



# English Learner Support Guide



## Weeks 31-32

### Section at a Glance

In this section, students will learn the vocabulary associated with **Number Worlds**, Level A, Weeks 31–32. Students will learn about the analog clock and the terms *hour* and *minute* as commonly used periods of time. They will learn how to manipulate the hands on a clock in order to show the time. Students will also use the words *o'clock, hour hand,* and *minute hand*. Students will also learn about two denominations of money, the penny and the dollar bill. They will also model subtraction using pennies. Before beginning the section, assess students' general knowledge of math vocabulary using the Individual Oral Assessment on page 105.

### **How Students Learn Vocabulary**

This section's vocabulary addresses time and money. English learners will become familiar with different terms related to time and money using manipulatives such as an analog clock with movable hands and play money. They will also model the concept of subtractions using pennies and a graphic organizer.

### Academic Vocabulary Taught in Weeks 31–32

### Week 31

clock A special dial for telling the time

**hour** The time that passes when the hour hand moves from one number to the next number

**minute** The time that passes when the minute hand moves from one mark to the next mark. Sixty minutes equal 1 hour.

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### Week 32

penny A small copper coin. 100 pennies equal 1 dollar.

subtract To take one number away from another

### Weeks 31–32 Individual Oral Assessment

**Directions:** Read each question to the student, and record his or her oral responses. Some questions have teacher directions. Teacher directions are indicated in italics. Allow students to use pencil and paper to work their responses.

1. Please place the correct number of counters on the number line as you count aloud from 1 to 12. Draw a vertical number line from 1 to 12. Give the student a pile of at least twelve counters. The student should count aloud 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and display corresponding numbers of counters.

2. Please take away counters from the number line as you count aloud backward from 12 to 1. The student should count aloud 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1 and remove one counter with each number counted.

- **3.** Is this a clock? *Draw an analog clock on a piece of paper.* **yes**
- 4. Point to the hour hand. *Show student an analog clock*. Student should point to the short hand.
- 5. Point to the minute hand. Student should point to the long hand.
- 6. What number is the hour hand pointing to? Move the hour hand so it is pointing to 7. Move the minute hand so it is pointing to 9. 7
- 7. What number is the minute hand pointing to? *Move the hour hand so it is pointing to 3. Move the minute hand so it is pointing to 10.* **10**

- 8. Move the hour hand forward one hour. Student should move the hour hand to the next number.
- **9.** Is this a penny? *Place a dollar bill on the table in front of the student.* **no**
- **10.** Is this a penny? *Place a penny on the table in front of the student.* **yes**
- **11.** Show me how you would take away two pennies from this set. *Display a pile of nine pennies. Give the student a few pennies.* **Student should remove two pennies.**
- **12.** Show me how you would add one penny to this set. Display four pennies and one dollar bill from a set of play money. Give the student a few pennies and two dollar bills. **Student should add one penny.**
- **13.** Please put the minute hand on the number 6. *Give students an analog clock with movable hands*. **Student should move the minute hand to number 6.**

- Beginning English Learners: 0–3 of Questions 1–10 correct
- Intermediate English Learners: 4–7 of Questions 1–10 correct
- Advanced English Learners: 8–10 of Questions 1–10 correct
- If the student is able to answer Questions 11–13, then he or she can understand the mathematics taught in this unit but may still have difficulty with the academic vocabulary.

Use the Student Assessment Record, page 138, to record the assessment results.

### **Passing Time with a Clock**

### Week 31

#### Objective

Students understand the meaning of *clock* and can recognize numbers on a clock and the hour and minute hands.

#### Vocabulary

- clock A special dial for telling the time
- hour The time that passes when the hour hand moves from one number to the next number
- minute The time that passes when the minute hand moves from one mark to the next mark. 60 minutes equal 1 hour.

#### Materials

#### Program Materials

Vocabulary Card: clock

- Additional Materials
- Analog clock with movable hands (1 per student, 1 for the teacher)
- Photos of various clocks



Introduce each vocabulary word to students. Say the word aloud. Have students repeat the word.

Display the *clock* **Vocabulary Card.** Pronounce the word and have students repeat it.

Point to the clock in the classroom.

What is this? clock

Show students a photo of several clocks. Point to each one.

What is this? clock

Give each student a photo of a clock. Have partners point to or discuss the things about the clocks that are the same, such as their shape, the numbers, and the hands.

Distribute an analog clock with movable hands to each student.

► What shape is the clock? circle

Have students point to each number as they count from 1 to 12 around the clock.

▶ After 12, what number do you say next? one

## **2** ENGAGE

Each student should have an analog clock with movable hands.

- What is this? clock
- ▶ How many numbers are on the clock? 12
- Which is the short hand? Students touch the hour hand.

Tell students that the short hand is called the *hour hand*. Say, *hour hand*, and have students repeat. Write *hour hand* on the board.

Which is the long hand? Students touch the minute hand.

Tell students that the short hand is called the *minute hand*. Say, *minute hand*, and have students repeat. Write *minute hand* on the board.

Have students move the hands so that they are both pointing to 12. Say, *This is 12 o'clock*. Have students repeat. Prompt students to move the hour hand to the next number and say the hour.

- Put the hour hand on the 1. What time is it now? one o'clock
- How many hours have passed? one

Have students move the hour hand to the next number.

- ► What time is it now? two o'clock
- How many hours passed from one o'clock to two o'clock? one

Tell students that when the hour hand travels from a number to the next number, one hour has passed. Repeat moving the hands and saying the time for each number on the clock.

### ► After 12 o'clock, what is the next hour? one o'clock

Repeat the process for *minutes* by having students manipulate the minute hand from one minute mark to the next.

Teacher Note 🕞

Allow plenty of time for students to form their answers. Pay attention to the pronunciation of the consonant blend *cl* in *clock* and *o'clock*. Also, point out that the *h* in *hour* is silent. Listen carefully for the mispronunciation of *hour* as /hou' ə r/.

#### Progress Monitoring

If... students understand 
Then.
anothe
babaa

Then... have them assist another student who may be having trouble.



### **Extended Response**

- When do you look at a clock?
- Why do we use a clock?
- ► Why is time important?
- How would life be different if we didn't have clocks?

Encourage student discussion of these questions and answers.

### **Progress Monitoring**

If... students are hesitant to participate in a group setting,

**Then...** have students answer the Reflect questions in pairs or small groups.

## **4** ASSESS

### **Informal Assessment**

Have students complete the activity below to make sure they understand the vocabulary. As students use the word:

- 1. Check understanding.
- 2. Correct errors.
- 3. Recheck for understanding.
- Say the word *clock*, and have students demonstrate understanding of the word.
  Use the following rubric to assign a score.
  The student can repeat the word when prompted. (1 point)
  The student knows the word but does not know its meaning. (2 points)
  The student has a vague idea of the word's meaning. (3 points)
  The student knows the word and can use the word in context. (4 points)

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### **Pennies and Dollar Bills**

### Week 32

#### Objective

Students can identify a penny and a dollar bill and can use pennies to demonstrate the concept of *subtract*.

#### Vocabulary

- penny A small copper coin. 100 pennies equal 1 dollar.
- subtract To take one number away from another

#### Materials

#### **Program Materials**

#### Additional Materials

- Vocabulary Cards: penny, subtract Play money: pennies (10 for
- 🗏 Numbers and Numerals, p. 134
- each student)
- Play money: \$1 bills



Introduce each vocabulary word to students. Say the word aloud. Have students repeat the word.

Display the *penny* and *subtract* **Vocabulary Cards.** Pronounce each word and have students repeat.

Distribute one penny and one \$1 bill to students. Hold up a penny, say *penny*, and have students repeat. Repeat for the \$1 bill.

Have students study the currency and note its characteristics.

- Which is round, the penny or the dollar bill? the penny
- Which is a rectangle, the penny or the dollar bill? the dollar bill
- ▶ What color is the penny? orange, copper
- What color is the dollar bill? green
- ▶ Does the penny have the word *one* on it? yes
- ► Does the dollar bill have the word one on it? yes

Tell students there are 100 pennies in a dollar bill.

▶ How many pennies are there in one dollar? 100

## **2** ENGAGE

Distribute 10 pennies and a Numbers and Numerals page to each student. Have them put one penny next to each number.

#### ▶ How many pennies do you have? 10

Starting at the bottom of the page, have students take away one penny.

### After you take away one penny, how many do you have? 9

Continue having students take away one penny at a time. After each penny is taken away, ask students to say how many pennies they have left.

What do you do when you take away one penny from the group? subtract

Remind students that to *subtract* means "to take away." Say *subtract* and have students say the word. Repeat the "take away" activity by subtracting two or three pennies at a time.

Give each student a \$1 bill. Have them put their 10 pennies next to the dollar bill.

- Which has more value, the 10 pennies or the dollar bill? the dollar bill
- ▶ Why? A dollar is the same as 100 pennies, so a dollar is greater than 10 pennies.

Teacher Note

Use short, clear sentences when giving instructions. *Start at 10. Take away one penny.* Demonstrate the desired activity, if necessary.

#### **Progress Monitoring**

**If...** students are able to easily tell the number that is the difference,

Then... have them say the entire subtraction sentence: \_\_\_\_\_ minus \_\_\_\_\_ equals \_\_\_\_.

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### **Extended Response**

- How do people get money?
- What is money used for?
- Why is money important?
- How can you pay for something if you do not use money?
- ▶ Would you rather have a penny or a dollar? Why?

Encourage student discussion of these questions and answers.

### **Progress Monitoring**

**If...** students are having trouble answering complete sentences,

Then... suggest a sentence starter, such as People get money by \_\_\_\_\_.

## **4** ASSESS

### Informal Assessment

Have students complete the activity below to make sure they understand the vocabulary. As students use each word:

- 1. Check understanding.
- 2. Correct errors.
- 3. Recheck for understanding.
- Say the word *penny*, and have students demonstrate understanding of the word.
- Repeat for each vocabulary word.

For each word, use the following rubric to assign a score.

The student can repeat the word when prompted. (1 point)

The student knows the word but does not know its meaning. (2 points)

The student has a vague idea of the word's meaning. (3 points)

The student knows the word and can use the word in context. (4 points)

### **Final Oral Assessment**

Administer the appropriate Final Oral Assessment, pp. 110–111, to each student. Use the rubric to determine students' levels of vocabulary acquisition.

Use the Student Assessment Record, page 138, to record the assessment results.



Final Oral Assessment 1, p. 110

Weeks 31–32 Final Oral Assessment 1 (Beginning English Learners)	
<b>Directions:</b> Read each question to the student, and record his or her oral responses. Some questions have teacher directions. Teacher directions are indicated in italics. Allow students to use pencil and paper to work their responses.	
<ol> <li>Please count aloud from 1 to 12. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</li> <li>Please count aloud backward from 12 to 1. 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1</li> <li>Point to the clock. <i>Display an analog clock with movable hands, a calculator, and a ruler.</i> Students should point to the clock.</li> <li>Put the hour hand on 2. <i>Give the student the analog clock with movable hands.</i> Student should move the hour hand to 2.</li> <li>Move one hour forward. Student should move the hour hand to 3.</li> </ol>	<ol> <li>Put the minute hand on 5. Student should move the minute hand to 5.</li> <li>Point to a penny. Display some counters, seven pennies, and three dollar bills. Use play money for the pennies and bills. Students should point to a penny.</li> <li>Count the pennies. 7 pennies</li> <li>Count the dollar bills. 3 dollars</li> <li>Add three more pennies. Give the student several counters, at least three pennies, and four dollar bills. Student should add three pennies.</li> </ol>
<ul> <li>Minimal Understanding: 0–3 of Questions 1–10 correct</li> <li>Basic Understanding: 4–7 of Questions 1–10 correct</li> <li>Secure Understanding: 8–10 of Questions 1–10 correct</li> <li>Use the Student Assessment Record, page 138, to record the approximate the student Assessment Record, page 138, to record the approximate the student Assessment Record, page 138, to record the student Assessment Record, page 138, to record, page 138, to record, page 148, to record, page 14</li></ul>	assessment results.

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### Weeks 31–32 Final Oral Assessment 2 (Intermediate and Advanced English Learners)

**Directions:** Read each question to the student, and record his or her oral responses. Some questions have teacher directions. Teacher directions are indicated in italics. Allow students to use pencil and paper to work their responses.

- 1. What do you use money to buy? Answers will vary.
- 2. How many pennies are there? Display a set of 8 counters, 9 pennies, and a dollar bill. 9
- 3. Which has more value? The dollar bill.
- 4. How do you know? One dollar equals 100 pennies.
- 5. Did I add two pennies or subtract two pennies? *Take two pennies from the pile*. Subtracted two pennies.
- 6. Why do you look at the clock? Answers will vary.
- Move the minute hand forward five minutes. Give the student an analog clock with movable hands with the hour hand on 2 and the minute hand on 11.
   Student should move the minute hand from the 11 to the 12.
- 8. Please count aloud as you move the hour hand forward three hours. Student should move the hour hand forward from the 2 to the 5.
- 9. Did I just change the time by five minutes or five hours? Move the hour hand from the 5 to the 10.
  5 hours
- 10. Add two more hours to the clock. *What time is it now?* Student should move the hour hand from 10 to 12 and say 12 o'clock.

• Minimal Understanding: 0-3 of Questions 1-10 correct

- Basic Understanding: 4–7 of Questions 1–10 correct
- Secure Understanding: 8–10 of Questions 1–10 correct

Use the Student Assessment Record, page 138 to record the assessment results.



# English Learner Support Guide

Lessons, strategies, and resources to support English Learners in the Number Worlds program



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