Sets (Part 2)**](#L3)   * **Language objectives:** * Students will be able to orally describe number sets using adjectives (numbers and colors). * Students will be able to recount and describe mathematical situations orally and in writing using *there is/are* and *altogether*.   **Brief overview of lesson:** Students will continue learning about language useful for sequencing mathematical situations. They will also learn and practice the language of addition (*there is/are, altogether*). Students will listen to *12 Ways to Get to 11* read aloud, listen to the teacher describe mathematical situations, and write number sentences for the situations represented in the story. Students will answer *wh-* questions about the story and practice recounting mathematical situations from the text using adjectives (numbers and colors), sequencing words, and addition language.  [**Lesson 4—Day 5: Tying It All Together: Addition**](#L4)   * **Language objectives:** * Students will be able to describe mathematical situations orally and in writing using *there is/are* and *altogether*. * Students will be able to recount a story orally using sequencing words (*first, next, then,* and *finally*).   **Brief overview of lesson:** Students will continue to develop their sequencing skills, as well as their ability to read numerals and orally count from 1–17. They will listen to *Caps for Sale* read aloud and then practice recounting the story to a partner using sequencing words, addition vocabulary, and other topic vocabulary from the book. They will also answer questions related to the story using adjectives (colors and numbers).  [**Lesson 5—Day 6: Language Checkpoint: Recounting a Story and Food Drive Inventory**](#L5)   * **Language objectives:** * Students will be able to orally recount a story using *first, next, then,* and *finally*. * Students will be able to describe mathematical situations using addition language, adjectives (colors and numbers), *there is/are*, and *altogether*.   **Brief overview of lesson:** During the language checkpoint, the teacher will meet with each student one-on-one to ask questions related to the stories and language previously introduced in the unit. The teacher will ask the student to choose one of the three texts to recount orally using grade-appropriate academic language. Additionally, the teacher will ask the student a series of questions about addition situations using manipulatives and score the student’s answers on the rubric. The language checkpoint will serve as a measure of students’ progress towards successfully reaching the unit’s *Focus Language Goals.*  [**Lesson 6—Day 7: Comparing Sets with *More, Fewer,* and *Less* (Part 1)**](#L6)   * **Language objective:** Students will be able to compare sets in a mathematical context using *more, fewer*, and *less*.   **Brief overview of lesson:** Students will learn about *fewer, less,* and *more* and use these words to compare sets. They will listen to *12 Ways to Get to 11* read aloud, then work with the teacher to compare sets using the newly introduced vocabulary. Students will also practice comparing images. By discussing the differences between sets, students will begin learning how to discuss subtraction situations.  [**Lesson 7—Day 8: Comparing Sets with *More, Fewer,* and *Less* (Part 2)**](#L7)   * **Language objective:** Students will be able to compare sets in a mathematical context using *more, fewer*, and *less*.   **Brief overview of lesson:** Students will continue to work on sequencing events, counting, and reading numerals. They will listen to *Caps for Sale* read aloud, recount the story with a partner, and describe mathematical situations related to the story using *fewer, less*, and *more*. Students will continue listening to, saying, and recognizing written numerals from 1–20.  [**Lesson 8—Day 9: Learning About Present Progressive and Subtraction**](#L8)   * **Language objective:** Students will be able to orally answer questions related to the story in phrases and/or complete sentences using the present progressive tense.   **Brief overview of lesson:** Students will continue practicing the language of sequencing. They will also learn about the present progressive tense and decreasing numbers by listening to *Ten Naughty Little Monkeys* read aloud. They will practice recounting the story in order with the teacher.  [**Lesson 9—Day 10: Learning About Prepositions and Subtraction**](#L9)   * **Language objective:** Students will be able to orally answer questions with phrases and/or complete sentences using prepositions (*on, in, off, out, down, up*).   **Brief overview of lesson:** Students will learn about prepositions of place. They will listen to *Ten Naughty Little Monkeys* read aloud and recount the story with the teacher using sequencing. They will continue working on orally counting backwards from 10, learning about decreasing numbers, reading numerals, and using simple present progressive verbs. They will also practice inserting the correct numeral in a number sentence frame and reading number sentences.  [**Lesson 10—Day 11: Tying It All Together: Subtraction**](#L10)   * **Language objective:** Students will be able to describe subtraction situations orally and in writing using subtraction language (*take away, take from, minus, equals*).   **Brief overview of lesson:** Students will continue learning about subtraction situations. They will watch videos involving subtraction situations, practice describing the sets of numbers represented in each situation, and create number sentences for each.  [**Lesson 11—Day 12: CEPA**](#L11)   * **Language objectives:** * Students will be able to describe mathematical sets and situations using comparative language (*fewer, less,* and *more*) and subtraction language (e.g. *take away, minus, left, equals*). * Students will be able to orally recount a story using grade-appropriate academic language (e.g., *first, next, then, finally*, frequently occurring prepositions,present progressive forms)*.* * **Brief overview of lesson:** Students will complete the CEPA. Each student will participate in a one-on-one discussion with the teacher using the texts from previous lessons, manipulatives, and the food drive as resources for CEPA tasks. The CEPA will serve as a measure of student progress towards successfully reaching the unit’s *Focus Language Goals.* |

**Additional Notes:**

This unit uses learning centers to facilitate differentiated instruction for students. The centers allow the teacher to provide additional scaffolding and/or challenge students to promote language development and growth. Using centers daily may not work in every context. For teachers unable to use centers daily, consider adding an extra day or two to the instructional sequence to provide opportunities for center work. Suggested points at which to add center work are after Lesson 4 (before the language checkpoint) and after Lesson 8 (before the CEPA).

* This unit uses the concept of a food drive as the basis for the performance task, as well as to provide a social justice component. For more information about how to organize a food drive, visit [CreateTheGood.org](http://createthegood.org/toolkit/organize-food-drive). Consider the demographics of the classroom and school community before starting a food drive. Due to socioeconomic factors, a food drive may not be an appropriate performance assessment in all contexts. An alternative would be to tie in a program that promotes positive behavior, encourages good works, and fosters a positive classroom and/or school community. If tying in a positive behavior intervention and support, identify as a class or school community which positive behaviors will be the focal point of the “drive.” Possible behaviors are: thoughtfulness, care, kindness, cooperation/collaboration, effort, and helpfulness. Cards could be made to represent each of the focal positive behaviors. As students are “caught” doing something positive, they will receive a card that indicates the type of positive behavior the student displayed. The class can use the cards they collect to count, compare sets, create addition and subtraction situations, and discuss these situations. The drive could be schoolwide so that students have a larger number of cards to collect, distribute, and use for the CEPA. The drive will help students develop a sense of community.

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| Lesson 1  **Day 1** | **Food Drive** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** This lesson will introduce the food drive program and the language of sequencing. The students will listen to a read-aloud of *Ten Apples Up on Top* by Dr. Seuss. The teacher will model sequencing the story using grade-appropriate academic vocabulary. Then students will practice sequencing images from the story and retelling key events. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

Basic familiarity with the present tense.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to orally recount a story using *first, next, then,* and *finally*. | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned language to orally recount key information from the story read in class and to sequence the story using images from the text. * Formative assessment: Assess students’ use of number words when counting objects during the story. * Formative assessment: Assess students’ application of learned language to participate in partner and class discussions. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences. | Phrases or complete sentences in simple past and present tense; questions; sentences with *there is/are.* | | Sequencing words (*first, next, then, finally*); numbers (1–10); questions (*how many, what*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Although the focus of this lesson is on sequencing, the lesson also provides students with practice recognizing and saying numbers 1–10 (a skill that needs to be reinforced and revisited with many kindergarten students). Depending upon student familiarity and comfort with counting numbers 1–10, consider extending the lesson for another day to provide more practice with numbers 1–10 before working with sequencing. * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * Using centers daily may not work in every context. For teachers unable to use centers daily, consider adding an extra day or two to the instructional sequence to provide opportunities for center work. * \*This unit uses the concept of a food drive as the basis for the performance task, as well as to provide a social justice component. For more information about how to organize a food drive, visit [CreateTheGood.org](http://createthegood.org/toolkit/organize-food-drive). Consider the demographics of the classroom and school community before starting a food drive. Due to socioeconomic factors, a food drive may not be an appropriate performance assessment in all contexts. An alternative would be to tie in a [program](#CEPAPBISsample) to promote positive behavior, encourage good works, and foster a positive classroom and/or school community. If tying in a positive behavior intervention and support, identify as a class or school community which positive behaviors will be the focal point of the “drive.” Possible behaviors are: thoughtfulness, care, kindness, cooperation/collaboration, effort, helpfulness. [Cards](#CEPAPBIScards) could be made to represent each of the focal positive behaviors. As students are “caught” doing something positive, they will receive a card that indicates the type of positive behavior displayed by the student. The class can use the cards they collect to count, compare sets, create addition situations and subtraction situations, and discuss these situations. The drive could be schoolwide so that students have a larger number of cards to collect, distribute, and use for the CEPA. The drive will help students develop a sense of community. * Consider preparing a letter explaining the food drive or program to promote positive behavior to distribute within the school community. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Consider students’ backgrounds to determine if the topic of hunger and a food drive are appropriate. Students may be very self-conscious when talking about the topic of hunger. Alternatives to the food drive are provided in the instructional sequence. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that numbers cannot be used to describe, that they are interchangeable, and/or that number words can be placed anywhere in a sentence. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to orally recount a story using *first, next, then,* and *finally*.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the unit.      1. For example, say: “Today we are starting a new unit. In our unit we will learn language for recounting stories and mathematical situations, describing stories and mathematical situations, and discussing addition and subtraction. During the unit, we will also work with a food drive.” Please note that an alternative to a food drive could be to implement a classroom or schoolwide program to support positive behavior.For example, students could conduct a “kindness” drive to promote good works in the classroom and/or school community.      2. Describe what a food drive is, or what a positive behavior program is. If using a positive behavior program, review each of the positive behaviors that are the focal point of the “drive,” and provide examples of each behavior for students. Possible behaviors might be: thoughtfulness, care, kindness, cooperation/collaboration, effort, helpfulness. Reinforce how you will be working as a class to help others and make a difference in the community.   2. Introduce the focus of the lesson. For example, say: “We are going to begin by learning about recounting. Today you will listen to the story *Ten Apples Up on Top* to practice recounting a story. After the read-aloud, you will help me recount the story.” Please note that counting will be reinforced throughout the unit.      1. Depending upon students’ comfort with counting numbers 1–10, consider reviewing numbers 1–10 before working with the story. |
| During the Lesson |
| Teach students how to retell.   * + 1. Begin by modeling how to retell a familiar classroom routine, such as the morning routine. As you retell, explain to students what you are doing using sequencing signal words. For example, say: “First, I come into the classroom. Next, I put my backpack on my hook. Then, I color. Finally, we do calendar during circle time.” Depending upon students’ familiarity and comfort with sequencing, you may wish to focus on only *first, next*, and *finally*.     2. Have students retell the morning routine or another familiar routine to a partner. As students are retelling, circulate and listen for use of sequencing signal words.     3. Record different activities from your day on chart paper or the board (or show a previously created chart with information about your day). Ask students to help you retell what you did that day using information in the chart or board. Point to each part of the day on the chart or board as students help you retell the day, and highlight the use of *first, next, then,* and *finally.*     4. Create a retelling strategy anchor chart for students’ reference, and explain the strategies to students.   1. Provide opportunities for students to retell a story.      1. Begin by connecting the initial retelling practice with future work. For example, say: “When we described the morning routine, we were retelling what we do every morning. We can also do this with stories. Retelling a story is a strategy readers use to help them understand a story. We are going to practice retelling *Ten Apples Up on Top.* When we retell a story, we say the most important parts, just like when we retold the morning routine, we talked about the most important parts. *First,* we will read the story. *Then* we will use sequencing words to help us retell the story. *Finally,* you will practice retelling the story using sequencing words.”      2. Preview the story. * Go through the pages of *Ten Apples Up on Top* one at a time, and let the students look at the illustration on each page. Have the students discuss what they notice on each page with a partner. Allow students to use any language they choose. Please note that the purpose of the book is to reinforce the use of numbers as adjectives and allow practice sequencing a story. Therefore, the book can be changed to meet the needs of the class. For example, if you elect to use a program to support positive behavior as opposed to a food drive, you may wish to read a book such as *Kindness is Cooler, Mrs. Ruler* by Margery Cuyler. In this book, Mrs. Ruler challenges her students to do 100 acts of kindness for their family, school, and community. * While previewing, ask students questions, such as: “What do you see? What do you notice? What is the lion doing? Is the lion balancing more apples or less apples than the dog?” (Please note that *more than* and *less than* are taught later in the unit. You could use *more than* and *less than* in this lesson to informally assess students’ prior knowledge of these terms.) Model how to answer the questions first.   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as having students discuss the questions in a small group first, and then inviting the whole class to discuss. This allows students to build and share their own ideas before turning to the larger group where not all students are as comfortable sharing.   * + 1. Read *Ten Apples Up on Top* to the class, emphasizing the numbers of apples that the animals balance by counting them on each page as you read. Students can join in counting aloud with you as you point to each apple, and/or give them counters for counting along.   Provide options for perception, such as using a recorded reading of the text “[Ten Apples Up on Top](https://m.youtube.com/watch?v=2LJQR5b9iuw)” or [a song version of the story](https://m.youtube.com/watch?v=OB-5s02AsUU), or set up a video viewing station where students can watch a video of the story independently and pause it to ask clarifying questions.   * + 1. Model how to sequence the story using sequencing cards (with images for support). Hold up the card that reads “first,” and begin to retell the story. Encourage students to help you retell. Continue with “next,” “then,” and “finally” cards*.* Using manipulatives and/or pictures is recommended to help facilitate retelling the story.   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as having students discuss the sequence in a small group first and then share as a whole class. |
| Lesson Closing |
| Practice recounting the story.   * + 1. Ask students to do a turn-and-talk. Have students tell their partner one thing they remember from the story.     2. Have students quietly reflect before turning to discuss with a partner. Flip through the book while students are reflecting to support their thinking. To support sharing, provide sentence frames such as: “In the story, the lion \_\_\_\_\_”; “The lion \_\_\_\_\_”; “I liked when the \_\_\_\_\_”; “In the beginning, \_\_\_\_\_”; “In the end, \_\_\_\_\_.”     3. Ask students to report out, assessing students’ ability to use sequencing words and numbers, as well as their ability to retell at least one important detail from the story. Use this as an opportunity to address any important details missing from the students’ reports.     4. Give students four images from the text, out of order. Ask students to reorder the events of the story independently or with a partner, then report to the whole class or a small group.   Provide options for physical action, such as labeling the images, ordering the images, or using a computer. As students are working, circulate and offer feedback.   * 1. **Optional activity:** Have students draw or describe one part of the story using sentence frames, such as: “In the story, the lion \_\_\_\_\_”; “The lion \_\_\_\_\_”; “I liked when the \_\_\_\_\_”; “In the beginning, \_\_\_\_\_”; “In the end, \_\_\_\_\_.”   Provide options for physical action, such as writing, typing, or dictating.   * 1. **Optional activity:** Have students reflect on what they learned today using guiding questions, such as the ones provided below, with a shout out or during a whole group discussion.      1. Model responses to these questions first, then have students respond. Consider providing sentence frames and word banks to facilitate the conversation.      2. Consider revisiting these questions throughout the unit as students’ understanding of recounting develops further.      3. Sample questions: * “What is important to remember when you recount a story or situation**?”** Students’ responses may include: “what happened”; “details”; “what happened first”; “important details.” * “What words can we use to help us recount a story like we read today?” Students’ responses may include: “first”; “next”; “then”; “finally.” * “Why do you use manipulatives to match or count when you see or hear a number (1–10)?” Students’ responses may include: “It helps us count the number”; “as a placeholder.”   1. **Optional activity:** Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers in the Lesson 1 Resources as an extension to the lesson. |

Lesson 1 Resources

* *Ten Apples Up on Top* by Dr. Seuss
* Sequence word cards, frames, and graphic organizer **(**[**available below**](#L1sequencingcards)**)**
* Letter explaining the food drive or positive behavior program
* Manipulatives related to the lesson’s story
* Numeral cards **(**[**available below**](#L1numeralcards)**)**
* For centers:
* Center station ideas **(**[**available below**](#L1centers)**)**
* Manipulatives used to represent food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–12 **(**[**available below**](#L1numeralcards)**)**
* *Ten Apples Up on Top* by Dr. Seuss
* Computer or audio device
* Sequence word cards **(**[**available below**](#L1sequencingcards)**)**
* Resources for building blocks of language center **(**[**available below**](#L1verbscenter)**)**

Numeral Cards

|  |  |
| --- | --- |
| **1**  **One**  One fish | **2**  **Two** |
| **3**  **Three** | **4**  **Four** |
| **5**  **Five** | **6**  **Six** |
| **7**  **Seven** | **8**  **Eight** |
| **9**  **Nine** | **10**  **Ten** |
| **11**  **Eleven** | **12**  **Twelve** |
| **13**  **Thirteen** | **14**  **Fourteen** |
| **15**  **Fifteen** | **16**  **Sixteen** |
| **17**  **Seventeen** | **18**  **Eighteen** |
| **19**  **Nineteen** | **20**  **Twenty** |

Suggested Centers

The following stations are suggested activities that can be used to reinforce and support language acquisition for this unit. Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use these stations during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. The stations build on each other with the subsequent addition of new books as they are introduced throughout the unit. This gives students the opportunity to rotate through stories and mathematical situations.

Suggested language stations that may support English learners in this lesson:

* 1. Readiness station: Manipulatives with number cards are used throughout the unit to represent the food collected in the food drive. A student turns a card over and counts out that number of manipulatives. Use [numeral cards](#L1numeralcards) 1–12 for this station. Suggested manipulatives include: food collected for the food drive, plastic play food, pinecones, or acorns.

1. Jumping game: Students turn over a number card and jump that number of times. This can be done individually or with a partner. Partners should verify each other by helping their partner to count the number of jumps or confirming the number of jumps. Use [numeral cards](#L1numeralcards) 1–12 for this station.
2. Listening station with partner: Partner A turns over a [numeral card](#L1numeralcards) and counts that number out loud. Partner B moves the corresponding number of manipulatives into a group or a line.
3. Listening center: Students listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” or teachers could record themselves reading the text for students to listen to at this center. Students should be allowed to choose which book they would like to hear again, or they can listen to both if time permits. Consider providing a copy of the [sequencing graphic organizer](#L1sequencingcards) for students to complete in this center. In the graphic organizer, students can draw a picture of what happened first, next, then, and finally in the story. Students can then label the image with words, phrases, and/or sentences. Please note: As more language is introduced in the unit, consider specifying what types of language students should use when labeling the pictures. For example, use one adjective to describe the character. Through this assessment, the teacher can check for student ability to recall the story and to sequence the story appropriately. The graphic organizer can also serve as a way for students to take notes on the story.
4. Building blocks of language: Students one-on-one with the teacher to develop additional building blocks of language that may be needed. This station allows the teacher to address individual student needs. This station allows students additional practice with the building blocks of language needed to successfully attain the unit goals. Suggested activities include, but are not limited to:

* [Verbs](#L1verbscenter): Conjugating verbs in the present and past tense. The teacher can work with students individually to assess and further develop students’ ability to work with present and past tense verbs.
* [Sentence formation](#L1sentenceformcenter): Constructing sentences. The teacher can work with students individually to assess and further develop students’ ability to orally state and write sentences.
* [Adjectives to describe](#L1sentformandadjectives): The teacher can work with students individually to assess and further develop students’ ability to use adjectives to describe.

Sequencing Resources

* 1. **Cards**

|  |  |
| --- | --- |
| FIRST | NEXT |
| THEN | FINALLY |

* 1. **Sentence Frames**
* *In the story, first…*
* *Next,…*
* *Then,…*
* *Finally,…*
  1. **Graphic Organizer**

|  |  |
| --- | --- |
| In the story \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (title) | |
| First, … | Next, … |
| Then, … | Finally, … |

Resources for Building Blocks of Language Center—Verbs

* 1. Sample chart for conjugation:

|  |  |  |  |
| --- | --- | --- | --- |
| **Present Tense: Walk** | | **Past Tense: Walked** | |
| I walk | We walk | I walked | We walked |
| You walk | You walk | You walked | You walked |
| He, She, It walks | They walk | He, She, It walked | They walked |

* 1. Sample sentences to be completed (fill in the blank):
* The monkeys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (past tense of the verb *to jump*) on the bed.
* The pencil \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (present tense of the verb *to be*) on the desk.
* The monkeys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (present progressive of the verb *to be*) on the bed.
* The peddler\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (past tense of the verb *to have*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ red caps on his head.
* The peddler \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (present tense of the verb *to have*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on his head.

1. Sample sentences to be complete (circle the correct verb form):

* The monkeys jump/jumped (past tense of the verb *to jump*) on the bed.
* The pencil is/was (present tense of the verb *to be*) on the desk.
* The lion has/had (present tense of the verb *to have*) apples on his head.
* The monkeys are jumping/were jumping (present progressive of the verb *to be*) on the bed.
* The peddler has/had (past tense of the verb *to have*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ red caps on his head.
* The peddler has/had (present tense of the verb *to have*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on his head.

Resources for Building Blocks of Language Center—Sentence Formation and Adjectives to Describe

* 1. Sample activities for sentence formation:
* Give students an image from one of the books (for example the lion from *Ten Apples Up on Top* by Dr. Seuss) and ask them to independently write a sentence about the image.
* Give students a sentence starter such as: “The lion \_\_\_\_\_\_\_\_” or “The dog \_\_\_\_\_\_\_\_\_\_.”
* Create a sentence or copy a sentence from the text, cut it up, scramble it, and ask a student to reorganize it.
  1. Sample activity for adjectives to describe:

Give students an image from one of the books (or have the book open to an image), and ask students to describe the image using sentence starters, such as:

* + The monkeys are \_\_\_\_\_\_\_\_\_\_.
  + The peddler’s hats are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + The dog is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + The lion is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Sample Program to Promote Positive Behavior

**Directions:**

If tying in a positive behavior intervention and support, identify as a class or school community which positive behaviors will be the focal point of the “drive.” Possible behaviors are: thoughtfulness, care, kindness, cooperation/collaboration, effort, and helpfulness. Be sure to provide an example of each type of positive behavior and review expectations with students. If working as a school community, consider creating and displaying posters for students’ reference throughout the school.

[Cards](#CEPAPBIScards) that represent each of the focal positive behaviors can be made and distributed to the students.

When a student is “caught” doing something positive, a teacher or school administrator can place the student’s name on a card that indicates the type of positive behavior the student displayed and give the cards to your class to “inventory.”

Your class can use the cards collected to count, compare sets, make addition and subtraction situations, and discuss these situations. Students can categorize the cards by types of behavior and by classes’ teachers. Students can then distribute the cards to the respective students.

The drive could be schoolwide so that students have a larger number of cards to collect, distribute, and use for the CEPA. The drive will help students develop a sense of community.

Sample Cards for the Drive

Modify and adapt to reflect the targeted positive behaviors.

Name:

You have been “caught” being

Kind!

Name:

You have been “caught” being

Helpful!

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| Lesson 2  **Days 2 and 3** | **The Language of Addition: Counting and Number Sets (Part 1)** | **Estimated Time:** Two 60-minute sessions |

**Brief overview of lesson:** Students will continue writing, sequencing orally, counting, and reading numerals 1 to 12. They will listen to *12 Ways to Get to 11* read aloud. Then they will practice answering questions related to the story using numbers, adjectives, and *there is/are.* As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Familiarity with the present tense.
* Ability to sequence events using first, next, then, and finally.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  KMD3—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to recount mathematical situations using *there is, there are*, and *altogether*. | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned language as illustrated by students’ use of numbers as adjectives when naming a set of objects during the reading of the story and during the recount/description of mathematical situations. * Formative assessment: Assess students’ application of learned language (e.g., *there is/are, altogether*) to describe mathematical situations during the reading of the story and during the recount/description of mathematical situations, throughout the lesson and in the lesson closing. * Formative assessment: Assess students’ application of learned language (e.g., numbers as adjectives, sequencing language, number sentences) to recount and sequence mathematical situations during the reading of the story and in the lesson closing. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; reading visually represented information such as number sentences. | Phrases or complete sentences in simple past, present, and future tense; questions; sentences with *there is/are*; number sentences. | | Sequencing words (*first, next, then, finally*); numbers (1–12); questions (*how many, what*); math/addition vocabulary (*plus, equals, set, altogether, to get to*); math symbols (+, =). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. Note: the assessments in this lesson provide options for both oral and written application of learned language. Adapt the assessments as needed to meet the needs of your students. * Use [centers](#L1centers), such as those described in Lesson 1. Additional centers that may support ELs in this lesson are: * The food drive center: Students will categorize the food that is collected daily. They will count quantities in each category, practicing one-to-one correspondence, and match [numeral cards](#L1numeralcards) with the correct quantity in each category. * Recounting station with teacher: Teacher gives students the task of recounting the situations in *12 Ways to Get to 11* with number sentence frames. This can be done orally or in writing. * Depending upon students’ level of comfort, consider what addition vocabulary is most appropriate to introduce at the time of teaching. For example, consider whether to use terms such as: *equals* and *in total.* If introducing these terms, be sure to explicitly teach the terms. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may be unfamiliar with many of the items in the story, such as pinecones and acorns. Consider having pinecones and acorns available for students to look at and touch. * Students may be uncomfortable with the reference to jack o’ lanterns, as some cultures have strict aversions to Halloween-related items. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| After working with the text, students may think that *altogether* always means 11. |

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| **THE LESSON IN ACTION** |
| Day 1 Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to recount mathematical situations using *there is, there are*, and *altogether*.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson: “Today you will listen to the story *12 Ways to Get to 11.* After the read-aloud, you will help me recount the addition situations in the story. First we will talk about some words that we will see in the story.” |
| During the Lesson |
| Teach *to get to* and *eleven* using a [modified version](#L2fivestep) of the seven-step vocabulary teaching method. Consider also using a word wall, images, and visual dictionaries such as [Shahi](http://blachan.com/shahi/) to help students to build their own contextual examples of the vocabulary.   * 1. Preview the first half of *12 Ways to Get to 11.*      1. Go through the pages of *12 Ways to Get to 11* one at a time, and let the students look at the illustration on each page. Prompt students’ thinking with questions, such as: “What do you see? What do you notice? Are there more rabbits or banners?”      2. Have the students discuss what they notice on each page with a partner, then share with the whole class. Provide sentence frames, such as: “I see \_\_\_\_\_”; “I notice \_\_\_\_\_”; “I see more \_\_\_\_\_.” Allow students to use any language they choose. Consider having pinecones and acorns on hand so students can look at and feel the objects.   Provide options for physical action, such as pointing and/or gesturing.   * 1. Read the first half of *12 Ways to Get to 11.*      1. Introduce the story and what students will do after reading. For example, say: “We will be reading the story and recounting the mathematical situations in the text, but before we do, we are going to learn a few phrases to help us discuss the text. When we talk about the situations in the text, we will use *there is, there are,* and *altogether* to describe the situations. We will use *there is* and *there are* to answer *how many.* We will use *there is* when there is only one of something. For example, *there is one cat.* We will use *there are* if there is more than one of something. For example*, there are three dogs.* We will use *altogether* to describe how many items we have in total. For example: *There is one cat. There are three dogs. Altogether there are four animals.* Remember, as we read the story we will use *there is, there are,* and *altogether* to discuss the mathematical situations in the story.”   Provide options for perception, such as images or manipulatives to support the examples.   * + 1. Read the story aloud, emphasizing the number of items on each page as you read. Students can count aloud with you as you point to each item, or give them counters to count along with.   Provide options for perception, such as using manipulatives to illustrate the story while reading   * + 1. After reading this part of the story, revisit different pages, asking students “How many \_\_\_\_\_\_\_\_?” Have students respond using the sentence frame “There is/are \_\_\_\_\_\_\_\_\_\_\_\_\_.”     2. After counting all items on the page, ask: “How many altogether?” Count the items all together. Write the number sentence on chart paper for the students to see: “\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_,” or invite volunteers to come up and write the numbers from each situation in a number sentence frame. Then, read the number sentence together as a group. Repeat this process for each situation in the story.   Provide options for perception, such as using a computer to review the number sentences or provide images from the text for students to review. |
| Lesson Closing |
| Have students recount one of the mathematical situations in the story by drawing, orally describing, or doing a turn-and-talk. Provide sentence frames for sharing such as: “One way to get to the number eleven is \_\_\_\_\_\_\_”; “There is/are \_\_\_\_\_\_\_\_\_.”   * 1. Alternatively, have students reflect on what they learned today by responding to the following guiding questions as a shout out or whole group discussion. Provide sentence frames and word banks for sharing, such as: “I think \_\_\_\_\_”; “We can \_\_\_\_\_”; “It is important to \_\_\_\_\_”; “When we recount \_\_\_\_\_.” Sample questions include: * “What is important to remember when you recount a story or situation?” * “What words can we use to help us recount situations like the ones we read about today?” * “How do you use manipulatives to match or count when you see or hear a number (1–12)?”   1. **Optional activity:** Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers as an extension to the lesson. |

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| **THE LESSON IN ACTION** |
| Day 2 Lesson Opening |
| Introduce the focus of the lesson. For example, say: “Yesterday we read the first half of *12 Ways to Get to 11.* We used *there is, there are,* and *altogether* to discuss the mathematical situations in the story. Before we continue reading the text, we are going to practice using *there is, there are,* and *altogether* again.”   * 1. Practice counting manipulatives or images related to the story. For example, lay out five crayons and two pinecones.      1. Ask: “How many crayons are there?” Have students help you count out the crayons, then find the matching [numeral card](#L1numeralcards). Consider giving students manipulatives, counters, or cubes to count along with.      2. Ask: “How many pinecones are there?” Have students help you count out the pinecones. When students say “two,” match the correct numeral card. Consider giving students manipulatives, counters, or cubes to count along with.      3. Ask: “How many altogether?” Write 5 + 2 = 7 on the board or chart paper. Say: “Five crayons **plus** two pinecones **equals** seven pinecones. There are seven pinecones altogether.” Have students count all items to check the answer. Consider having students write out the number sentences in their notebooks.   Provide options for perception, such as using an illustrated mathematics dictionary like the one from [Math Is Fun](http://www.mathsisfun.com/definitions/index.html).   * + 1. **Optional activity:** Create an additional number situation similar to the ones in *12 Ways to Get to 11* for students. For example, display four books and two pencils. Ask students to describe the situation independently first, then share with a partner.   Provide options for physical action, such as writing, pointing, or orally describing. |
| During the Lesson |
| Preview the second half of *12 Ways to Get to 11.*   * + 1. Go through the pages one at a time, and let the students look at the illustration on each page. Prompt students’ thinking with questions, such as: “What do you see? What do you notice? Are there more rabbits or banners?”     2. Have the students discuss what they notice on each page with a partner, then share with the whole class. Provide sentence frames, such as: “I see \_\_\_\_\_”; “I notice \_\_\_\_\_”; “I see more \_\_\_\_\_.” Allow students to use any language they choose. Consider having pinecones and acorns on hand so students can look at and feel the objects.   Provide options for physical action, such as pointing and/or gesturing.   * 1. Read the second half of *12 Ways to Get to 11.*      1. Introduce the story and what students will do after reading. For example, say:“We will continue reading the story and recounting the mathematical situations in the text. Remember, as we read the story, we will use *there is, there are,* and *altogether* to discuss the mathematical situations in the story.” Explain what the difference between *there is* and *there are,* as well as the meaning of *altogether.*   Provide options for perception, such as images or manipulatives to support the examples.   * + 1. Read the story aloud, emphasizing the numbers of items on each page as you read. Students can join in counting aloud with you as you point to each item, or give them counters to count along with.   Provide options for perception, such as using manipulatives to illustrate the story while reading   * + 1. After reading this part of the story, revisit different pages, asking students: “How many \_\_\_\_\_\_\_\_?” Have students turn and talk in response using the sentence frame “There is/are \_\_\_\_\_\_\_\_\_\_\_\_\_.”     2. After counting all items on the page, ask: “How many altogether?” Count the items all together. Write the number sentence on chart paper for the students to see: \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_ or invite volunteers to come up and write the numbers from each situation in a number sentence frame. Then read the number sentence together as a group. Repeat this process for each situation in the story.   Provide options for perception, such as using a computer to review the number sentences or providing students with copies of images from the story to review. |
| Lesson Closing |
| Practice recounting.   * + 1. Model how to recount one way to get to 11 by drawing or orally describing. Have students independently recount one way to get to 11 by drawing or describing orally. This activity can provide a formative assessment of students’ ability to use numbers as adjectives.     2. Model how to recount the mathematical situation using *first, next, then,* and *finally* and/or a number sentence. Have students orally recount the situation to a partner using *first, next, then,* and *finally* and/or a number sentence. Sample student responses include: “First, four banners. Next, five rabbits. Then, a pitcher of water. Finally, a bouquet of flowers; 4 + 5 + 1 + 1 = 11.”     3. **Alternate activity:** Have students reflect on what they learned today by responding to guiding questions and either shouting out answers or discussing as a whole class. Consider providing sentence frames and a word bank, such as: “I think \_\_\_\_\_”; “When recounting a story \_\_\_\_\_”; “It is important to \_\_\_\_\_”; “We can say \_\_\_\_\_.” Sample guiding questions: * “What is important to remember when you recount a story or situation?” Students’ responses may include: “what happened”; “details”; “what happened first.” * “What words can we use to help us recount a story like the one we read today?” Students’ responses may include: “first”; “next”; “then”; “finally.” * “Why do you use manipulatives to match or count when you see or hear a number (1–10)?” Students’ responses may include: “It helps us count the number.”   1. Connect to the next lesson. For example, say: “Next time we meet, we will read *12 Ways to Get to 11* again and write number sentences for the situations in the story. We will also create our own ways to get to eleven and use our sequencing language to describe how we can get to eleven.”   2. **Optional activities:**      1. Create an anchor chart for the food drive. Each day, have students tally how many canned goods have been collected. You may wish to have students count based on categories, such as: “How many cans of \_\_\_\_\_\_\_\_\_?” “How many cans of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” “How many altogether?”The class can update the chart daily. This can also be done if the class is working with a [program to promote positive behavior](#CEPAPBISsample). Help students review the types of [cards](#CEPAPBIScards) that they have received and the positive behaviors associated with each act. Then have students tally the types of cards that they have received each day/the types of acts that have been done. As an extension, consider having students reflect on the canned food drive or the positive behavior intervention and support in reflection journals by describing, drawing, or dictating their thoughts.      2. Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers as an extension to the lesson. |

Lesson 2 Resources

* *12 Ways to Get to 11* by Eve Merriam
* Numeral cards **(**[**available above**](#L1numeralcards)**)**
* Chart paper or whiteboard to record number sentences
* Modified version of the seven-step vocabulary teaching method for *to get to* and *eleven* **(**[**available below**](#L2fivestep)**)**
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–12 **(**[**available above**](#L1numeralcards)**)**
* *Ten Apples Up on Top* by Dr. Seuss
* *12 Ways to Get to 11* by Eve Merriam
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

Sample Modified Version of the Seven-Step Vocabulary Teaching Method

**To get to**

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| **Steps** | **Example** |
| 1. Say the word. Student repeats. | To get to. |
| 1. State the word in context from the mentor text. | The title of our story is *12 Ways to Get to 11.* |
| 1. Explain the meaning with student-friendly definitions. | *To get to* means to find or reach something or someplace. |
| 1. Engage students in activities to develop word/concept knowledge. | Turn to your partner and tell them how you get to school. Say: “To get to school, I \_\_\_\_\_\_\_\_.” |
| 1. Explain to students how new words will be used. *Students do* ***not*** *write at this time. This is where you explain that students should use this word in their homework, classwork, reading summaries, etc.* | We will use *to get to* many times during this unit. I would like to hear you use it while retelling the story and any other time you can. |

**Eleven**

| **Steps** | **Example** |
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| 1. Say the word. Student repeats. | Eleven. |
| 1. State the word in context from the mentor text. | Select a brief excerpt or sentence from the text using the word in context. |
| 1. Explain the meaning with student-friendly definitions. | Eleven is a numeral equal to 10 plus 1. We can use it to answer a question that begins with *how many.* |
| 1. Engage students in activities to develop word/concept knowledge. | Turn and talk to your partner. Tell him/her about something you have 11 of. Say: “I have eleven \_\_\_\_\_\_\_\_\_\_\_\_\_\_.” |
| 5. Teacher reminds and explains to students of how new words will be used. Students do***not*** *write at this time. This is where you explain that students should use this word in their homework, classwork, reading summaries, etc.* | We will use this word when we recount the story *12 Ways to Get to 11* by Eve Merriam. |

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| Lesson 3  **Day 4** | **The Language of Addition: Counting and Number Sets (Part 2)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will continue learning about language useful for sequencing mathematical situations. They will also learn and practice the language of addition (*there is/are, altogether*). Students will listen to *12 Ways to Get to 11* read aloud, listen to the teacher describe mathematical situations, and write number sentences for the situations represented in the story. Students will answer *wh-* questions about the story and practice recounting mathematical situations from the text using adjectives (numbers and colors), sequencing words, and addition language. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Familiarity with the present tense.

Ability to sequence events using first, next, then, and finally.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  KMD3—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |
| **Language Objectives** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to orally describe number sets using adjectives (numbers and colors).  Students will be able to recount and describe mathematical situations orally and in writing using *there is/are* and *altogether*. | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ ability to identify and match the correct numerals for amounts 1 through 12 during the reading of the story as evidenced by students holding up of the appropriate numeral card. * Formative assessment: Assess students’ ability to use adjectives (numbers and colors) when naming a set of objects in a complete sentence during the class discussion, during students’ descriptions of mathematical situations from the story, and while students discuss their own “ways to get to eleven.” * Formative assessment: Assess students’ application of learned language (*there is, there are,* and *altogether*) during class discussion, during students’ descriptions of mathematical situations from the story, and as students recount their own “ways to get to eleven.” * Formative assessment: Assess students’ application of learned language to explain the steps they took to get to 11 using *first*, *next*, *then*, and *finally*. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; reading visually represented information such as number sentences. | Phrases or complete sentences in simple past, present, and future tense; questions; sentences with *there is/are*; number sentences. | | Sequencing words (*first, next, then, finally*); numbers (1–12); questions (*how many, what*); math/addition vocabulary (*plus, equals, set, altogether, to get to*); math symbols (+, =); colors. |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * Use [centers](#L1centers), such as those described in Lesson 1. Additional centers that may support ELs in this lesson are: * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence and match [numeral cards](#L1numeralcards) with the correct quantity in each category. * Listening Center: Students will listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop)” or teachers could record themselves reading *12 Ways to Get to 11* by Eve Merriam for students to listen to. Students could choose which book they would like to hear again, or they could listen to both if time permits. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may be unfamiliar with many of the items in the story, such as pinecones and acorns. The teacher may wish to have pinecones and acorns available for students to look at and touch. * Students may be uncomfortable with the reference to jack o’ lanterns, as cultural traditions and ways of viewing Halloween differ. * Some students may not know color words. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| After working with the text, students may think that *altogether* always means 11. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to orally describe number sets using adjectives (numbers and colors)” and “Students will be able to recount and describe mathematical situations orally and in writing using *there is/are* and *altogether*.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. For example, say: “Today we will read the story *12 Ways to Get to 11* again. After the read-aloud, you will help me recount the mathematical situation in the story. Before we get started, we are going to review some language that will help us to discuss the situations in the story. We can use color words to help us to describe the number sets in the book.”      1. Review the colors you want to focus on with students. Have different-colored blocks, crayons, or markers available.      2. Have students work independently or with a partner to sort crayons based on color. As students are sorting, ask questions such as “What color is this?” or “Why did you group these all together?” Please note: you may need to review color words with students before completing this activity.      3. Provide time for additional practice with colors. * For example, have students sort different-colored objects into categories, match objects with the corresponding color word, and/or color by number. * Show a video on colors, such as “[OK Go—Three Primary Colors](https://m.youtube.com/watch?v=yu44JRTIxSQ).”Offer a video viewing station where students can watch the video independently, pausing it to ask questions as needed.   1. After reviewing color words with students, use a page from *12 Ways to Get to 11* to highlight adjectives such as colors and numbers, saying brief phrases/sentences such as: “two white rabbits,” “four pink rabbits,” “one yellow banner,” “one green banner,” “one blue banner,” “one red banner,” and “the magician’s hat is black.” Tell students that they will be using color words to describe mathematical situations in the next story.   Provide options for perception, such as viewing situations on a computer or modeling with manipulatives. |
| During the Lesson |
| Read *12 Ways to Get to 11* to the class, emphasizing the number of items on each page as you read. Give each student a set of [numeral cards](#L1numeralcards) 1–12 so they can join in counting aloud with you as you point to each item.   * + 1. While reading, pause and ask: “How many \_\_\_\_\_\_\_\_\_?”   Provide options for physical action, such as: gesturing or using computers to indicate the number of items. Look for students’ use of adjectives, *there is,* and *there are.*   * + 1. Count each set of items. Ask the students to hold up the correct numeral card for that set.     2. Then ask: “How many altogether?” Count the items all together. Ask students to hold up the correct numeral card for the total. Prompt students to say the total, naming the items in each set in a complete sentence, such as: “There are a total of eleven. \_\_\_\_ + \_\_\_\_\_ = 11.” Record the number sentence on chart paper or a whiteboard.   Provide options for perception, such as using a shared file so students can see number sentences on a computer or showing a video about number sentences, such as “[One More Scoop](https://m.youtube.com/watch?v=F8NwPqVGE-Y).”   * 1. **Optional activity:** Have students practice orally describing a mathematical situation in an image or images from the story with a partner or small group. As students are working, circulate to work with the groups, and provide specific feedback on students’ use of language to describe the mathematical situation. Use a checklist with target language to record your observations, such as the one provided below:   *Lesson 3 Language Observation Checklist*  \_\_\_\_\_\_ *There is \_\_\_\_\_*  *\_\_\_\_\_\_ There are \_\_\_\_\_*  *\_\_\_\_\_\_ There are \_\_\_\_\_ altogether*  \_\_\_\_\_\_ Use of color words  \_\_\_\_\_\_ Use of numbers as adjectives  \_\_\_\_\_\_ Correct use of numerals  \_\_\_\_\_\_ Use of addition vocabulary (*plus, equals, total*)   * 1. Tell students that they will now work on describing their own way to get to 11.      1. Model creating your own way to get to 11 using realia and manipulatives. Sample way to get to 11: “There are four blue crayons. There are five red blocks. There is one yellow book. There is one green apple. How many altogether? Eleven!”Consider writing these sentences/phrases on the board as you speak and adding illustrations to support students’ understanding.      2. Ask students to come up with their own way to get to 11 individually or with a partner, using manipulatives and realia. Students can draw, use a computer to create, and/or describe their way to get to 11. To extend their thinking, ask students to write or type a corresponding number sentence. |
| Lesson Closing |
| Practice recounting how to get to 11 using sequencing words.   * + 1. Model how to recount how you got to 11 using sequencing words. For example: “First, I added four blue crayons. Next, I added five red blocks. Then, I added two yellow books. Finally, I added one green apple. How many altogether? Eleven!”     2. Ask students to recount how they got to 11 to their partner or a small group. Circulate, taking notes about students’ language use. Consider using a checklist such as the one above, with an additional row for “sequencing words.”     3. **Alternate activity:** Have students reflect on what they learned today, responding to guiding questions by shouting out answers or discussing as a whole class. Consider providing sentence frames and word banks, such as: “I think \_\_\_\_\_”; “We can say \_\_\_\_\_”; “It is important to include \_\_\_\_\_.” Sample guiding questions: * “What is important to remember when you recount a story or situation?”Students’ responses may include: “what happened”; “details”; “what happened first.” * “What words can we use to help us recount a story like the one we read today?” Students’ responses may include: “first”; “next”; “then”; “finally.” * Why do you use manipulatives to match or count when you see or hear a number (1–10)? Students’ responses may include: “It helps us count the number. “   1. Connect to the next lesson. For example, say: “The next time we meet, we will read the story *Caps for Sale* and practice all the language that you have learned so far with *Ten Apples up on Top* and *12 Ways to Get to 11.*   2. **Optional activity:** Create an anchor chart for the food drive. Each day, have students tally how many canned goods have been collected. You may wish to have students count based on categories, such as: “How many cans of\_\_\_\_\_\_\_\_\_?” “How many cans of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” “How many altogether?”The class can update the chart daily. This can also be done if the class is working with a [program to promote positive behavior](#CEPAPBISsample). Have students tally the types of [cards](#CEPAPBIScards) that they have received each day/the types of acts that have been done. As an extension, consider having students reflect on the canned food drive or the positive behavior intervention and support in reflection journals by describing, drawing, or dictating their thoughts. |

Lesson 3 Resources

* *12 Ways to Get to 11* by Eve Merriam
* Multiple sets of numeral cards **(**[**available above**](#L1numeralcards)**)**
* Number sentence frames
* Images of pages from the text
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–12 **(**[**available above**](#L1numeralcards)**)**
* *Ten Apples Up on Top* by Dr. Seuss
* *12 Ways to Get to 11* by Eve Merriam
* Computer or audio device
* [Sequence word cards](#L1sequencingcards) **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

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| Lesson 4  **Day 5** | **Tying It All Together: Addition** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will continue to develop their sequencing skills, as well as their ability to read numerals and orally count from 1 to 17. They will listen to *Caps for Sale* read aloud, and then practice recounting the story to a partner using sequencing words, addition vocabulary, and other topic vocabulary from the book. They will also answer questions related to the story using adjectives (colors and numbers). As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to listen to and use the names of numbers 1–12 in meaningful contexts.
* Ability to recognize and name written numerals 1–12.
* Basic ability to use colors and numerals as adjectives to describe mathematical situations.

Basic ability to use sequencing words to recount a mathematical situation.

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| **LESSON FOUNDATION** | | | |
| **Unit-level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | |
| **Language Objectives** | | **Essential Questions Addressed in the lesson** | |
| Students will be able to describe mathematical situations orally and in writing using *there is/are* and *altogether*.  Students will be able to recount a story orally using sequencing words (*first, next, then,* and *finally*). | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ ability to sequence images illustrating key events from the story using *first*, *next*, *then*, and *finally.* * Formative assessment: Assess students’ ability to identify and select the correct numeral card for amounts 1 through 20 while reading, as evidenced by students’ selection of the appropriate numeral card. * Formative assessment: Assess students’ ability to use numbers as adjectives when naming a set of objects, using phrases, or in a complete sentence during the reading of the text and when students describe addition situations. | | | |
| **Thinking Space: What Academic Language will be practiced in this lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; reading visually represented information such as number sentences; expressing opinions with limited detail. | Phrases or complete sentences in simple past, present, and future tense; questions; sentences with *there is/are*; number sentences; sentences with *because*. | | Sequencing words (*first, next, then, finally, beginning, middle, end*); numbers (1-20); questions (*how many, what, why*); math/addition vocabulary (*plus, equals, set, altogether, to get to*); math symbols (+, =); colors; topic-related vocabulary (*story,* *peddler, bunch, monkey, business, naughty, wares*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * This unit uses learning centers to facilitate differentiated instruction for students. The centers allow the teacher to provide additional scaffolding and/or challenge students to promote language development and growth. Using centers daily may not work in every context. For teachers unable to use centers daily, consider adding an extra day or two to the instructional sequence to provide opportunities for center work. Consider adding a day for center work right after this lesson so that students may have additional practice with learned language prior to the language checkpoint in [Lesson 5.](#L5) If adding a day to the instructional sequence for center work, select one or more centers that are responsive to students’ needs. Use [centers](#L1centers) such as those described in Lesson 1, with the following modifications/additions: * Listening center: Students will listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” a recording of the teacher reading *12 Ways to Get to 11* by Eve Merriam, or a video of *Caps for Sale* by Esphyr Slobodkina (available [here](https://www.youtube.com/watch?v=MKnDDUM2x3M) or [here](https://www.youtube.com/watch?v=INptSCKqdfg)). * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence, and match [numeral cards](#L1numeralcards) with the correct quantity in each category. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Students may by unfamiliar with what a peddler is or feel uncomfortable with the concept of a peddler. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| After reading *12 Ways to Get to 11,* students may think that the answer to “How many altogether?” is always 11. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to describe mathematical situations orally and in writing using *there is/are* and *altogether*” and “Students will be able to recount a story orally using sequencing words (*first, next, then,* and *finally*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. For example, say: “Today you will read the story *Caps for Sale.* During the reading, we will discuss addition situations. After the read-aloud, you will help me recount the story. First we will talk about some words that we will see in the story. |
| During the Lesson |
| Teach *peddler* and *bunch* using a [modified version](#L4sevensteppeddler) of the seven-step vocabulary teaching method. Provide other ways for students to explore this vocabulary, such as word walls, visual dictionaries like [Shahi](http://blachan.com/shahi/), native language dictionaries, and images.   * 1. Preview the text.      1. Go through the pages in *Caps for Sale* one at a time, and let the students look at the illustration on each page. Have the students discuss what they notice on each page with a partner using any language they choose.      2. Prompt students’ thinking, asking questions such as: “What do you see?” “What do you notice?” “What is the peddler doing?” “What are the monkeys doing?”Please note that the present progressive is taught later in the unit. Using present progressive verbs in this lesson could serve as an informal assessment of students’ prior knowledge of the present progressive.   2. Read *Caps for Sale* aloud to the class.   Provide options for perception, such as including a [video](https://m.youtube.com/watch?v=MKnDDUM2x3M) of the story.   * + 1. After reading the first page, ask the students: “How many caps does the peddler have on his head?” Model how to answer this question and create a related number sentence. Have students count the caps with you orally, then model how respond using a full sentence, such as: “He has 17 caps on his head.”   Provide options for perception, such as modeling with manipulatives.  Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as using cubes or counters to count along.   * + 1. Continue reading *Caps for Sale* to the class. While reading, ask students questions to prompt thinking, such as: “What do you think the Monkeys will do next?” “How many red caps does the peddler have?” “How many brown hats are in the bunch?” “How many blue caps does the peddler have?” “How many red hats are in the bunch?” “How many red and blue caps does the peddler have? Why?” “What would the number sentence look like? Why?”When possible, have students match [numeral cards](#L1numeralcards) to the situations and create number sentences with a partner or independently.   Provide options for physical action, such as having students draw the mathematical situations.   * 1. Have students sequence the story with images from the text (e.g., the peddler with the caps on his head in the beginning of the story, the peddler sleeping under the tree, the monkeys with the peddler’s caps, and the peddler getting his caps back at the end of the story) and sequencing words independently or with a partner. Students can paste the images in order and then practice recounting the story using sequencing language.   Provide options for physical action, such as sequencing on a computer. |
| Lesson Closing |
| Summarize what students did in the lesson, and give them time to reflect on their learning.   * + 1. For example, say: “Today we used all the language that we learned to talk about addition situations and sequencing stories and numbers.” Have students think about what they learned quietly first, then turn and talk to a partner. Provide sentence frames for sharing, such as: * The peddler had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ caps on his head. * In the story, the peddler \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * In the story, the monkeys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * In the beginning of the story, the peddler \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * At the end of the story, the peddler \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * My favorite part of the story was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + 1. Have students reflect on what they learned by responding to guiding questions and either shouting out answers or discussing as a whole class. Provide students with word banks and sentence frames, such as: “I think \_\_\_\_\_”; “We can say \_\_\_\_\_”; “It is important \_\_\_\_\_.” * “What is important to remember when you recount a story or situation? Students’ responses may include: “what happened”; “details”; “what happened first.” * “What words can we use to help us recount a story like the one we read today?” Students’ responses may include: “first”; next”; “then”; “finally.” * “Why do you use manipulatives to match or count when you see or hear a number (1–10)?” Students’ responses may include: “It helps us count the number.”   1. **Alternate lesson closing:** Have students illustrate parts of the story. For example, they can illustrate their favorite part or what happened first, next, then and finally. Then have them label their illustrations with sentence frames, such as: “My favorite part of the story was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “My favorite part of the story was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_.”   Provide options for physical action, such as drawing, describing, or using Microsoft Paint to create images and captions.   * 1. Connect to the next lesson. For example, say: “The next time we meet, I will work with each of you one at a time while the others are at centers.”   2. **Optional activities:**       1. Have students sequence the story by acting out *Caps for Sale.*      2. Create an anchor chart for the food drive. Each day, have students tally how many canned goods have been collected. You may wish to have students count based on categories, such as: “How many cans of \_\_\_\_\_\_\_\_\_?” “How many cans of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” “How many altogether?” The class can update the chart daily. This can also be done if the class is working with a program to [promote positive behavior](#CEPAPBISsample). Have students tally the types of [cards](#CEPAPBIScards) that they have received each day/the types of acts that have been done. As an extension, consider having students reflect on the canned food drive or the positive behavior intervention and support in reflection journals by describing, drawing, or dictating their thoughts.      3. Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](file:///F:\DESE\Edited%20Units\16.07.19.ESL.K.LoMA.docx#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers as an extension to the lesson. |

Lesson 4 Resources

* *Caps for Sale* by Esphyr Slobodkina
* Numeral cards (1–20) **(**[**available above**](#L1numeralcards)**)**
* Number sentence frames: \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_
* Images from the text
* Modified version of the seven-step vocabulary teaching method for *peddler* and *bunch* **(**[**available below**](#L4sevensteppeddler)**)**
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–20 **(**[**available above**](#L1numeralcards)**)**
* *Ten Apples Up on Top* by Dr. Seuss
* *12 Ways to Get to 11* by Eve Merriam
* *Caps for Sale* by Esphyr Slobodkina
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

Modified Version of the Seven-Step Vocabulary Teaching Method

* + - 1. **Peddler**

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| **Steps** | **Example** |
| 1. Say the word. Student repeats. | Peddler. |
| 2. State the word in context from the mentor text. | Select a brief excerpt or sentence from the text using the word in context. |
| 3. Explain the meaning with student-friendly definitions. | A peddler is someone who sells things. A peddler peddles things like a teacher teaches things. |
| 4. Engage students in activities to develop word/concept knowledge. | Turn to your partner and tell them what you would sell if you were a peddler. “If I were a peddler I would sell \_\_\_\_\_\_\_\_\_.” |
| 5. Explain to students how new words will be used. *Students do* ***not*** *write at this time. This is where you explain that students should use this word in their homework, classwork, reading summaries, etc.* | You will hear this word many times in this story. I would like to hear you use it when we recount the story. |

* + - 1. **Bunch**

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| **Steps** | **Example** |
| 1. Say the word. Student repeats. | Bunch. |
| 2. State the word in context from the mentor text. | Select a brief excerpt or sentence from the text using the word in context. |
| 3. Explain the meaning with student-friendly definitions. | Bunch means a number of things, like a set or group. |
| 4. Engage students in activities to develop word/concept knowledge. | I have a bunch of \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| 5. Explain to students how new words will be used. *Students do* ***not*** *write at this time. This is where you explain that students should use this word in their homework, classwork, reading summaries, etc.* | We will see this word in the story *Caps for Sale,* and I will ask you how many are in the bunch. |

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| Lesson 5  **Day 6** | **Language Checkpoint: Recounting a Story and Food Drive Inventory** | **Estimated Time:** Varies by class size (10 minutes as a whole class; 5–10 minutes per student) |

**Brief overview of lesson:** During the language checkpoint, the teacher will meet with each student one-on-one to ask questions related to the stories and language previously introduced in the unit. The teacher will ask the student to choose one of the three texts to recount orally using grade-appropriate academic language. Additionally, the teacher will ask the student a series of questions about addition situations using manipulatives and score the student’s answers on the rubric. The language checkpoint will serve as a measure of students’ progress towards successfully reaching the unit’s *Focus Language Goals.* As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to listen to and say the names of numbers 1–20 in meaningful contexts.
* Ability to recognize written numerals 1–20.

Ability to recount a mathematical situation using previously introduced academic language (sequencing words, *there is/are,* numbers as adjectives, etc.).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations with in grade-appropriate exchanges of information.  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects with in grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | |
| **Language Objectives** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to orally recount a story using *first, next, then,* and *finally*.  Students will be able to describe mathematical situations using addition language, adjectives (colors and numbers), *there is/are*, and *altogether*. | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ application of learned language to recount a text using *first, next, then,* and *finally* during task 1. Score students’ responses with the [language checkpoint rubric](#L5LangCheckRubric). * Formative assessment: Assess students’ application of learned language to describe and recount a mathematical situation using *there is, there are, altogether,* and adjectives (colors, numbers) during task 2. Score students’ responses with the [language checkpoint rubric](#L5LangCheckRubric). * Formative assessment: Assess students’ ability to orally state and count 1–17 sequentially during task 3. Score students’ responses with the [language checkpoint rubric](#L5LangCheckRubric). * Formative assessment: Assess students’ ability to read numerals and match the appropriate numeral card to the corresponding amount of food/cards in a given category during task 4. Score students’ responses with the [language checkpoint rubric](#L5LangCheckRubric). * Formative assessment: Assess students’ ability to describe addition situations during task 5. Score students’ responses with the [language checkpoint rubric](#L5LangCheckRubric). | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; reading visually represented information such as number sentences. | Phrases or complete sentences in simple past, present, and future tense; questions; sentences with *there is/are*; number sentences. | | Sequencing words (*first, next, then, finally, beginning, middle, end*); numbers (1-20); questions (*how many, what*); math/addition vocabulary (*plus, equals, set, altogether, to get to*); math symbols (+, =); colors; topic-related vocabulary (*story,* *peddler, bunch, monkey, business, naughty, wares*); comparative language (*more, less, fewer*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Print a copy of the [language checkpoint rubric](#L5LangCheckRubric) for each student. * Consider defining the term inventory. For example, say: “An inventory is when someone counts the amount of something. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * Use [centers](#L1centers) such as those described in Lesson 1, with the following modifications/additions: * Listening center: Students will listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” a recording of the teacher reading *12 Ways to Get to 11* by Eve Merriam, or a video of *Caps for Sale* by Esphyr Slobodkina (available [here](https://www.youtube.com/watch?v=MKnDDUM2x3M) or [here](https://www.youtube.com/watch?v=INptSCKqdfg)). * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence, and match numeral cards with the correct quantity in each category. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may be uncomfortable or self-conscious when discussing the topic of hunger and the food drive. * Students may be unfamiliar with many of the items in the stories, such as pinecones and acorns. * Students may be uncomfortable with the reference to jack o’ lanterns, as some cultures have strict aversions to Halloween-related items. * Students may be unfamiliar or uncomfortable with the concept of a peddler. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| After working with the story *12 Ways to Get to 11,* students may think that altogether always means 11. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to orally recount a story using *first, next, then,* and *finally*” and “Students will be able to describe mathematical situations using addition language, adjectives (colors and numbers), *there is/are*, and *altogether*.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson, and give an overview of what students will be doing in class. For example, say: “We have been reading stories and working hard on collecting food for the food drive/cards for the positive behavior program. We have been using the picture books and the food drive/positive behavior program to learn how to describe and recount situations. In the food drive collection area/positive behavior program card collection area, you will have a chance to take inventory of some of the food/types of cards we collected. I will work with each of you one at a time while others are at the centers. When you are working with me, you will count the food/cards we have collected so far and discuss them by describing addition situations using the food/cards from the food drive and/or the (insert manipulative used in class). We have also been practicing recounting stories. Today I will ask you to choose one of the books we have read to recount, using the words we have learned and your own words.” |
| During the Lesson |
| Set up centers around the room, and review center work norms. Explain how you will be meeting students for one-on-one work.   * 1. Meet with students one at a time, going over the tasks below and using the [language checkpoint rubric](#L5LangCheckRubric) to assess performance:      1. Task 1—recounting a text using *first, next, then,* and *finally*: Put out copies of two texts read so far, *Apples up on Top* and *Caps for Sale.* Ask students to choose one book to recount and tell you what happened *first, next, then,* and *finally.* Ask questions such as “What happened next?” and “Then what happened?”to prompt students’ thinking. Consider recording the language students use on a [checklist](#L5LangCheckChecklist). Score each student’s performance on the rubric.   Provide options for physical action, such as using visuals to sequence the story.   * + 1. Task 2—describing a mathematical situation using *there is, there are, altogether,* and adjectives (colors, numbers): Show a mathematical situation from one of the pages in *12 Ways to Get to 11.* Have students describe it orally, and look for students’ use of *there is/are, altogether,* and adjectives (colors and numbers). Ask questions, such as “How many\_\_\_\_\_\_\_?” and “How many are there altogether?”to prompt students’ thinking. Ask students to recount the addition situation. Score each student’s performance on the rubric.     2. Task 3—counting: Select at least 17 food items or manipulatives from several food categories. Introduce the task by explaining what students will do. “Take inventory of the food items we have collected in these food categories. Count out loud how many items we have collected in these food categories.”While students are counting the manipulatives, look for clear counting of 1–17. Score each student’s performance on the rubric.     3. Task 4—reading numerals: Ask the student to match or identify the numerals corresponding to the amount of food in each category. Give Level 2 students a set of [numeral cards](#L1numeralcards) for the number of items in each category, and ask them to match each card with the food category. For example, say: “Please match the numeral to the amount in each category. How many (category 1)? How many (category 2)?” etc. Consider pointing to each category to support students who may be unfamiliar with the names of each category. Give Level 3 students a complete set of numeral cards, and ask them to select the correct card for each category. While students work, look for students’ use of *there is/are* and *altogether*. To extend students’ oral discourse, challenge students to explain why they selected a particular numeral card. Score each student’s performance on the rubric.     4. Task 5—describing addition situations: Select two categories of food totaling 10 or less. The categories must not be equal amounts. Ask students: “How many (category 1) and (category 2) do we have altogether? Explain your thinking.”As an extension, ask students to draw the mathematical situation, use a ten frame, or write the number sentence. Score each student’s performance on the rubric. |
| Lesson Closing |
| Review what students completed in the lesson today, and connect to what they will do in the next lesson. For example, say: “So today you practiced recounting stories, taking inventory, reading numerals, and discussing by describing addition situations. The next time we meet, we will begin to learn how to describe taking quantities apart. That’s called subtraction.” |

Lesson 5 Resources

* Food collected from food drive
* Baskets of manipulatives to represent different number sets
* One language checkpoint rubric per student **(**[**available below**](#L5LangCheckRubric)**)**
* Language checkpoint checklist for recording students’ responses **(**[**available below**](#L5LangCheckChecklist)**)**
* Books from the unit
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–20 **(**[**available above**](#L1numeralcards)**)**
* *Ten Apples Up on Top* by Dr. Seuss
* *12 Ways to Get to 11* by Eve Merriam
* *Caps for Sale* by Esphyr Slobodkina
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

Language Checkpoint Rubric

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|  | **Beginning** | **Progressing** | **Mastering** |
| Task 1: Student recounts and sequences a story from the lessons using grade-appropriate academic language. | Student does not use any grade-appropriate academic language to recount the text. | Student recounts the text using some grade-appropriate academic language in phrases or simple sentences. | Student recounts the text using sequencing language (*first, next, then, finally*) and complete sentences. |
| Task 2: Student discusses by describing and recounts addition situations using targeted academic language. | Student cannot discuss by describing and/or recount addition situations using targeted academic language. | Student describes and recounts addition situations using some targeted academic language. | Student describes and recounts addition situations using targeted academic language (*there is/are, altogether,* and adjectives [colors and numbers]). |
| Task 3: Student orally counts from 1–20 clearly. | Student cannot count clearly up to 10. | Student counts clearly up to 10. | Student counts clearly up to 20. |
| Task 4: Student reads numerals and matches them to corresponding baskets of manipulatives. | Student cannot read numerals or cannot match numerals to corresponding baskets. | Student reads some numerals and is able to match some to corresponding baskets. | Student reads the numerals 1–10 and matches them to corresponding baskets. |
| Task 5: Student answers questions using targeted language about how to put things together. | Student does not use any targeted language to answer the teacher’s questions. | Student answers the teacher’s questions using some targeted language in phrases or simple sentences without targeted language. | Student answers the teacher’s questions using targeted language (e.g., *there is/are, altogether, plus, equals, in total*). |

Language Checkpoint Checklist

|  | **Checklist** | **Student Language Sample(Record Responses as Needed)** |
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| Task 1: Student recounts and sequences a story from the lessons using grade-appropriate academic language. | Recounts text using:  \_\_\_\_\_\_\_\_ first  \_\_\_\_\_\_\_\_ next  \_\_\_\_\_\_\_\_ then  \_\_\_\_\_\_\_\_ finally  \_\_\_\_\_\_\_\_ Recalls key details  \_\_\_\_\_\_\_\_ Uses complete sentences |  |
| Task 2: Student discusses by describing and recounts addition situations using targeted academic language. | Describes addition situations using:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ there is/there are  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ altogether  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ plus (optional)  Adjectives:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colors  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ numbers |  |
| Task 3: Student orally counts from 1–20 clearly. | Orally counts to: |  |
| Task 4: Student reads numerals and matches them to corresponding baskets of manipulatives. | Reads numerals:  1 6  2 7  3 8  4 9  5 10 |  |
| Task 5: Student uses targeted language to answer questions about how to put things together | Answers questions using:  \_\_\_\_\_\_\_\_ there is  \_\_\_\_\_\_\_\_ there are  \_\_\_\_\_\_\_\_ altogether  \_\_\_\_\_\_\_\_ plus  \_\_\_\_\_\_\_\_ equals (optional)  \_\_\_\_\_\_\_\_ in total (optional) |  |

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| Lesson 6  **Day 7** | **Comparing Sets with *More, Fewer*, and *Less* (Part 1)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will learn about *fewer, less,* and *more* and use these words to compare sets. They will listen to *12 Ways to Get to 11* read aloud, then work with the teacher to compare sets using the newly introduced vocabulary. Students will also practice comparing images. By discussing the differences between sets, students will begin learning how to discuss subtraction situations. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to read numbers 1–17.

Ability to say and sequence numbers 1–17.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  KMD3—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to compare sets in a mathematical context using *more, fewer*, and *less*. | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ ability to use *fewer*, *less,* and *more* in phrases or complete sentences during class discussions, describe images from the text, and describe their own mathematical situations. * Formative assessment: Assess students’ ability to use adjectives (colors and numbers) to describe mathematical situations during class discussion, describe images from the text, and describe their own mathematical situations. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; explaining opinions with limited detail. | Phrases or complete sentences in simple past, present, and future tense; questions; sentences with *there is/are*; number sentences; sentences with *because*. | | Sequencing words (*first, next, then, finally, beginning, middle, end*); numbers (1–20); questions (*how many, what, why*); math vocabulary (*plus, equals, set*); math symbols (=); colors; topic-related vocabulary (*story,* *peddler, wares*); comparative language (*more, less, fewer*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * Use [centers](#L1centers) such as those described in Lesson 1, with the following modifications/additions: * Listening center: Students will listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” a recording of the teacher reading *12 Ways to Get to 11* by Eve Merriam, or a video of *Caps for Sale* by Esphyr Slobodkina (available [here](https://www.youtube.com/watch?v=MKnDDUM2x3M) or [here](https://www.youtube.com/watch?v=INptSCKqdfg)). * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence, and match numeral cards with the correct quantity in each category. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may be unfamiliar with many of the items in the story, such as pinecones and acorns. Consider having pinecones and acorns available for students to look at and touch. * Students may be uncomfortable with the reference to jack o’ lanterns, as some cultures have strict aversions to Halloween-related items. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| After working with the story *12 Ways to Get to 11,* students may think that altogether always means 11. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to compare sets in a mathematical context using *more, fewer*, and *less*.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the purpose of the lesson. For example, say: “Today we will reread the story *12 Ways to Get to 11.* As we are reading the story, we are going to use language to compare sets. The words we will use are *fewer, less,* and *more.*”   2. Teach the words *more, fewer,* and *less*.      1. Post the words on the board. Tell students that these words are used to compare how much or how many of something there is. Orally tell students the definition of each word, and post the definitions for reference. Use word walls, visual dictionaries such as [Shahi](http://blachan.com/shahi/), native language translations, and images to help students to build their own contextual examples of the vocabulary.   Provide options for perception, such as showing a video about these words like “[*Sesame Street*’s Kermit Explains More and Less](https://www.youtube.com/watch?v=smuZ8bE3lEI&app=desktop).” Consider providing students with a video viewing station where they can watch the video independently, pausing it to ask questions as needed.   * + 1. Practice using *more, fewer,* and *less* with manipulatives, such as crayons, books, blocks, play food, or items from the food drive. For example, lay out five caps and three crayons. Say to the students: “I have some blocks and some crayons. Let’s find out which one I have more of. Let’s start with the caps. How many caps do I have?”Have students help you count. Then say: “I have five caps in total.”Have a student match the correct numeral card to the caps. Then add: “Now let’s see, how many crayons do I have?”Have students help you count. Add: “I have three crayons.”Have a student match the correct numeral card to the crayons. Finally, ask: “Do I have more caps or more crayons?”Repeat this exercise a few additional times. |
| During the Lesson |
| Reread *12 Ways to Get to 11.*   * + 1. Note that as a math-based picture book, *12 Ways to Get to 11* avoids using nouns that are not countable. However, be aware of the following grammatical information, and share with the class if desired: *More* is used with both singular and plural verbs and count/non-count nouns (*There are more pinecones. There is more popcorn*.), whereas *fewer* is used with plural verbs and count nouns (*There are fewer acorns. There are fewer pieces of popcorn. There are fewer pitchers of water.*). *Less* is used with singular verbs and non-count nouns (*There is less popcorn. There is less water*.).     2. Before reading, post and introduce two sentence frames that students can use to answer questions during the reading: “There are more \_\_\_\_\_\_”; “There are fewer/less \_\_\_\_\_\_.”     3. Read *12 Ways to Get to 11* to the class, emphasizing the way numbers are used as adjectives. On each page, have students join in counting the sets aloud as you point to them.   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as using manipulatives or counters.   * + 1. Four pages of the story particularly lend themselves to the linguistic pattern used with *fewer, less* and *more*. Use these pages to ask questions with *more* and *less*. * When reading the pages with the pinecones and acorns, ask: “Are there more pinecones or acorns? Are there fewer pinecones or acorns?” Provide sentence frames for answering, such as “There are more \_\_\_\_\_\_” and “There are fewer/less \_\_\_\_\_\_,”and let students share with a partner before discussing as a whole class. * When reading the pages with the peanut shells and pieces of popcorn, ask: “Are there more peanut shells or pieces of popcorn? Are there fewer peanut shells or pieces of popcorn?” Ask students to answer questions using the same sentence frames, and let students share with a partner before discussing as a whole class.   1. Have students practice using the new vocabulary by describing images in small groups or with a partner.      1. Model how to use previously introduced sentence frames to compare images.      2. Give students a number of images (see unit resources for samples), and ask the following questions: “Are there more stars or ladybugs?” “Are there more hearts or circles?” “Are there less flowers or squares?” “Are there less smiley faces or butterflies?” To extend thinking, ask questions such as: “Why did you say there are more ladybugs than stars?” As students are working, listen for use of *there is, there are, fewer, less,* and *more.*   Provide options for perception, such as viewing images on a computer or using manipulatives. |
| Lesson Closing |
| Have students practice creating their own mathematical situations and describing them with *more, less* and *fewer.*   * + 1. Model how to create mathematical situations. For example, lay out five pinecones and two caps. Ask students: “Are there more pinecones or caps?”After the students answer, repeat a few more times.     2. Have students create their own situation using manipulatives. First have them count out two different sets of manipulatives. Then have students practice telling each other whether there is more or less of something and/or draw their manipulatives.   Provide options for physical action, such as using a computer.   * 1. Provide time for reflection using guiding questions and either shouting out answers or discussing as a whole class. Provide students with word banks and sentence frames such as: “I think \_\_\_\_\_”; “It is important to \_\_\_\_\_”; “We can say \_\_\_\_\_”; etc. * “What is important to remember when you recount a story or situation?”Students’ responses may include: “what happened”; “details”; “what happened first.” * “What words can we use to help us recount a story like the one we read today?” Students’ responses may include: “first”; “next”; “then”; “finally.” * “Why do you use manipulatives to match or count when you see or hear a number (1–10)?” Students’ responses may include: “It helps us count the number.”   1. **Optional activity:**      1. Create an anchor chart for the food drive. Each day, have students tally how many canned goods have been collected. You may wish to have students count based on categories, such as: “How many cans of \_\_\_\_\_\_\_\_\_?” “How many cans of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” “How many altogether?” The class can update the chart daily. This can also be done if the class is working with a program to support [positive behavior.](#CEPAPBISsample) Have students tally the types of [cards](#CEPAPBIScards) that they have received each day/the types of acts that have been done. As an extension, consider having students reflect on the canned food drive or the positive behavior intervention and support in reflection journals by describing, drawing, or dictating their thoughts.      2. Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers as an extension to the lesson. |

Lesson 6 Resources

* Sample images for comparing **(**[**available below**](#L6images)**)**
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–20 **(**[**available above**](#L1numeralcards)**)**
* *Ten Apples Up on Top* by Dr. Seuss
* *12 Ways to Get to 11* by Eve Merriam
* *Caps for Sale* by Esphyr Slobodkina
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

Sample Images for Comparing

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| **4 Stars** | **3 Circles** | **2 Squares** |
| **5 Hearts** | **1 Smiley Face** | **6 Lady Bugs** |
| **7 Apples** | **8 Butterflies** | **9 Flowers** |

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| Lesson 7  **Day 8** | **Comparing Sets with *More, Fewer*, and *Less*** **(Part 2)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will continue to work on sequencing events, counting, and reading numerals. They will listen to *Caps for Sale* read aloud, recount the story with a partner and describe mathematical situations related to the story using *fewer, less*, and *more*. Students will continue listening to, saying, and recognizing written numerals from 1–20. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to listen to and say the names of numbers 1–20 in meaningful contexts.
* Ability to recognize and name written numerals 1–20.

Ability to describe or identify a set of objects and to recount a situation or story using previously introduced language (sequencing words, *there is/are,* adjectives such as numbers and colors).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  KMD3—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |
| **Language Objective** | | **Essential Questions Addressed in the lesson** | |
| Students will be able to compare sets in a mathematical context using *more, fewer*, and *less*. | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ ability to sequence key events from the story using *first*, *next*, *then*, and *finally.* * Formative assessment: Assess students’ ability to identify and match the correct numeral for amounts 1 through 20, as evidenced by student selection of the appropriate numeral card. * Formative assessment: Assess students’ ability to use *fewer, less,* and *more* when comparing groups of manipulatives and when describing images from the text or other images. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; explaining opinions with limited detail. | Phrases or complete sentences in simple past, present, and future tense; questions; sentences with *there is/are*; number sentences; sentences with *because*. | | Sequencing words (*first, next, then, finally, beginning, middle, end*); numbers (1–20); questions (*how many, what, why*); math vocabulary (*plus, equals, set,*); math symbols (*=*); colors; topic-related vocabulary (*story, peddler, bunch, monkey, business, naughty, wares*); comparative language (*more, less, fewer*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * Use [centers](#L1centers), such as those described in Lesson 1, with the following modifications/additions: * Listening center: students will listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” a recording of the teacher reading *12 Ways to Get to 11* by Eve Merriam, or a video of *Caps for Sale* by Esphyr Slobodkina (available [here](https://www.youtube.com/watch?v=MKnDDUM2x3M) or [here](https://www.youtube.com/watch?v=INptSCKqdfg)). * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence, and match numeral cards with the correct quantity in each category. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Students may by unfamiliar with what a peddler is or feel uncomfortable with the concept of a peddler. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| After reading *12 Ways to Get to 11,* students may think that the answer to “How many altogether?” is always 11. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to compare sets in a mathematical context using *more, fewer*, and *less*.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. For example, say: “Today we will read the story *Caps for Sale* again. During the story, you will use *more, less*, and *fewer* to describe the situations in the book. After the read-aloud, you will help me recount the story. Before we start reading, let’s practice with the words *more, less,* and *fewer.*”   2. Practice using *more, less,* and *fewer* with manipulatives. For example: Lay out four acorns and eight butterflies. Say to the students: “I have some acorns and some butterflies. Let’s find out which one I have more of. Let’s start with the acorns. How many acorns do I have?” Have students help you count. Then say: “I have four acorns in total.” Have a student match the correct numeral card to the acorns. Next, ask: “Now let’s see, how many butterflies do I have?” Have students help you count. Say: “I have eight butterflies.” Have a student match the correct numeral card to the butterflies. Finally, say: “Do I have more acorns or more butterflies?” Repeat this exercise a few additional times. Have students help with counting, matching the correct numeral card, answering how many there are altogether, and answering *more* or *less* questions.   Provide options for physical action, such as using a computer. |
| During the Lesson |
| Read *Caps for Sale.*   * + 1. Before reading, post the following sentence frames for students to use during reading: “There are more \_\_\_\_”; “There are fewer/less \_\_\_\_\_\_.” Optional frames: “There are more\_\_\_\_\_\_\_ than\_\_\_\_\_\_\_”; “There are fewer/less\_\_\_\_\_ than \_\_\_\_\_.”     2. Read *Caps for Sale,* emphasizing the numerals that act as modifiers.   Provide options for perception, such watching the [video](https://m.youtube.com/watch?v=MKnDDUM2x3M) of *Caps for Sale.*   * + 1. After reading the first page, ask the students: “How many caps does the peddler have on his head?” Have students count with you orally and respond in a complete sentence: “He has 17 caps on his head.”     2. Continue reading. For each page, have the students join in counting the sets out loud. To prompt thinking, ask questions such as: “How many red hats does the peddler have?” “How many checkered hats does the peddler have?” “Are there more red hats or checkered hats?” “Are there fewer red hats than checkered hats?” “Who has more hats—the peddler or the monkeys?” “Are there more hats in the red bunch or more hats in the gray bunch?”Have students think about the questions first, then share with a small group or partner before discussing with the whole class. As students respond, look for their use of colors, correct numerals, *there is/are, more, fewer,* and *less.*     3. **Optional activity**: Although subsequent lessons will specifically deal with subtraction language, consider asking questions such as “How many caps are red?” and “How many caps are not red?”Questions such as these can help students begin to develop language necessary for discussing part, part, and whole.     4. Conclude by working together with the students to sequence the story using *first, next, then* and *finally*. Ask students to act out the story with caps, answering questions such as: “Are there more red hats or checkered hats?” “Are there fewer red hats than checkered hats?” “Who has more hats—the peddler or the monkeys?” “Are there more hats in the red bunch or more hats in the grey bunch?*”* (If students are acting out the story with caps, be sure that the sets of caps differ in number).   1. Have students practice comparing images from previously read books or other [images](#L6images).      1. Model how to compare images with the targeted language. Show two images, and count the number of items in each image. Write the number of items next to each image. Then ask: “Are there more \_\_\_ or \_\_\_\_?”After students answer orally, complete the sentence frame in writing: “There are more \_\_\_\_.”      2. Give students images and sentence frames, such as those used earlier in the lesson. Alternatively, have students circle the correct word in sentence frames, such as: “There are more/less ladybugs.” As students work, circulate and assess students’ use of numbers and colors as adjectives; *there is/are*; and *more, fewer,* and *less*.   Provide options for perception, such as viewing the images on a computer.  Provide options for physical action, such as drawing, dictating, or writing. |
| Lesson Closing |
| Provide time for reflection using guiding questions and either shouting out answers or discussing as a whole class. Provide students with word banks and sentence frames, such as: “I think \_\_\_\_\_”; “It is important to \_\_\_\_\_”; “We can say \_\_\_\_\_”; etc.   * “What is important to remember when you recount a story or situation?” Students’ responses may include: “what happened”; “details”; “what happened first.” * “What words can we use to help us recount a story like we read today?” Students’ responses may include: “first;” “next”; “then”; “finally.” * “Why do you use manipulatives to match or count when you see or hear a number (1–10)?” Students’ responses may include: “It helps us count the number.”   1. Connect to the next lesson. For example, say: “The next time we meet, we will read a new book called *Ten Naughty Little Monkeys.*   2. **Optional activity:**      1. Create an anchor chart for the food drive. Each day, have students tally how many canned goods have been collected. You may wish to have students count based on categories, such as: “How many cans of \_\_\_\_\_\_\_\_\_?” “How many cans of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” “How many altogether?” The class can update the chart daily. This can also be done if the class is working with a [program to promote positive behavior](#CEPAPBISsample). Have students tally the types of [cards](#CEPAPBIScards) that they have received each day/the types of acts that have been done. As an extension, consider having students reflect on the canned food drive or the positive behavior intervention and support in reflection journals by describing, drawing, or dictating their thoughts.      2. Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers as an extension to the lesson. |

Lesson 7 Resources

* Sample images for comparing **(**[**available above**](#L6images)**)**
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–20 **(**[**available above**](#L1numeralcards)**)**
* *Ten Apples Up on Top* by Dr. Seuss
* *12 Ways to Get to 11* by Eve Merriam
* *Caps for Sale* by Esphyr Slobodkina
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

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| Lesson 8  **Day 9** | **Learning About Present Progressive and Subtraction** | **Estimated Time:** 60 minutes |

**Brief overview of lesson**: Students will continue practicing the language of sequencing. They will also learn about the present progressive tense and decreasing numbers by listening to *Ten Naughty Little Monkeys* read aloud. They will practice recounting the story in order with the teacher. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to recognize, name, and sequence numerals 1–20 in meaningful contexts.

Ability to describe or identify a set of objects and to recount a situation or story using previously introduced language (sequencing words, *there is/are,* adjectives such as numbers and colors).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  KMD3—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to orally answer questions related to the story in phrases and/or complete sentences using the present progressive tense. | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ ability to use the present progressive verbs (orally and in writing) in phrases or complete sentences when discussing the text, recounting key events in the story, and describing an image or images from the text. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; explaining opinions with limited detail. | Phrases or complete sentences in simple past, present, and present progressive tense; questions; sentences with *there is/are*; number sentences; sentences with *because*. | | Sequencing words (*first, next, then, finally, beginning, middle, end*); numbers (1–20); questions (*how many, what, why*); math/subtraction vocabulary (*equals, set, no more*); math symbols (=); colors; topic-related vocabulary (*dress up, skin a knee, on, out, in, up, down, off, into*); comparative language (*more, less, fewer*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * For students more comfortable with the present progressive, consider extending this lesson to include the past progressive. If using the past progressive, consider which students may have prior experience with the sight word *was.* * When introducing the present progressive, consider which students may have prior experience with the sight words *is, am*, and *are*. * Depending upon students’ level of comfort, consider which mathematical vocabulary is most appropriate to introduce at the time of teaching. For example, consider whether to use terms such as: *equals and in total.* If introducing these terms, be sure to explicitly teach the terms. * Use [centers](#L1centers), such as those described in Lesson 1, with the following modifications/additions: * Listening center: Students will listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” a recording of the teacher reading *12 Ways to Get to 11* by Eve Merriam, a video of *Caps for Sale* by Esphyr Slobodkina (available [here](https://www.youtube.com/watch?v=MKnDDUM2x3M) or [here](https://www.youtube.com/watch?v=INptSCKqdfg)), or a [video reading](http://www.youtube.com/watch?v=b-AcEQYNFII) of *Ten Naughty Little Monkeys* by Susan Williams. * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence, and match numeral cards with the correct quantity in each category. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Because of their cultural background, some students may feel uncomfortable discussing the concept of dressing up. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * In *Ten Naughty Little Monkeys,* *no more* means stop the activity, not zero. This may confuse some students. * Students may think that the Doctor is “snapping” his fingers. * Students may think that *-ing* can be added to any word. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to orally answer questions related to the story in phrases and/or complete sentences using the present progressive tense.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. For example, say: “Today you will read the story *Ten Naughty Little Monkeys.* After the read-aloud, you will help me recount the story. We will start by learning a few new words.” Remind students that they read and listened to the word naughty in *Caps for Sale.* |
| During the Lesson |
| Teach important phrases, such as *dress up* and *skin knee* using a [modified version](#L8sevenstepdressup) of the seven-step vocabulary teaching method or another vocabulary teaching strategy. Consider using word walls, visual dictionaries such as [Shahi](http://blachan.com/shahi/), native language translations, and images to help students to build their own contextual examples of the vocabulary.   * 1. Preview *Ten Naughty Little Monkeys* by showing each page and asking questions, such as: “What do you see?” “What do you notice?” “Are there more monkeys now or fewer monkeys now?” Give students time to quietly reflect on their observations, then turn and talk with a partner, and finally discuss as a class.   2. Introduce the present progressive verb tense. For example, say: “Before we begin reading, we are going to learn some language that will help us talk about what the monkeys are doing. We are going to learn about the present progressive.” Please note that this may be the first time students have worked with the present progressive. Focus on the use of the present progressive only for events that are ongoing and occurring now, including those that started in the past and continue into the present.      1. Write“present progressive”on the board. Explain what it is, when it is used, and how it is formed. For example, say: “The present progressive tells us about actions that are going on right now, at this moment. To form the present progressive, we use *am/is/are* + a verb + *-ing.*”      2. Give examples. Write“jump”on the board. Ask for a student volunteer to come to the front and jump, then ask while he/she is jumping: “What is he/she doing?” Some students might say “jumping.” If so, write it on the board. If all students say “jump,” then write “jump” and add the *-ing* ending. Highlight the difference between *jump* (one jump) and *jumping* (continuous jumping). Repeat with a few more verbs such as *walk, dance*, and *talk*. Have students respond using sentence frames such as: “He/she is \_\_\_\_\_\_ing.”      3. Show a video, such as “[Present Continuous Verb Tense Pt.6—"What Is He Doing?](https://m.youtube.com/watch?v=a6Eozn55Lqs)”   3. Read *Ten Naughty Little Monkeys.*      1. While reading, emphasize the progressive verb forms by asking: “What are the monkeys doing?” and “How many (monkeys) are left (*-ing* verb)?” before turning pages. Have students respond using sentence starters such as: “The monkeys are \_\_\_\_\_\_\_ing.”      2. After turning the page, ask students to join in counting aloud with you as you point to each monkey in response to the question. Have students hold up the correct [numeral card](#L1numeralcards) for the total number of monkeys. Prompt students to say the total, naming the items in each set in a complete sentence, such as: “There are \_\_\_\_\_\_ monkeys left.” Each student will need a set of numeral cards, 1–10.   4. Sequence the story with students. Have students independently think about the sequence of the story first, then turn and talk to share with a partner or small group. Then have students act the story out. While students are acting out the story, prompt them to use the present progressive by asking“What are we doing?”and asking them to answer in complete sentences with a sentence frame, such as: “We are \_\_\_\_ing.” |
| Lesson Closing |
| Debrief what students did in the lesson. For example, say: “Today we read *Ten Naughty Little Monkeys* and talked about expressing actions you are doing right now (*-ing* verbs).”   * 1. Have prepared sentence frames ready, such as: “In the story, the monkeys are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” and ask students to complete them by dictating or writing the appropriate present progressive form (e.g., “In the story, the monkeys are jumping.”). Give students time to share their sentences with a partner.   2. Provide time for reflection using guiding questions and either shouting out answers or discussing as a whole class. Provide students with word banks and sentence frames, such as: “I think \_\_\_\_\_”; “It is important to \_\_\_\_\_”; “We can say \_\_\_\_\_”; etc. * “What is important to remember when you recount a story or situation?”Students’ responses may include: “what happened”; “details”; “what happened first.” * “What words can we use to help us recount a story like the one we read today?” Students’ responses may include: “first”; “next”; “then”; “finally.” * “Why do you use manipulatives to match or count when you see or hear a number (1–10)?” Students’ responses may include: “It helps us count the number.”   1. Connect to what students will be doing in the next lesson. For example, say: “The next time we meet, we will read the story *Ten Naughty Little Monkeys* again and practice all the language that you have learned so far.”   2. **Optional activity:**      1. Create an anchor chart for the food drive. Each day, have students tally how many canned goods have been collected. You may wish to have students count based on categories, such as: “How many cans of \_\_\_\_\_\_\_\_\_?” “How many cans of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” “How many altogether?” The class can update the chart daily. This can also be done if the class is working with a [program to promote positive behavior.](#CEPAPBISsample) Have students tally the types of [cards](#CEPAPBIScards) that they have received each day/the types of acts that have been done. As an extension, consider having students reflect on the canned food drive or the positive behavior intervention and support in reflection journals by describing, drawing, or dictating their thoughts.      2. Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers as an extension to the lesson. |

Lesson 8 Resources

* *Ten Naughty Little Monkeys* by Susan Williams
* Numeral cards **(**[**available above**](#L1numeralcards)**)**
* Modified seven-step vocabulary teaching method **(**[**available below**](#L8sevenstepdressup)**)**
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–12 **(**[**available above**](#L1numeralcards)**)**
* *12 Ways to Get to 11* by Eve Merriam
* *Ten Apples Up on Top* by Dr. Seuss
* *Caps for Sale* by Esphyr Slobodkina
* *Ten Naughty Little Monkeys* by Susan Williams
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

Modified Seven-Step Vocabulary Teaching Method

* + - 1. **Dress up**

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| **Steps** | **Example** |
| 1. Say the word. Student repeats. | Dress up. |
| 2. State the word in context from the mentor text. | Select a brief excerpt or sentence from the text using the word in context. |
| 3. Explain the meaning with student-friendly definitions. | *To dress up* is to put on strange or fancy clothes. |
| 4. Engage students in activities to develop word/concept knowledge. | Turn to your partner, and tell them “I want to dress up as a/an \_\_\_\_\_\_\_\_\_\_\_\_\_.” |
| * 1. Explain to students how new words will be used. Students do **not** write at this time. This is where you explain that students should use this word in their homework, classwork, reading summaries, etc. | We will use *dress up* many times during this unit. I would like to hear you use it while retelling the story and any other time you can. |

1. **Skin a knee**

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| **Steps** | **Example** |
| 1. Say the word. Student repeats. | Skin a knee. |
| 2. State the word in context from the mentor text. | Select a brief excerpt or sentence from the text using the word in context. |
| 3. Explain the meaning with student-friendly definitions. | (Point to the picture on the page where this phrase is used.) *To skin a knee* is to fall and hurt your knee. |
| 4. Engage students in activities to develop word/concept knowledge. | Turn to your partner, and tell them: “I skinned my knee when I \_\_\_\_.” Take turns until I tell you to stop. |
| 5. Explain to students how new words will be used. *Students do* ***not*** *write at this time. This is where you explain that students should use this word in their homework, classwork, reading summaries, etc.* | We will use this word when we recount the story *Ten Naughty Little Monkeys.* |

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| Lesson 9  **Day 10** | **Learning about Prepositions and Subtraction** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will learn about prepositions of place. They will listen to *Ten Naughty Little Monkeys* read aloud and recount the story with the teacher using sequencing. They will continue working on orally counting backwards from 10, learning about decreasing numbers, reading numerals, and using simple present progressive verbs. They will also practice inserting the correct numeral in a number sentence frame and reading number sentences. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to recognize, name, and sequence numerals 1–20 in meaningful contexts.

Ability to describe or identify a set of objects and to recount a situation or story using previously introduced language (sequencing words, *there is/are,* adjectives such as numbers and colors).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  KMD3—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to orally answer questions with phrases and/or complete sentences using prepositions (*on, in, off, out, down, up*). | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ ability to use frequently occurring prepositions (*on, out, in, up, down, off, into*) in phrases and/or complete sentences to describe situations in the text. * Formative assessment: Assess students’ ability to use subtraction language to describe subtraction situations in the text and construct number sentences. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; reading visually represented information such as number sentences; explaining opinions with limited detail. | Phrases or complete sentences in simple past, present, and present progressive tense; questions; sentences with *there is/are*; number sentences; sentences with *because*. | | Sequencing words (*first, next, then, finally, beginning, middle, end*); numbers (1–20); questions (*how many, what, why*); math/subtraction vocabulary (*equals, set, no more, take away, minus, left*); math symbols (-, =); colors; topic-related vocabulary (*dress up, skin a knee, on, out, in, up, down, off, into*); comparative language (*more, less, fewer*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * Use [centers](#L1centers), such as those described in Lesson 1, with the following modifications/additions: * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence, and match numeral cards with the correct quantity in each category. * Listening center: Students listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” a recording of the teacher reading *12 Ways to Get to 11* by Eve Merriam, a video of *Caps for Sale* by Esphyr Slobodkina (available [here](https://www.youtube.com/watch?v=MKnDDUM2x3M) or [here](https://www.youtube.com/watch?v=INptSCKqdfg)), or a [video reading](http://www.youtube.com/watch?v=b-AcEQYNFII) of *Ten Naughty Little Monkeys* by Susan Williams. * Prepositions of place center: Students will work with a partner. Students will have photocopied images from *12 Ways to Get to 11,* *Caps for Sale,* or *Ten Naughty Little Monkeys.* Students will practice describing the images using prepositions of place (*on, out, in, up, down, off, into*). For example: “The caps are **on** the peddler’s head”; “The monkeys are **in** the tree”; “The peddler threw his cap **down.**” You may wish to have students match the proper preposition to the image or have students discuss it orally. * Present progressive center: Students will work with a partner and orally use the present progressive to describe what their partner is doing. Give students action cards with verbs, such as *jump, talk,* and *walk.* Partner A will select a verb card. Partner A will not say the verb but will act it out. For example, if the student selects *jump*, the student will begin to jump up and down. Partner B will then use the present progressive to describe what Partner A is doing, using the sentence frame: “He/she is\_\_\_\_\_\_\_.” As an extension, students could write what their partner is doing. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Because of their cultural backgrounds, some students may feel uncomfortable discussing the concept of dressing up. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * In *Ten Naughty Little Monkeys,* *no more* means stop the activity, not zero. This may confuse some students. * Students may think that the Doctor is “snapping” his fingers. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to orally answer questions with phrases and/or complete sentences using prepositions (*on, in, off, out, down, up*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. For example, say: “Today you will re-read the story *Ten Naughty Little Monkeys.* After the read-aloud, you will help me recount the story.” Note that the students used the word naughty in *Caps for Sale.* |
| During the Lesson |
| Teach *no more* using a [modified version](#L9sevenstep) of the seven-step vocabulary teaching method or another vocabulary teaching strategy. Consider using word walls, visual dictionaries such as [Shahi](http://blachan.com/shahi/), native language translations, and images to help students to build their own contextual examples of the vocabulary.   * 1. Introduce prepositions. For example, say: “Before we reread *Ten Naughty Little Monkeys,* we are going to learn some additional language to help us describe what the monkeys are doing. We are going to use prepositions to help us describe where something is.”      1. Write the word *preposition* on the board or on an anchor chart. Explain what a preposition is. For example, say: “A preposition is a word that tells us where something is.” Write the definition on the board or start a preposition anchor chart.      2. Go over the meaning of common prepositions, such as *on, out, in, up, down, off*, and *into* with images or by placing an object in the position indicated by each preposition (putting a teddy bear *on* the desk, *in* a box, etc.)      3. Practice using prepositions with manipulatives such as caps. For example, say: “We are going to practice using prepositions.” Begin by modeling the placement of a manipulative and asking students questions about the placement of the manipulative. * Put the cap **on** your head. Ask: “Where is the cap?” Then have students respond or say: “The cap is on your head,” emphasizing the word **on** and writing it on the board. * Take the cap **off.** Ask: “Is the cap on or off?” Then have the students respond or say: “The cap is off your head,” emphasizing the word **off** and writing it on the board. * Repeat this process for the rest of the prepositions (*on, out, in, up, down, off,* and *into*) adding each one to the board or anchor chart. If using an anchor chart, add images to illustrate preposition placement.   1. Practice using prepositions with a game. For example, break the class into teams. Give each team a cap (or another object). Call out where to place the manipulative using prepositions (e.g., hold the cap **up**, put the cap **on** your head, etc.) and have teams compete to be the first to place the object in the proper place.   2. Reread *Ten Naughty Little Monkeys.*       1. Before reading, focus students’ attention by sharing the purpose of this reading with the students. For example, say: “As we read, I am going to ask you questions about where the monkeys are. Please use the prepositions we just practiced.”Point to the board or the preposition anchor chart.      2. While reading, emphasize the progressive verb forms by asking: “What are the monkeys doing?” and “How many (monkeys) are left (-ing verb)?” before turning pages. Have students respond using sentence starters such as: “The monkeys are \_\_\_\_\_\_\_ing.”      3. After turning the page, ask students to join in counting aloud with you as you point to each monkey in response to the question. Have students hold up the correct numeral card for the total number of monkeys. Prompt students to say the total, naming the items in each set in a complete sentence such as: “There are \_\_\_\_\_\_ monkeys left.” Each student will need a set of numeral cards, 1–10.      4. Consider which subtraction language is most appropriate for your students, and pre-teach the terms *take away, take from,* and/or *minus.*      5. Say and write the subtraction number sentence after reading each page as the story. For example, say: “Ten monkeys, take away one monkey, equals nine monkeys; ten monkeys minus one monkey equals nine monkeys.” Write “10 - 1 = 9.” Students could also write out, type, or dictate the number sentences.   3. Sequence the story with students twice.      1. The first time, have students act it out. As students are acting out the story, prompt them to use the present progressive and prepositions of place by asking questions, such as: “What are the monkeys doing?” Sample student response: “They are jumping on the bed.”; “Where are the monkeys racing?” Sample student response: “They are racing out the door.”      2. The second time, write or prepare a subtraction number sentence frame (\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_). Have volunteers come up to insert the correct numerals in the correct spaces for each situation in the story. Read the number sentences orally. |
| Lesson Closing |
| Review what students learned in the lesson. For example, say: “Today we read *Ten Naughty Little Monkeys* again and acted out the story. We sequenced it a second time by writing and reading subtraction number sentences.   * 1. Have students individually write out a number sentence based on the story using the frame: \_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_=\_\_\_\_\_\_\_\_\_\_.   Provide options for physical action, such as writing, typing or using a computer to complete the number sentence.   * 1. **Optional activity:** Have students do a turn-and-talk about their favorite part of the book. Then have them draw their favorite part. As students are working, ask each student which scene they are drawing. Use a checklist to note students’ use of the correct numeral, present progressive, and preposition of place, such as the one below:   *Lesson 9 Language Use Checklist*  \_\_\_\_ Numerals: \_\_\_\_\_\_\_\_  \_\_\_\_ Verb with *-ing*  \_\_\_\_ Prepositions (*on, out, in, up, down, off, into*)   * 1. Connect to what students will do on the next lesson. For example, say: “The next time we meet, we will talk more about subtraction situations.”   2. Provide time for reflection using guiding questions and either shouting out answers or discussing as a whole class. Provide students with word banks and sentence frames, such as: “I think \_\_\_\_\_”; “It is important that \_\_\_\_\_”; “We can say \_\_\_\_\_”; etc. * “What is important to remember when you recount a story or situation?” Students’ responses may include: “what happened”; “details”; “what happened first.” * “What words can we use to help us recount a story like the one we read today?” Students’ responses may include: “first”; “next”; “then”; “finally.” * “How do you use actions to support the words in a retelling?” Students’ responses may include: “It helps us recount the story.” * “How do you write and what words do you use to read subtraction number sentences?” Students’ responses may include “minus”; “take away”; “equals.”   1. **Optional activity:**       1. Create an anchor chart for the food drive. Each day, have students tally how many canned goods have been collected. You may wish to have students count based on categories, such as: “How many cans of \_\_\_\_\_\_\_\_\_?” “How many cans of \_\_\_\_\_\_\_\_\_?” “How many altogether?” The class can update the chart daily. This can also be done if the class is working with a [program to promote positive behavior.](#CEPAPBISsample) Have students tally the types of [cards](#CEPAPBIScards) that they have received each day/the types of acts that have been done. As an extension, consider having students reflect on the canned food drive or the positive behavior intervention and support in reflection journals by describing, drawing, or dictating their thoughts.      2. Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers as an extension to the lesson. |

Lesson 9 Resources

* *Ten Naughty Little Monkeys* by Susan Williams
* Numeral cards **(**[**available above**](#L1numeralcards)**)**
* Modified version of the seven-step vocabulary teaching method **(**[**available below**](#L9sevenstep)**)**
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards 1–12 **(**[**available above**](#L1numeralcards)**)**
* *12 Ways to Get to 11* by Eve Merriam
* *Ten Apples Up on Top* by Dr. Seuss
* *Caps for Sale* by Esphyr Slobodkina
* *Ten Naughty Little Monkeys* by Susan Williams
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

Modified Version of the Seven-Step Vocabulary Teaching Method

No more

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| **Steps** | **Example** |
| 1. Say the word. Student repeats. | No more. |
| 2. State the word in context from the mentor text. | Select a brief excerpt or sentence from the text using the word in context. |
| 3. Explain the meaning with student-friendly definitions. | *No more* means to stop an activity. |
| 4. Engage students in activities to develop word/concept knowledge. | Turn to your partner and tell them, “My teacher said ‘no more’ when I \_\_\_\_\_\_\_\_\_.” Take turns until I tell you to stop. |
| 5. Explain to students how new words will be used. *Students do* ***not*** *write at this time. This is where you explain that students should use this word in their homework, classwork, reading summaries, etc.* | We will use these words when we recount the story *Ten Naughty Little Monkeys* by Suzanne Williams. |

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| Lesson 10  **Day 11** | **Tying It All Together: Subtraction** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will continue learning about subtraction situations. They will watch videos involving subtraction situations, practice describing the sets of numbers represented in each situation, and create number sentences for each one. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to recognize, name, and sequence numerals 1–20 in meaningful contexts.

Ability to describe or identify a set of objects and to recount a situation or story using previously introduced language (sequencing words, *there is/are,* adjectives such as numbers and colors).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly.  KOA1—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal situations, expressions, or equations.  KOA2—Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  KMD3—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to describe subtraction situations orally and in writing using subtraction language (e.g., *take away, take from, minus, equals*). | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Formative assessment: Assess students’ ability to use subtraction language (e.g., *take away, minus, equals*) when describing subtraction situations portrayed in the videos. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; reading visually represented information such as number sentences; explaining opinions with limited detail. | Phrases or complete sentences in simple past, present, and present progressive tense; questions; sentences with *there is/are*; number sentences; sentences with *because*. | | Sequencing words (*first, next, then, finally, beginning, middle, end*); numbers (1–20); questions (*how many, what, why*); math/subtraction vocabulary (*equals, set, no more, take away, minus, left, take from*); math symbols (*-, =*); colors; topic-related vocabulary (*dress up, skin a knee, on, out, in, up, down, off, into*); comparative language (*more, less, fewer*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. * This lesson uses videos that illustrate subtraction situations. Consider using a text that illustrates subtraction situations in place of or in addition to the suggested videos. * This unit uses learning centers to facilitate differentiated instruction for students. The centers allow the teacher to provide additional scaffolding and/or challenge students to promote language development and growth. Using centers daily may not work in every context. For teachers unable to use centers daily, consider adding an extra day or two to the instructional sequence to provide opportunities for center work. Consider adding an additional day for center work right after this lesson so that students may have additional practice with learned language prior to the CEPA, which is [Lesson 11](#L11). If adding a day to the instructional sequence for center work, select one or more centers that are responsive to students’ needs. Use [centers](#L1centers) such as those described in Lesson 1, with the following modifications/additions: * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence, and match numeral cards with the correct quantity in each category. * Listening center: Students will listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” a recording of the teacher reading *12 Ways to Get to 11* by Eve Merriam, a video of *Caps for Sale* by Esphyr Slobodkina (available [here](https://www.youtube.com/watch?v=MKnDDUM2x3M) or [here](https://www.youtube.com/watch?v=INptSCKqdfg)), or a [video reading](http://www.youtube.com/watch?v=b-AcEQYNFII) of *Ten Naughty Little Monkeys* by Susan Williams. * Prepositions of place center: Students will work with a partner. Students will have photocopied images from *12 Ways to Get to 11, Caps for Sale,* or *Ten Naughty Little Monkeys.* Students will practice describing the images using prepositions of place (*on, out, in, up, down, off, into*). For example: “The caps are **on** the peddler’s head”; “The monkeys are **in** the tree”; “The peddler threw his cap **down.**” You may wish to have students match the proper preposition to the image or have students discuss it orally. * Present progressive center: Students will work with a partner and orally use the present progressive to describe what their partner is doing. Give students action cards with verbs, such as *jump, talk,* and *walk.* Partner A will select a verb card. Partner A will not say the verb but will act it out. For example, if the student selects *jump*, the student will begin to jump up and down. Partner B will then use the present progressive to describe what Partner A is doing, using the sentence frame: “He/she is\_\_\_\_\_\_\_.” As an extension, students could write what their partner is doing. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may be unfamiliar with *Sesame Street,* and background knowledge on *Sesame Street* may be necessary to understand the suggested videos. * One of the suggested videos uses the idiomatic expression *birds of a feather.* Many students may be unfamiliar with the expression, so it may be important to explicitly explain what it means. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| After working with *Ten Naughty Little Monkeys*, students may think that *take away* always means one less. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to describe subtraction situations orally and in writing using subtraction language (e.g., *take away, take from, minus, equals*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. For example, say: “Today we will watch a video. In the video, we will see some subtraction situations. After the video, we will work together to write the number sentences. When we write the number sentences, we will use the words *take away, minus,* and *equals.* |
| During the Lesson |
| Review language studied so far in the unit, such as prepositions, present progressive verb tense, *altogether*, *there is/there are*, *minus*, *take away*, and *equals*. Remind students that they will use all of the language they have learned.   * 1. Practice writing number sentences to represent subtraction situations with a video about subtraction, such as *Sesame Street*’s “[Elmo’s Ducks](https://www.youtube.com/watch?v=0LEYwoooVfw).” Show the video twice.      1. The first time, show the complete video.      2. The second time, pause the video after each duck leaves to write a subtraction number sentence, such as 4 - 1 = 3, with students. Give each student a set of [numeral cards](#L1numeralcards) and have them hold up a numeral card representing each set of numbers in the situation. Then model ordering the sets in a subtraction number sentence. The number sentences for the video are: 4 - 1 = 3; 3 -1 = 2; 2 - 1 = 1; 1 - 1 = 0.   Provide options for perception, such as use of manipulatives to support   * + 1. Read completed number sentences aloud with students.   1. Extend practice writing subtraction number sentences. Show a few more videos about subtraction, and have students use number cards to represent each set and then create number sentences. Give students time to work independently first, then have them share their number sentences with a partner. Suggested videos include: “[Barnacle Subtraction Song](https://www.youtube.com/watch?v=_yXlOvH-HHk),” “[Abby and Cookie Monster Subtract (Eat) Cookies](https://www.youtube.com/watch?v=bnBeGmjWnK4),” and “[Cookie Monster Sings About Subtraction](https://www.youtube.com/watch?v=of1UHlQBTvE).” Consider offering a video station where students can watch videos independently, pausing to ask questions as needed. |
| Lesson Closing |
| Debrief the lesson by describing what students learned. For example, say: “Today we practiced all the language that we learned to talk about subtraction situations and sequencing stories and numbers.”   * 1. Have students reflect on what they learned today by responding to guiding questions and either shouting out or discussing as a class. Sample questions include: * “What is important to remember when you recount a story or situation?”Students’ responses may include: “what happened”; “details”; “what happened first”; “important details.” * “What words can we use to help us recount a story like the one we read today?” Students’ responses may include: “first”; “then”; “next”; “finally.” * “Why do you use manipulatives to match or count when you see or hear a number (1–10)?” Students’ responses may include: “It helps us count the number.” * “How do you write and what words do you use to read subtraction number sentences?” Students’ responses may include “minus”; “take away”; “equals.”   1. Connect to what students will do in the next lesson. For example, say: “The next time we meet, I will work with each of you one at a time while the others are at centers.”   2. **Optional activity:**      1. Create an anchor chart for the food drive. Each day, have students tally how many canned goods have been collected. You may wish to have students count based on categories, such as: “How many cans of \_\_\_\_\_\_\_\_\_?” “How many cans of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” “How many altogether?” The class can update the chart daily. This can also be done if the class is working with a [program to promote positive behavior](#CEPAPBISsample). Have students tally the types of [cards](#CEPAPBIScards) that they have received each day/the types of acts that have been done. As an extension, consider having students reflect on the canned food drive or the positive behavior intervention and support in reflection journals by describing, drawing, or dictating their thoughts      2. Given that ESL classrooms vary in number of students and structure across the Commonwealth, teachers may use [stations](#L1centers) during center time for larger groups, use stations as whole group activities for smaller groups, or alternate station activities. Consider using one of the centers as an extension to the lesson. |

Lesson 10 Resources

* Numeral cards (1–20) **(**[**available above**](#L1numeralcards)**)**
* Number sentence frames
* Subtraction videos such as: “[Elmo’s Ducks](https://www.youtube.com/watch?v=0LEYwoooVfw),” [Barnacle Subtraction Song](https://www.youtube.com/watch?v=_yXlOvH-HHk),” “[Abby and Cookie Monster Subtract (Eat) Cookies](https://www.youtube.com/watch?v=bnBeGmjWnK4),” and “[Cookie Monster Sings About Subtraction](https://www.youtube.com/watch?v=of1UHlQBTvE).”
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards (1–20) **(**[**available above**](#L1numeralcards)**)**
* *12 Ways to Get to 11* by Eve Merriam
* *Ten Apples Up on Top* by Dr. Seuss
* *Caps for Sale* by Esphyr Slobodkina
* *Ten Naughty Little Monkeys* by Susan Williams
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

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| Lesson 11  **Day 12** | **CEPA** | **Estimated Time:** depends on class size (10 minutes as a whole class, 10–15 minutes per student) |

**Brief overview of lesson:** Students will complete the CEPA. Each student will participate in a one-on-one discussion with the teacher using the texts from previous lessons, manipulatives, and the food drive as resources for CEPA tasks. The CEPA will serve as a measure of student progress towards successfully reaching the unit’s *Focus Language Goals.* As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to recognize, name, and sequence numerals 1–20 in meaningful contexts.

Ability to describe or identify a set of objects and to recount a situation or story using previously introduced language (sequencing words, there is/are, adjectives such as numbers and colors, subtraction language).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by sequencing stories and mathematical situations within grade-appropriate exchanges of information.  G.2 Explain by describing the relationships in addition and/or subtraction situations represented by objects within grade-appropriate exchanges of information.  G.3 Discuss by describing stories and mathematical situations. | | KCC5—Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  SLK.6—Speak audibly and express thoughts, feelings, and ideas clearly. | |
| **Language Objectives** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to describe mathematical sets and situations using comparative language (*fewer, less,* and *more*) and subtraction language (e.g. *take away, minus, left, equals*).  Students will be able to orally recount a story using grade-appropriate academic language (e.g., *first, next, then, finally,* frequently occurring prepositions, present progressive (*-ing*). | | Q.1 How can we use language to discuss stories?  Q.2 How can we use language to describe addition and/or subtraction situations?  Q.3 How can we use objects to help us communicate our thinking to others? | |
| **Assessment** | | | |
| * Summative assessment: Assess students’ ability to orally use numerals 1–20 to count sequentially in task 1. Use the [CEPA rubric](#CEPARubric) to score students’ performance. * Summative assessment: Assess students’ ability to read and identify the numerals that correspond to the amount of food/cards in a given category in task 2. Use the [CEPA rubric](#CEPARubric) to score students’ performance. * Summative assessment: Assess students’ ability to compare sets with *fewer, less* and *more* in task 3. Use the [CEPA rubric](#CEPARubric) to score students’ performance. * Summative assessment: Assess students’ ability to describe and recount a subtraction situation in task 4. Use the [CEPA rubric](#CEPARubric) to score students’ performance. * Summative assessment: Assess students’ ability to recount a story using appropriate sequencing words in task 5. Use the [CEPA rubric](#CEPARubric) to score students’ performance. * Summative assessment: Assess students’ ability to answer questions using the present progressive and prepositions of place in task 6. Use the [CEPA rubric](#CEPARubric) to score students’ performance. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Listening to grade-appropriate, brief narrative text composed of short sentences with simple and/or repetitive words and phrases with limited cohesion among sentences; orally retelling short sequences of events in order; answering questions; describing images and objects in a set with brief, repetitive phrases or sentences; reading visually represented information such as number sentences; explaining opinions with limited detail. | Phrases or complete sentences in simple past, present, and present progressive tense; questions; sentences with *there is/are*; number sentences; sentences with *because*. | | Sequencing words (*first, next, then, finally, beginning, middle, end*); numbers (1–20); questions (*how many, what, why*); math/subtraction vocabulary (*equals, set, no more, take away, minus, left, take from*); math symbols (-, =); colors; topic-related vocabulary (*dress up, skin a knee, on, out, in, up, down, off, into*); comparative language (*more, less, fewer*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| Note: The intent of a CEPA is for students to *independently* demonstrate their language proficiency. For this reason, students should be assessed individually and not in groups. It is suggested that you assess several students a day until all students are assessed.   * Use [centers](#L1centers), such as those described in Lesson 1, with the following modifications/additions: * Food drive center: Students will categorize the food that is collected daily in this center. They will count quantities in each category, practicing one-to-one correspondence, and match numeral cards with the correct quantity in each category. * Listening center: Students will listen to “[Ten Apples Up on Top](https://www.youtube.com/watch?v=2LJQR5b9iuw&app=desktop),” a recording of the teacher reading *12 Ways to Get to 11* by Eve Merriam, a video of *Caps for Sale* by Esphyr Slobodkina (available [here](https://www.youtube.com/watch?v=MKnDDUM2x3M) or [here](https://www.youtube.com/watch?v=INptSCKqdfg)), or a [video reading](http://www.youtube.com/watch?v=b-AcEQYNFII) of *Ten Naughty Little Monkeys* by Susan Williams. * Prepositions of place center: Students will work with a partner. Students will have photocopied images from *12 Ways to Get to 11, Caps for Sale,* or *Ten Naughty Little Monkeys.* Students will practice describing the images using prepositions of place (*on, out, in, up, down, off, into*). For example: “The caps are **on** the peddler’s head”; “The monkeys are **in** the tree”; “The peddler threw his cap **down.**” The teacher may wish to have students match the proper preposition to the image or have students discuss it orally. * Present progressive center: Students will work with a partner and orally use the present progressive to describe what their partner is doing. Give students action cards with verbs, such as *jump, talk,* and *walk.* Partner A will select a verb card. Partner A will not say the verb but will act it out. For example, if the student selects *jump,* the student will begin to jump up and down. Partner B will then use the present progressive to describe what Partner A is doing, using the sentence frame: “He/she is \_\_\_\_\_\_\_.” As an extension, students could write what their partner is doing. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Students may be unfamiliar with or uncomfortable with the concept of a final assessment. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| Students may not realize that some mathematical terms are interchangeable, such as *minus* and *take away.* |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to describe mathematical sets and situations using comparative language (*fewer, less,* and *more*) and subtraction language (e.g. *take away, minus, left, equals*)” and “Students will be able to orally recount a story using grade-appropriate academic language (e.g., *first, next, then, finally,* frequently occurring prepositions, present progressive(*-ing*).”To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the CEPA to the whole class. For example, say: “We have been working hard collecting food for the food drive or working on our positive behavior program. We have been using the food drive or positive behavior program to learn how to describe situations where we put quantities together and take quantities apart. In the food drive collection area/positive behavior card collection area, you will have a chance to take inventory of some of the food/cards we collected. I will work with you one at a time so that you can describe the amount of food/cards we have collected so far, explain subtraction situations using the food from the food drive or the (insert name of manipulative), and work to recount the stories we read in class.” |
| During the Lesson |
| Set up centers around the room and review center work norms.   * 1. Meet with students one at a time, going over the tasks below and using the [CEPA rubric](#CEPARubric) to assess performance:      1. Task 1—how many altogether? Select multiple categories of food in order to have a total of at least 20 food items or manipulatives representing the food items on the table. Show the student the categories, and say: “An inventory is when someone counts the amount of something. I’d like you to count out loud how many items we have collected in these food categories.” Look for evidence of the student’s ability to use numerals from 1–20. Score the student’s performance on the rubric.      2. Task 2—how many \_\_\_\_\_? Ask the student to match or identify the numerals corresponding to the amount of food in each category. Give Level 2 students a set of [numeral cards](#L1numeralcards) with the correct number for each set represented on the table. Give Level 3 students a complete set of numeral cards. * Ask the student: “How many (category 1)?”Give the student time to answer, looking for evidence of the student’s ability to use *there is/are*. * Next, say: “Please match the numeral to the amount in each category. How many (category 2)?” Give the student time to answer, looking for evidence of the student’s ability to use *there is/are*. * Finally, say: “Please match the numeral to the amount in each category.” Look for evidence of the student’s ability to match the appropriate numeral to the number set and use *there is/are*. Score the student’s performance on the rubric.   + 1. Task 3—comparing sets with *fewer, less,* and *more:* Have either two categories of food, two different manipulatives, or a photocopy from *12 Ways to Get to 11.* Ask the student to compare sets by asking questions such as: “Are there more \_\_\_\_\_ or \_\_\_\_\_?” and “Are there fewer \_\_\_\_\_ or \_\_\_\_\_?”Look for evidence of the student’s ability to use *less, more,* and *fewer*. Score the student’s performance on the rubric.     2. Task 4—how many are left?: Select two categories of food totaling 10 or fewer. The categories must not be equal amounts. Ask the student: “How many (category 1) and (category 2) do we have altogether?” and “If we take away (number) items from (one category), how many are left?”Ask the student to recount the subtraction situation. As an extension, have the student write the number sentences. Look for evidence of the student’s ability to use numerals and recount the subtraction situation. Score the student’s performance on the rubric.     3. Task 5—recounting a story in order: Ask the student to choose a story from the unit to recount. Consider providing images to support the recounting. Look for evidence of the student’s ability to sequence a story in order using sequencing words (*first, next, then, finally*), and score the student’s performance on the rubric.     4. Task 6—answering *wh-* question related to the story: Show pictures from the story *Ten Naughty Little Monkeys.* Ask the student to describe what the monkeys are doing, with questions such as: “What are the Monkeys doing?” and “Where are the monkeys?”Look for evidence of the student’s ability touse the present progressive (-*ing* verbs) and prepositions of place*.* Score the student’s performance on the rubric. |
| Lesson Closing |
| Debrief the lesson, and connect to future lessons. For example, say: “Today you practiced recounting a story, taking inventory, reading numerals, and discussing by describing subtraction situations. The next time we meet, our food drive will end, and we will send our food to (name of organization).” |

Lesson 11 Resources

* Food drive items
* Baskets of color-coded manipulatives to represent number sets
* One CEPA rubric per student **(**[**available below**](#CEPARubric)**)**
* Performance indicators **(**[**available below**](#CEPAPerformanceIndicators)**)**
* For centers:
* Manipulatives used for food collected
* Baskets to hold manipulatives
* Multiple sets of numeral cards (1–20) **(**[**available above**](#L1numeralcards)**)**
* *12 Ways to Get to 11* by Eve Merriam
* *Ten Apples Up on Top* by Dr. Seuss
* *Caps for Sale* by Esphyr Slobodkina
* *Ten Naughty Little Monkeys* by Susan Williams
* Computer or audio device
* Sequence word cards **(**[**available above**](#L1sequencingcards)**)**
* Food drive items

CEPA Performance Indicators

**Differentiation of the CEPA using WIDA Performance Indicators**

Teachers may adjust performance indicators as necessary based on student needs.

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| **WIDA Standard: The Language of Mathematics**  **WIDA PI Receptive Domain: Listening or Reading** | | | | |
| ***Level 1—Entering***  ***X*** | ***Level 2—Emerging***  Match each of three numerals on number cards with correct number of realia, following a teacher-directed question prompt. | ***Level 3—Developing***  Identify correct numeral out of 10 number cards to match to quantities of realia, following a teacher-directed question prompt. | ***Level 4—Expanding***  ***X*** | ***Level 5—Reaching***  ***X*** |
| **WIDA Standard: The Language of Mathematics/English Language Arts (ELA)**  **WIDA PI Productive Domain: Speaking or Writing** | | | | |
| ***Level 1—Entering***  ***X*** | ***Level 2—Emerging Math***  Answer teacher-prompted questions to describe basic addition or subtraction situations using targeted academic vocabulary; including modifiers in phrases or sentences with teacher support. | ***Level 3—Developing Math***  Describe basic addition and/or subtraction situations using targeted academic vocabulary; including modifiers in simple and/or compound sentences. | ***Level 4—Expanding***  ***X*** | ***Level 5—Reaching***  ***X*** |
| ***Level 1—Entering***  ***X*** | ***Level 2—Emerging ELA***  Recount to sequence a story in phrases or sentences using grade-appropriate academic language, including sequence words, *first, next, then, finally,* frequently occurring prepositions, and progressive verb tenses, with pictures as support. | ***Level 3—Developing ELA***  Recount to sequence a story in complete simple and compound sentences using grade-appropriate academic language, including sequence words, *first, next, then, finally,* frequently occurring prepositions, and progressive verb tenses. | ***Level 4—Expanding***  ***X*** | ***Level 5—Reaching***  ***X*** |

**CEPA Rubric**

|  | **Beginning** | **Progressing** | **Mastering** |
| --- | --- | --- | --- |
| Task 1:  Student can orally count 1–20 clearly. | Student cannot count clearly up to 10. | Student counts clearly up to 10. | Student counts clearly up to 20. |
| Task 2:  Student can read numerals and match them to corresponding baskets of manipulatives. | Student cannot read numerals or cannot match numeral to corresponding basket. | Student reads some numerals and is able to match some to corresponding baskets. | Student reads numerals 1–10 and matches to them corresponding baskets. |
| Task 3:  Student can compare sets using targeted language. | Student does not use any targeted language to compare sets. | Student compares sets using phrases with some targeted language or simple sentences without targeted language. | Student compares sets using targeted language (*more, fewer, less*) in simple sentences. |
| Task 4:  Student can discuss and recount subtraction situations using targeted academic language. | Student does not use any targeted academic language to discuss and/or recount subtraction situations. | Student discusses and recounts subtraction situations using some targeted academic language  in phrases or simple sentences. | Student discusses and recounts subtraction situations using targeted academic language (*take away, take from, minus, equals, in total, left*) in complete sentences. |
| Task 5:  Student can recount to sequence a story from previous lessons using grade-appropriate academic language. | Student does not use any grade-appropriate academic language to recount the text. | Student recounts a text using some grade-appropriate academic language (*first, next, then, last*) in phrases or simple sentences. | Student recounts a text using grade-appropriate academic language (*first, next, then, last*) in complete sentences |
| Task 6:  Student can answer questions about subtraction using targeted language (present progressive). | Student does not use any targeted language to answer questions. | Student answers questions using phrases with some targeted language or simple sentences without targeted language. | Student answers questions using targeted language (present progressive) in simple sentences. |

Text and Image Citations

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**Appendix A: Organize a Food Drive**

<http://createthegood.org/toolkit/organize-food-drive>

**Introduction**

Many community-based organizations lack the capacity or resources to meet the needs of the growing population of hungry Americans. Food pantries and other charitable organizations also often run short on food that is age appropriate (e.g., low sodium for seniors), culturally appropriate and/or fresh. Tight economic times have only further burdened these organizations.

**How you can get involved**

Organize a food drive! Collect food and/or monetary donations for your favorite community-based food organization. There are a few models for how to hold a food drive. This guide focuses on the “single-site drop-off” model, where people bring food donations to a place, on a specific date, where volunteers are waiting to receive it.

*"There are people in the world so hungry that God cannot appear to them except in the form of bread.*” Mahatma Gandhi

**Step 1: PICK A LOCAL GROUP THAT NEEDS FOOD**

Consider both the obvious (food bank and homeless shelter) and the less obvious (faith-based organizations, senior citizen centers, schools).

If you want suggestions on food organizations in need, start by contacting your local food bank. You’ll find them listed online at www.feedingamerica.org

Food banks and pantries are all different, so before you start planning, be sure to reach out to learn the best way to meet their needs.

Food banks are warehouses that collect large quantities of food to distribute to local food pantries, soup kitchens, etc. The food bank itself may be interested in benefiting from your drive. Or, they may suggest a local food organization in your neighborhood.

Once you’ve determined what organization will benefit from your drive, use the questions in the Tips for Meeting an Organization's Needs section below to talk with them about your idea and how best to shape it to meet their needs.

Local food organizations often are in short supply of age-appropriate food (e.g., low sodium, low sugar, or easy to open foods) and/or culturally-appropriate foods. Use the Sample Food List in the "Supplemental Materials" section and consider narrowing your requests for donations to these special areas to best meet the needs of the people being served.

If no local organization needs support, consider making a donation to AARP Foundation's Fight Hunger Campaign at www.aarp.org/hunger to help those who are hungry.

**Step 2: DECIDE HOW YOU WANT TO COLLECT FOOD**

Single-site drop off: You ask people to bring food donations to one location during set hours on a specific day. Volunteers stay at the collection site.

Extended food drive: You set up multiple collection points with drop boxes where people can leave food over the course of multiple days or weeks. Volunteers collect the donations once per day.

Food aid groups often lack fresh produce to provide to hungry people.

Event-related food drive: Your team partners with a local event – like a sports game, music festival or county fair – and sets up collection sites at the event.

**Step 3: ASSESS VOLUNTEER NEEDS**

Establish a small committee to plan and coordinate the food drive. Select an overall coordinator (that may be you) and team leaders for individual tasks. Depending on the size of your food drive, there could be 2 to 6 team leaders.

Teams can help share the work, motivate volunteers/donors and hold each other accountable to deadlines. Many hands make light work!

Schedule a training session for the team leaders. Provide the leaders with background on the selected organizations, a list of key dates/times (timeline of preparation), responsibilities needed to carry out the food drive and contact information for you and the other team leaders.

The team leaders should:

* Help recruit volunteers for the food drive
* Promote the food drive with flyers throughout the community
* Ensure local media are aware of the drive
* Set up the collection site
* Lead a shift during the event
* Help coordinate food sorting and delivery after the drive

**Step 4: FIND A DROP-OFF LOCATION**

Identify the desired location for food drop-off and collection such as a school, local business, shopping center, faith-based organization or grocery store.

Contact the appropriate person (store manager, principal, etc.) to get permission to hold the drive there and ask if they’d like to participate in any way. When you call, make sure you have information on the food drive (the goal, the preferred date, background on the organization the food will support, etc.).

Depending on the size of the drive and the number of volunteers, you might want to hold it at multiple locations. Keep in mind, this requires more logistical organization and volunteers but will yield more food.

A location that is centrally located, with built-in traffic, a large parking lot and an inside option (in case of bad weather) is ideal.

Once you nail down a location, work out logistics with your contact there:

* Where specifically the food drive can be held (e.g., at the entrance of the store or a section of the parking lot)
* The date and the allowed hours of operation for the drive
* Inclement weather backup plan
* Where the food will be stored before pick up
* Place to accommodate the volunteers who will organize the food for pick up

**NOTE: If you are talking to a retailer and they are interested, you might explore additional ways they could support the effort. Examples might include:**

Printing your flyers (the retailer could receive an acknowledgment on the flyer)

Matching the donations raised from the public for the food drive in some way (with a dollar amount or a product donation from the retailer to the food bank or organization)

Adding the option at the cash register for customers to donate money to the food organization you are helping

**Step 5: RECRUIT AND MANAGE VOLUNTEERS**

Ask your family, friends, colleagues, neighbors and faith group members to help make the food drive a success. Check with local community organizations, libraries, schools, senior citizen centers, places of worship, etc. that may already have a pool of volunteers for their own purposes. Email is a great way to keep the volunteers informed.

Post the food drive on Create the Good by visiting CreatetheGood.org and selecting "Find Volunteers" from the top menu to recruit more volunteers or to promote the drive.

Develop a roster of all the volunteers. Be sure to get each person’s full name and contact information so you can keep everyone informed during the planning stage.

Host a meeting three to five weeks prior to the food drive so the volunteers understand the goal of the food drive, what is required of them, the timeline of the drive, and background on the selected organization you are supporting. Provide a take-away sheet with the information from the meeting.

Develop a schedule for the volunteers so that you have sufficient support throughout the day. Keep in mind, peak hours will need more volunteers than the early and later hours of the event. Communicate the schedule to all the volunteers two weeks prior to the food drive so there is time for rescheduling if needed.

Suggested tasks for volunteers include:

* Make and distribute flyers/signs for the event
* Promote the event through their contacts and local community organizations
* Staff the event (including set up and take down)
* Transport food donations to the recipient organization
* Follow-up communication, including the results of the drive and thanking the supporters

For more tips on project management, see the Nuts and Bolts Guide for Organizers at http://www.createthegood.org/toolkit/nuts-bolts-project-organizers.

**Step 6: GET THE WORD OUT**

The key to a successful food drive is to get the word out about the event. Promote! Promote! Promote! See the Tips for Generating Publicity section below for publicizing your event.

**Step 7: FINAL PREP ARRANGEMENTS**

Touch base with the recipient organization, your team leaders and your contact person at the drive location to confirm all details, including:

* Plans for box/crate drop-off prior to the drive and food pick-up following the drive
* Food sorting instructions (if any)
* Who will supply tables, chairs and refreshments for the volunteers?
* The staffing schedule for the day of the food drive
* 2- to 3-hour shifts are best
* Create 3 or 4 large signs that your teams can post within a block or two of the food drive on the day of the event
* Be prepared with information for people who tell you they need food. Identify the closest food pantry, as well as the closest place people can go to get assistance in applying for SNAP, the food stamp program (see the SNAP Flyer in the ‘Supplemental Materials’ section below).

**Step 8: EVENT DAY**

Set up the food collection site (i.e.. two tables with chairs behind them; refreshments behind the volunteer chairs, boxes/crates clearly labeled for various food types)

Post the Food Drive signs in visible areas and have flyers available

Welcome volunteers as they arrive and show them how things will work

Volunteers (not contributors) should put the food in the appropriate crate to ensure efficiency

Relax, smile and enjoy the wonderful event that is bringing together the community

When the drive is over, clean up the area and take down the signs. Leave the area the same (if not cleaner) than when you arrived

Thank the hosting organization and the volunteers

**Step 10: FOLLOW UP (within one week after the event)**

Send a thank you note, call or email to all volunteers (using the method by which they prefer to be contacted). Include how much food was donated and whether there are plans for additional food drives or other volunteer opportunities. Call or write a thank you note to the hosting organization. Again, let them know how much food was donated and convey their important role in the success of the program and the difference they are making.

While it is still fresh in your mind, develop a list of lessons learned for future events. Check in with the local food organization to see if they have suggestions to include.

Keep in touch with volunteers and local communities for further volunteer opportunities.

**TIPS FOR MEETING AN ORGANIZATION’S NEEDS**

Once you have selected the local program you would like to support, get more information on their needs before you start implementing your plan. Don’t be afraid to ask lots of questions. You’ll want your plan to be well-grounded, and you’ll want to be armed with information for your volunteers! Here are some suggested areas to discuss:

Who is a contact person to work with for coordinating the food drive?

Is this a good time of year for them to receive donations? Identify a date for the food drive that works for them and you

What types of food are in short supply?

What specific food is needed?

Do they need healthy, age-appropriate food, like low-sodium or low-sugar foods, and/or easy-to-open packages?

Do they need culturally-appropriate products? (these needs will vary by local population)

Do they need any non-food items?

Are there any foods or packaging that they cannot accept? Can they accept fresh food?

What quantities (e.g., large or small packages) of each food type do they prefer?

What is their preference on how the food should be sorted at the collection site? (e.g., canned food, boxed food, condiments, etc.)

Does the organization have boxes or crates for sorting the food?

Determine how the food will be delivered to the organization. Can they pick it up or do you need to deliver it? When is the best time for pick up and delivery?

Get information on the organization that you can provide to volunteers, donors or media outlets.

**TIPS FOR GENERATING PUBLICITY**

**Make a Flyer**

Be creative but also be sure to provide key information:

* Suggested foods for contribution (specific items requested by the organizations, non-perishable foods, gift cards)
* Date, time and location of the event
* Brief information on the organization that will receive the food
* Look at other food drive flyers to get ideas (see the Catholic Charities food drive flyer in the "Supplemental Materials" section below)

**Distribute the Flyer**

Consider the same sources used for recruiting volunteers (schools, faith-based organizations, community centers) and public places frequented by people including grocery stores, coffee shops, libraries, etc.

Word of Mouth Goes a Long Way

Spread the word to your friends, family, neighbors, and co-workers. Talk to them in person or use email or social media (e.g., Facebook, Twitter) to get the word out. Ask them to spread the word as well. Approach everyone with a friendly, positive attitude. Explain that it will be a fun event focused on a great cause. Use message boards – both online and the old-fashioned way.

Reach the Largest Audience

Use your local newspapers, magazines, community guides, websites, radio stations and television and cable access channels to help spread the word about your food drive. The local media often welcome information about community events, and many radio and TV stations and news outlets offer online forms to simplify event promotion. Also try to get the details in school and faith based newsletters or announcements.

How to Contact the Media

Ask some volunteers to develop a list of local editors and reporters (names, phone numbers and email addresses). Most newspapers and radio and television stations will list newsroom contact information on their websites. The reporters most interested in your announcement will be community editors.

Email basic details of the event using plain text without any fancy graphics. Put the event’s date in the subject line.

The email should include:

* Name of event (\_\_\_\_\_\_\_\_\_\_\_\_\_ Food Drive)
* Complete date and time of the food drive
* What organization is being supported, and how much food you are hoping to assemble for a specific cause
* Any special guests or events
* Your contact information (for further questions and possible volunteers)

Send your announcements at least two weeks before the food drive day. Follow up with reporters several days after the event to announce the results of the drive, the approximate number of donors and volunteers and where the food will go. Send this information to the same media list.

The best days to send media announcements are Tuesdays, Wednesdays and Thursdays.

Publicize the Food Drive – Before and After

* Ask permission to display flyers, posters or postcards at coffee shops, libraries, malls and local businesses. Invite local businesses to participate with you.
* Ask local community members to promote the food drive through their local place of faith, clubs, community groups, etc. People are most likely to do this if they’re motivated by the charity that will benefit from the donations.
* Invite a local celebrity – a congressional representative, your mayor or a radio show host – to highlight the need for food and promote the event.

**Additional Resources**

**AARP Foundation Drive to End Hunger –** [**www.aarp.org/giving-back/charitable-giving/hunger/**](http://www.aarp.org/giving-back/charitable-giving/hunger/)

In the world's wealthiest country, nearly 9 million people age 50 and older have trouble getting enough to eat. What can you do? Learn more about the problem and join AARP and AARP Foundation in solving it.

**Feeding America –** [**www.feedingamerica.org**](http://www.feedingamerica.org/)

A network of more than 200 food banks supporting approximately 61,000 local charitable agencies and 70,000 programs which provide food directly to individuals and families in need.

**The United States Department of Agriculture –** [**http://fnic.nal.usda.gov/**](https://www.usda.gov/)

The USDA Food and Nutrition Information Center has a myriad of resources and ideas for how to address hunger issues in your community.

**Meals On Wheels Association of America –** [**www.mowaa.org**](https://www.mealsonwheelsamerica.org//)

Meals on Wheels represents some 5,000 local, community-based Senior Nutrition Programs, which provide well over one million meals to seniors who need them each day. Some programs serve meals at congregate locations like senior centers, some programs deliver meals directly.

**Supplemental Materials**

* **SNAP Flyer**

Be prepared for individuals who indicate they have a substantial need for food by downloading and printing copies of this flyer to have at the ready.

[**View and Print**](http://createthegood.org/sites/default/d7-files/project_material/snap_flyer.pdf)

* **Sample Food List**

A list of foods commonly needed by food banks

[**View and Print**](http://createthegood.org/sites/default/d7-files/project_material/sample_food_list.pdf)

* + **Catholic Charities Flyer**

[**View and Print**](http://createthegood.org/sites/default/d7-files/project_material/example_catholic_charities_flyer.jpg)