

Dual Language/Bridging Lessons

Unidad 5: Decenas y Unidades

Gran idea: Decenas y Unidades

Conexión de contenido: Descomponer el todo y componer un todo juntando sus partes (a partir de sus partes)

Pregunta esencial: ¿Cómo son iguales y cómo son diferentes las decenas y las unidades?

Unit 5: Tens and Ones

Big Idea: Tens and Ones

Content Connection: Taking Wholes Apart, Putting Parts Together

Essential Question: How are tens and ones the same and different?

Preguntas de enfoque por lección • Focus Questions by Lesson

Lección 1	Números del 11 al 19 ¿Cómo se puede usar el valor posicional para mostrar que los números del 11 al 19 están compuestos por un grupo de 10 y por algunas unidades?	Lesson 1	Number 11 to 19 How can place value be used to show that teen numbers (11-19) are made of one group of 10 and some ones?
Lección 2	Números hasta 99 ¿Cómo se pueden usar los patrones de valor posicional para representar, contar, leer, escribir y descomponer números hasta 100?	Lesson 2	Numbers to 99 How can place value patterns be used to represent, count, read, write, and decompose numbers to 100?
Lección 3	Comprender la decenas ¿Cómo se puede usar el valor posicional para agrupar, contar y representar objetos como decenas y unidades?	Lesson 3	Understand Tens How can place value be used to group, count, and represent objects as tens and ones?
Lección 4	Representar decenas y unidades ¿Cómo se puede usar el valor posicional para representar las decenas y las unidades en un número de dos dígitos?	Lesson 4	Represent Tens and Ones How can place value be used to represent the tens and ones in a 2-digit number?
Lección 5	Representar númeroa de 2-dígitos ¿Cómo muestra el valor posicional que los números de 2 dígitos están compuestos de decenas y unidades?	Lesson 5	Represent 2-Digit Numbers How does place value show that 2-digit numbers are composed of tens and ones?

Lección 6	Representar números de 2 dígitos de diferentes maneras ¿Cómo se puede usar el valor posicional para representar el mismo número de diferentes maneras?	Lesson 6	Represent 2-Digit Numbers in Different Ways How can place value be used to represent the same number in different ways?
Lección 7	Comparar números ¿Cómo se puede usar la comprensión de decenas y unidades para comparar números de 2 dígitos?	Lesson 7	Compare Numbers How can understanding tens and ones be used to compare two 2-digit numbers?
Lección 8	Comparar números en una recta numérica ¿Cómo se puede usar una recta numérica para comparar números de 2 dígitos basándose en sus decenas y unidades?	Lesson 8	Compare Numbers on a Number Line How can a number line be used to compare 2-digit numbers based on their tens and ones?
Lección 9	Usar símbolos para comparar números ¿Cómo se pueden usar los símbolos (<, >, =) para comparar números de 2 dígitos?	Lesson 9	Use Symbols to Compare Numbers How can symbols (<, >, =) be used to compare 2-digit numbers?

Explorar palabras • Explore Words

Las palabras de vocabulario de la unidad se pueden usar para ayudar a los estudiantes a transferir su conocimiento del contenido de un idioma al otro: del español al inglés o del inglés al español. Consulte las estrategias para *construir el lenguaje de las matemáticas* en las página 323 de la Edición para el docente. Se pueden encontrar estrategias adicionales en las páginas 9-12 de este Manual del estudiante multilingüe.

The unit vocabulary words can be used to help students transfer their content knowledge from one language to the other—from Spanish to English, or from English to Spanish. See the *Building the Language of Math* strategies on page 323 of the Teacher Edition. Additional strategies can be found on pages 9-12 of the Multilingual Learner Handbook.

Cognados • Cognates

California Reveal Math	California Reveal Math
Comparar Igual a	Compare Equal to (=)

A Focus on Speaking

When speaking about mathematical concepts, such as comparisons, specificity, and clarity are very important. Speaking in math requires a specific vocabulary dependent on the topic being discussed.

- Have students model specific vocabulary words when describing why a number is greater or lesser than another. Provide students with words that they can choose from when discussing their comparisons.
- Turn and Talk Have students analyze 2-digit numbers and discuss comparisons with a partner before sharing their thoughts with the class. Ask: Are the two digits in the number equal?
- Wrap Up Allow classmates to ask questions about anything that is still unclear to them and provide the speaker with the opportunity to further clarify their thinking. Pose purposeful questions to focus student attention on what needs to be further clarified within their answers. Discuss how familiar words in math can have different meanings. Support students in their comprehension to present and explain place value when making comparisons.

Select a question or set of questions to use for bridging content. Have students work in pairs or small groups to complete questions. A table of possible questions focused on representing information is presented below.

Lesson	Guided Practice Questions	Practice Questions
5-1	#1-3	#4
5-2	#1-3	#6
5-3	#1-2	#5-6
5-4	#1-4	#6-7
5-5	#1-2	#4
5-6	#1-2	#4-5
5-7	#1-3	#5
5-8	#1-3	#5-6
5-9	#1-4	#7-9

Have students use counters, cubes, or arrays to represent the problems. Students explain their model in Spanish, then English.

Multilingual Learner Scaffolds

Emerging

Students may need support in their comprehension of the language used to present and explain tens and ones. Review with students the meaning of some tens and some ones. Ask: When do you use the words greater than or less than in math? Encourage students to try and use at least one of these terms while describing their work to another student.

Expanding

Continue to encourage students to describe their tens and ones using the phrases some, the same as, different, equal to. Answers should now include specific information about tens and ones

Bridging

Students will need some support to share words and phrases to show understanding of tens and ones. Focus on helping students use correct words and phrases as they count tens and ones.

Un Enfoque en el Habla

Al hablar de conceptos matemáticos, como las comparaciones, la especificidad y la claridad son muy importantes. Hablar en matemáticas requiere un vocabulario específico que varía según el tema que se está discutiendo.

- Pida a los estudiantes que modelen palabras de vocabulario específicas al describir por qué un número es mayor o menor que otro. Proporcione a los estudiantes palabras que puedan elegir al discutir sus comparaciones.
- Diálogo en Parejas (Turn and Talk) Pida a los estudiantes que analicen números de 2 dígitos y discutan comparaciones con un compañero antes de compartir sus ideas con la clase. Pregunte: ¿Los dos dígitos del número son iguales?
- Cierre: Permita que los compañeros de clase hagan preguntas sobre cualquier cosa que aún no esté clara para ellos y proporcione al hablante la oportunidad de aclarar aún más su pensamiento. Plantee preguntas intencionadas para enfocar la atención de los estudiantes en lo que más necesita aclararse en sus respuestas. Discuta cómo las palabras familiares en matemáticas pueden tener distintos significados. Apoye a los estudiantes en su comprensión para presentar y explicar el valor posicional al hacer comparaciones.

Seleccione una pregunta o un conjunto de preguntas para usar como puente de contenido. Pida a los estudiantes que trabajen en parejas o en grupos pequeños para completar las preguntas. A continuación, se presenta una tabla con posibles preguntas enfocadas en representar información.

Lección	Preguntas de Práctica Guiada	Preguntas de Práctica
5-1	#1-3	#4
5-2	#1-3	#6
5-3	#1-2	#5-6
5-4	#1-4	#6-7
5-5	#1-2	#4
5-6	#1-2	#4-5
5-7	#1-3	#5
5-8	#1-3	#5-6
5-9	#1-4	#7-9

Pida a los estudiantes que usen fichas, cubos o arreglos para representar los problemas. Los estudiantes explican su modelo en español, luego en inglés.

Apoyos para Estudiantes Multilingües

- Emergente** Los estudiantes pueden necesitar apoyo en su comprensión del lenguaje usado para presentar y explicar decenas y unidades. Repase con los estudiantes el significado de algunas decenas y algunas unidades. Pregunte: ¿Cuándo usas las palabras mayor que o menor que en matemáticas? Anime a los estudiantes a intentar usar al menos uno de estos términos mientras describen su trabajo a otro estudiante.
- En Expansión** Continúe animando a los estudiantes a describir sus decenas y unidades usando las frases algunas, igual a, diferente, igual a. Las respuestas ahora deben incluir información específica sobre decenas y unidades.
- En Transición** Los estudiantes necesitarán algo de apoyo para compartir palabras y frases que muestren comprensión de decenas y unidades. Enfóquese en ayudar a los estudiantes a usar palabras y frases correctas mientras cuentan decenas y unidades.

Dual Language Connections

Language Objectives

Students use and describe that the numbers 11 through 19 are represented on ten frames and composed of a ten and some ones. (Lesson 5-1)
Students use there is/there are to express a number of objects. (Lesson 5-2)
Students use <i>same</i> to explain that ones can be grouped as 1 ten. (Lesson 5-3)
Students use plurals to define 2-digit numbers with some tens and some ones. (Lesson 5-4)
Students use can to explain and describe showing 2-digit numbers with different tools and representations. (Lesson 5-5)
Students use <i>also</i> to describe representing 2-digits numbers in different ways. (Lesson 5-6)
Students use comparatives such as <i>greater than</i> , <i>less than</i> , and <i>equal to</i> to compare 2-digit numbers (Lesson 5-7)
Students locate 2-digit numbers on a number line and compare them based on their location using comparatives. (Lesson 5-8)
Students use the simple present tense to state facts to compare 2-digit numbers represented by base-ten blocks and two 2-digit numbers with the symbols $>$, $<$, and $=$. (Lesson 5-9)

Communicate Your Understanding

Have students work with partners or in small groups to discuss the Essential question of the unit or the focus question for that lesson. Students can first discuss in Spanish then rephrase or summarize in English.

Transfer Learning from English to Spanish

Invite students to generate words, phrases, and sentences in English that express what they have learned about the Essential Question or lesson focus question. Record their ideas on the left side of an anchor chart like the one below. Then tell students they will now transfer what they learned from English to Spanish. Begin by having students work with partners or in small groups to come up with Spanish translations for each item in the left column. Record their translations in the right column of the chart, providing any Spanish terms that students are unable to translate.

How are tens and ones the same or different?	¿En qué se parecen y en qué se diferencian las decenas y unidades?
Both represent quantities. Both are used to form numbers. One ten is equal to ten ones. The value of a ten is greater than the value of a one.	Las dos representan cantidades Ambas se usan para formar números Una decena equivale a diez unidades El valor de una decena es mayor que el valor de una unidad.

Language and Math Sentence Frames for Unit 5

Son diferentes porque las decenas ____ y las unidades ____	They are different in that tens ____ and ones ____
Una forma en que las decenas y las unidades son iguales es ____	One way tens and ones are the same is ____
Son diferentes porque las decenas representan ____ y las unidades representan ____	They differ because tens represent ____ and ones represent ____

Conexiones de Lenguaje Dual

Objetivos de Lenguaje

Los estudiantes usan y describen que los números del 11 al 19 se representan en marcos de diez y están compuestos por una decena y algunas unidades. (Lección 5-1)
Los estudiantes usan there is/there are para expresar un número de objetos. (Lección 5-2)
Los estudiantes usan "same" (igual/mismo) para explicar que las unidades pueden agruparse en 1 decena. (Lección 5-3)
Los estudiantes usan el plural para expresar números de 2 dígitos con algunas decenas y algunas unidades. (Lección 5-4)
Los estudiantes usan "can" (poder) para explicar y describir cómo se muestran los números de 2 dígitos con diferentes herramientas y representaciones. (Lección 5-5)
Los estudiantes usan "also" (también) para describir la representación de números de 2 dígitos de diferentes maneras. (Lección 5-6)
Los estudiantes usan comparativos como greater than (mayor que), less than (menor que) y equal to (igual a) para comparar números de 2 dígitos. (Lección 5-7)
Los estudiantes ubican números de 2 dígitos en una recta numérica y los comparan según su ubicación usando comparativos. (Lección 5-8)
Los estudiantes usan el tiempo presente simple para declarar hechos al comparar números de 2 dígitos representados por bloques de base diez y dos números de 2 dígitos con los símbolos $>$, $<$ y $=$. (Lección 5-9)

Comunica tu Comprensión

Pida a los estudiantes que trabajen con compañeros o en grupos pequeños para discutir la pregunta esencial de la unidad o la pregunta enfoque de esa lección. Los estudiantes pueden primero discutir en español y luego reformular o resumir en inglés.

Transferencia del Aprendizaje del Inglés al Español

Invite a los estudiantes a generar palabras, frases y oraciones en inglés que expresen lo que han aprendido sobre la Pregunta Esencial o la pregunta enfoque de la lección. Registre sus ideas en el lado izquierdo de una tabla de apoyo como la que se muestra a continuación. Luego diga a los estudiantes que ahora transferirán lo que aprendieron del inglés al español. Comience pidiendo a los estudiantes que trabajen con compañeros o en grupos pequeños para crear traducciones al español para cada elemento en la columna izquierda. Registre sus traducciones en la columna derecha de la tabla, proporcionando cualquier término en español que los estudiantes no puedan traducir.

How are tens and ones the same or different?	¿En qué se parecen y en qué se diferencian las decenas y unidades?
Both represent quantities. Both are used to form numbers. One ten is equal to ten ones. The value of a ten is greater than the value of a one.	Las dos representan cantidades Ambas se usan para formar números Una decena equivale a diez unidades El valor de una decena es mayor que el valor de una unidad.

Marcos de Oraciones de Lenguaje y Matemáticas para la Unidad 5

Son diferentes porque las decenas ____ y las unidades ____	They are different in that tens ____ and ones ____
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Una forma en que las decenas y las unidades son iguales es _____	One way tens and ones are the same is _____
Son diferentes porque las decenas representan _____ y las unidades representan _____	They differ because tens represent _____ and ones represent _____

Written Communication

Students practice written mathematical communication by composing explanations of their problem-solving process, reasoning, or conceptual understanding. Students respond to a prompt that asks them to explain how they solved a problem, why a method works, what a concept means, or how mathematical ideas connect. Writing may include words, symbols, diagrams, and equations as appropriate.

Use the Multilingual Learner Scaffolds listed below. Remind students to use the bilingual anchor chart as a resource for vocabulary and ideas.

Multilingual Learner Scaffolds

Emerging Provide sentence frames with blanks for students to complete, a word bank with key mathematical vocabulary (with visuals or translations), and a model example. Frames should follow a simple sequence: "I used ____." "First, I ____." "Then, I ____." "The answer is ____."

Students complete frames by filling in words, numbers, or short phrases from the word bank. They may add simple drawings or diagrams alongside their sentences. Accept writing that combines frames, labels, and visual representations. Students share their completed frames with a partner.

Expanding Provide sentence starters (not complete frames), a vocabulary word bank, and transition words (first, next, then, because, so). Starters guide structure but require students to complete ideas: "To solve this, I ____." "I chose this method because ____." "First, ____." "This shows ____."

Students complete each starter and write 1-2 additional sentences incorporating mathematical vocabulary. Writing should include 4-6 sentences total explaining their process or reasoning. Students may include labeled diagrams. After writing, students exchange papers with a partner for peer feedback using a simple checklist: vocabulary used, steps clear, and reasoning included.

Bridging Provide an open-ended writing prompt specifying required components: explanation of process, use of precise mathematical vocabulary, reasoning or justification, and connections to concepts. Students may reference a vocabulary list, but no sentence frames or starters are provided.

Students independently compose a complete written explanation (paragraph or organized response, 6-8+ sentences) with clear organization: what they did, how they did it, why it works, and what it means. Writing should demonstrate mathematical reasoning using academic language. After writing, students participate in a structured peer review: exchange papers, provide written feedback on clarity and mathematical accuracy, and ask questions. Students revise their writing based on feedback.

Reading

Students rotate through reading stations, each containing a mathematical scenario or problem context. Students read the scenario using the scaffold appropriate for their language level and record their analysis: (1) What information is provided? (2) What mathematical concepts or operations are suggested? (3) What strategy could be used to solve it? (4) How does this demonstrate mathematical reasoning or flexibility? Students share their analysis with a partner, comparing interpretations and solution approaches.

Use the Multilingual Learner Scaffolds listed below. Remind students to use the bilingual anchor chart as a resource for vocabulary and ideas.

Multilingual Learner Scaffolds

Emerging Provide simplified scenarios with key mathematical terms and numbers highlighted or bolded, accompanied by visual supports such as diagrams, pictures, or a word bank with images. Pre-read the scenario aloud, modeling think-aloud strategies while pointing to visuals and key words. Have students echo-read or follow along. Provide color-coding tools for students to mark numbers (one color) and mathematical action words/concepts (another color). Use a structured graphic organizer with sentence frames for each analysis component, such as: "The numbers are __," "This shows __," "I can use __." Students share their color-coded text and completed frames with a partner.

Expanding Provide complete scenarios using brief paragraphs, with key mathematical vocabulary and concepts bolded or underlined. Include a vocabulary reference guide with definitions and visuals. Have students read the scenario independently first, then read it aloud to a partner for feedback and clarification. Provide a graphic organizer that breaks down the analysis into guided steps with sentence starters, such as: "The scenario describes __," "The mathematical relationship is __," "A strategy I could use is __ because __," "This shows __ thinking because __." Students complete each section and discuss their reasoning with their partner before moving to the next station.

Bridging Provide complex scenarios that include extra information not needed to solve the problem alongside the necessary data, incorporating academic mathematical vocabulary and multi-step reasoning. Have students read independently and annotate the text by: underlining essential information, crossing out irrelevant details, circling key vocabulary, and noting questions or connections in the margins. Students complete an open-response analysis identifying: the core mathematical problem, at least two different solution strategies, and an explanation of why multiple approaches are valid and how they demonstrate mathematical flexibility or connection between concepts. Students share their annotated text and written analysis with a partner, defending their reasoning and evaluating alternative approaches.

Speaking

Students practice using mathematical language to explain their problem-solving strategies and reasoning. After the teacher models solving a problem using multiple approaches, students independently consider how to solve a similar problem. Using a Turn and Talk protocol, partners

take turns explaining their chosen strategy, asking clarifying or probing questions, and comparing approaches.

Use the Multilingual Learner Scaffolds listed below. Remind students to use the bilingual anchor chart as a resource for vocabulary and ideas.

Multilingual Learner Scaffolds

Emerging Provide students with a visual strategy poster or anchor chart showing different approaches with pictures, symbols, or diagrams. Have students point to the visuals while speaking. Offer manipulatives (counters, blocks, number lines, diagrams) for students to touch and move while explaining. Model the Turn and Talk by demonstrating with a student, showing how to point to materials and visuals. Prompt: "Show your partner. What do you use?" Accept gestures, pointing, and brief responses with the sentence frame. Have students practice 2-3 times with support before sharing independently.

Expanding Present students with 2-3 visual strategy options (anchor chart, strategy cards, or worked examples) labeled with step-by-step pictures. Have them choose one and prepare to explain. Provide a word bank with action verbs and math vocabulary. Model a complete explanation with the frames. During Turn and Talk, students explain their process. Listening partners ask follow-up questions, such as: "Why did you choose that strategy?" or "Can you show that step again?" Encourage pointing to work or manipulatives. Selected pairs share with the class.

Bridging Students independently solve the problem using any strategy and prepare to explain their reasoning. During Turn and Talk, partners describe their strategies using precise math vocabulary and compare approaches by asking questions such as "How is your strategy different?" "Which is more efficient and why?" or "What are the advantages?" Students justify their reasoning, connect strategies, and volunteers share their discussions, highlighting how different methods relate to the same concepts.

Listening

Students practice listening comprehension by hearing the teacher read a detailed explanation of a mathematical procedure, process, or concept. Students listen actively to understand the sequence of steps, key vocabulary, and reasoning involved. After listening, students demonstrate comprehension by engaging in a structured discussion where they explain the process in their own words, compare understanding with peers, and clarify any confusion.

Use the Multilingual Learner Scaffolds listed below. Remind students to use the bilingual anchor chart as a resource for vocabulary and ideas.

Multilingual Learner Scaffolds

Emerging Provide students with picture cards for them to match as they listen to the explanation. Read the text slowly and emphasize important vocabulary. Use

yes/no listening checks for each section of the explanation to check for understanding. Have students discuss with a partner.

Expanding

Provide students with a graphic organizer for them to complete as the explanation is read. Have them list each of the steps in the organizer, and use quick yes/no listening checks to guide the pace of reading or to reread the section. After reading, students discuss in pairs or groups.

Bridging

Read the explanation aloud at a natural pace, and have students focus on listening to the passage. Read the explanation a second time and have them summarize the explanation in their own words, using an outline or writing a paragraph. Have them share their writing with others to discuss their summaries.