

# Dual Language/Bridging Lessons

**Unidad 3:** ¿Cuántos? Números hasta 10

Gran idea: Cuantos?

Conexión de contenido: Explorando cantidades cambiantes

Pregunta esencial: ¿Cómo puedes contar de diferentes maneras?

**Unit 3:** How Many? Numbers to 10

Big Idea: How Many?

Content Connection: Exploring Changing Quantities

Essential Question: How can you count in different ways?

## Preguntas de enfoque por lección • Focus Questions by Lesson

Lección 1	<b>Contar 6 y 7</b> ¿Cómo se pueden contar los números y las cantidades hasta el 7?
Lección 2	<b>Representar 6 y 7</b> ¿Cómo se pueden representar los números y las cantidades hasta el 7?
Lección 3	<b>Escribir 6 y 7</b> ¿Cómo se pueden escribir los números y las cantidades hasta el 7?
Lección 4	<b>Contar 8 y 9</b> ¿Cómo se pueden contar los números y las cantidades hasta el 9?
Lección 5	<b>Representar 8 y 9</b> ¿Cómo se pueden representar los números y las cantidades hasta el 9?
Lección 6	<b>Escribir 8 y 9</b> ¿Cómo se pueden escribir los números y las cantidades hasta el 9?
Lección 7	<b>Contar 10</b> ¿Cómo se pueden contar los números y las cantidades hasta el 10?
Lección 8	<b>Representar y escribir 10</b> ¿Cómo se pueden representar y escribir los números y las cantidades hasta el 10?

Lesson 1	<b>Count 6 and 7</b> How can numbers and quantities up to 7 be counted?
Lesson 2	<b>Represent 6 and 7</b> How can numbers and quantities up to 7 be represented?
Lesson 3	<b>Write 6 and 7</b> How can numbers and quantities up to 7 be written?
Lesson 4	<b>Count 8 and 9</b> How can numbers and quantities up to 9 be counted?
Lesson 5	<b>Represent 8 and 9</b> How can numbers and quantities up to 9 be represented?
Lesson 6	<b>Write 8 and 9</b> How can numbers and quantities up to 9 be written?
Lesson 7	<b>Count 10</b> How can numbers and quantities up to 10 be counted?
Lesson 8	<b>Represent and Write 10</b> How can numbers and quantities up to 10 be written and represented?

Lección 9	<b>Uno mas hasta el 10</b> ¿Cómo se puede identificar un número que es uno más hasta el 10?
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Lesson 9	<b>One more to 10</b> How can numbers and quantities that are one more to 10 be identified?
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## 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 la página 169 de la Edición para el docente. Se pueden encontrar estrategias adicionales en las páginas 8 - 11 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 169 of the Teacher Edition. Additional strategies can be found on pages 8 - 11 of this Multilingual Learner Handbook.

## Cognados • Cognates

California Reveal Math Spanish	California Reveal Math English
<b>Contar</b>	<b>Count</b>

## Using There is and There are

Students are frequently asked How many? These questions that can be answered simply with a number (4), or with a number plus the noun (4 apples). As students' English develops, they can begin to use the constructions There is and There are to answer How many? questions with a complete sentence.

- Introduce There is and There are using familiar classroom objects. Point to a table and some chairs and say: There is a table. There are some chairs. Then ask: How many tables are there? Pause to let students respond. Restate the answer. Say: There is one table. Ask: How many chairs are there? Pause for students' response. Restate the answer. Say: There are (4) chairs. Repeat with other objects in the room, modeling There is and There are several times.
- Explain to students that when they answer the question How many are there?, they can start their answer with There is or There are. Have them listen again as you give more examples. Point to a book and say: There is one book. Then point to multiple books and say: There are (3) books. Ask: What do you notice? Guide them to recognize that There is is used when talking about one thing, and There are is used when talking about more than one thing.
- Turn and Talk Give students an opportunity to differentiate between There is and There are with a partner. Ask a few more How many? questions about small groups of objects around the room, and have students discuss how to answer each question and determine if each of their responses will begin with There is and There are.
- Wrap Up Discuss has a whole class how partners differentiated between the use of There is and There are. Make connections to responses used when asked How many? throughout Unit 3.

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
3-1	#1-3	#4
3-2	#1-3	#5
3-3	#3	#5
3-4	#1-2	#4
3-5	#3	#5
3-6	#3	#5
3-7	#1-2	#4
3-8	#3	#5
3-9	#1-2	#4-5

## Multilingual Learner Scaffolds

### Emerging

Use a picture book to provide additional practice with sentences that begin with There is and There are. Point to a picture that shows a single object, and ask how many of the objects there are. Then point to a picture that shows multiples of an object, and ask how many there are. Continue until students can supply the construction independently.

### Expanding

Use a picture book to provide additional practice. Have students take turns asking and answering How many? questions

about things they see in illustrations. Guide them as needed by rephrasing the question or responses correctly.

**Bridging**

Have students work in pairs to practice asking and answering How many? questions about images they see in a picture book. Circulate to confirm that students are using the construction correctly. Introduce the sentence starter There are no... for students to use when the answer to How many? is zero.

## El uso de There is y There are

A los estudiantes se les pregunta con frecuencia: ¿Cuántos? Estas preguntas pueden responderse simplemente con un número (4) o con un número más el sustantivo (4 manzanas). A medida que el inglés de los estudiantes se desarrolla, pueden comenzar a usar las construcciones There is y There are para responder preguntas de ¿Cuántos? con una oración completa.

- Introduzca There is y There are usando objetos familiares del salón de clases. Señale una mesa y algunas sillas, y diga: "There is a table. There are some chairs. Luego pregunte: How many tables are there? Haga una pausa para que los estudiantes respondan. Reformule la respuesta. Diga: There is one table. Pregunte: How many chairs are there? Haga una pausa para la respuesta de los estudiantes. Reformule la respuesta. Diga: There are (4) chairs. Repita con otros objetos en el salón, modelando "There is" y "There are" varias veces.
- Explique a los estudiantes que, cuando respondan la pregunta "How many are there?", pueden comenzar su respuesta con "There is" o "There are". Pida que escuchen nuevamente mientras usted da más ejemplos. Señale un libro y diga: There is one book. Luego, señale varios libros y diga: "There are (3) books. Pregunte: ¿Qué notan? Guíelos a reconocer que There is se usa cuando se habla de una cosa y There are se usa cuando se habla de más de una cosa.
- Diálogo en Parejas (Turn and Talk) Dé a los estudiantes la oportunidad de diferenciar entre There is y There are con un compañero. Haga algunas preguntas más de ¿Cuántos? sobre grupos pequeños de objetos alrededor del salón, y pida a los estudiantes que discutan cómo responder cada pregunta y determinen si cada una de sus respuestas comenzará con There is o There are.
- Cierre y Discuta con la clase completa cómo los compañeros diferenciaron entre el uso de There is y There are. Haga conexiones con las respuestas usadas cuando se le pregunta: ¿Cuántos? a lo largo de la Unidad 3.

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.

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

### Apoyos para Estudiantes Multilingües

#### Emergente

Use un libro ilustrado para proporcionar práctica adicional con oraciones que comienzan con There is y There are. Señale una imagen que muestra un solo objeto y pregunte cuántos de los objetos hay. Luego señale una imagen que muestra

múltiples objetos y pregunte cuántos hay. Continúe hasta que los estudiantes puedan proporcionar la construcción de manera independiente.

**En Expansión** Use un libro ilustrado para proporcionar práctica adicional. Pida a los estudiantes que se turnen para hacer y responder preguntas de ¿Cuántos? sobre cosas que ven en las ilustraciones. Guíelos según sea necesario reformulando la pregunta o las respuestas correctamente.

**En Transición** Pida a los estudiantes que trabajen en parejas para practicar haciendo y respondiendo preguntas de ¿Cuántos? sobre imágenes que ven en un libro ilustrado. Circule para confirmar que los estudiantes están usando la construcción correctamente. Introduzca el iniciador de oración There are no... (No hay...) para que los estudiantes lo usen cuando la respuesta a ¿Cuántos? sea cero.

# Dual Language Connections

## Language Objectives

Students use singular and plural nouns as they count and discuss the number of objects in each item. (Lesson 3-1)
Students count to answer the question <i>How many?</i> (Lesson 3-2)
Students say and write the numerals six and seven to answer the questions <i>How many?</i> And <i>How can you show how many?</i> (Lesson 3-3)
Students use plural nouns as they count to answer the question <i>How many?</i> (Lesson 3-4)
Students use sentences beginning with <i>There is</i> and <i>There are</i> to answer the question <i>How many?</i> (Lesson 3-5)
Students will say and write the numerals <i>eight</i> and <i>nine</i> as well as use picnic vocabulary to answer the question <i>How many?</i> (Lesson 3-6)
Students will use numbers from <i>one</i> to <i>ten</i> to count and name objects in a group. (Lesson 3-7)
Students say and write numeral ten to answer <i>How many?</i> Questions. (Lesson 3-8)
Students use the numbers <i>one</i> to <i>ten</i> as well as plural nouns to identify and discuss successive numbers in a sequence. (Lesson 3-9)

## 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 can you count in different ways?	¿Cómo puedes contar de diferentes maneras?
Using models Grouping Using objects Writing numbers	Usando modelos Agrupando Usando objetos Escribiendo números

## Language and Math Sentence Frames for Unit 3

I can count by ____	Puedo contar de _____.
I can use ____ to help me count	Puedo usar _____ para ayudarme a contar.
I counted the objects by _____ and got _____.	Conté los objetos de _____ y obtuve _____.
I can show my counting using _____.	Puedo mostrar cómo cuento usando _____.

# Conexiones de Lenguaje Dual

## Objetivos de Lenguaje

Los estudiantes usan sustantivos singulares y plurales mientras cuentan y discuten el número de objetos en cada artículo. (Lección 3-1)
Los estudiantes cuentan para responder la pregunta ¿Cuántos? (Lección 3-2)
Los estudiantes dicen y escriben los numerales seis y siete para responder las preguntas ¿Cuántos? y ¿Cómo puedes mostrar cuántos? (Lección 3-3)
Los estudiantes usan sustantivos plurales mientras cuentan para responder la pregunta ¿Cuántos? (Lección 3-4)
Los estudiantes usan oraciones que comienzan con There is y There are para responder la pregunta ¿Cuántos? (Lección 3-5)
Los estudiantes dirán y escribirán los numerales ocho y nueve, así como usarán vocabulario de picnic para responder la pregunta ¿Cuántos? (Lección 3-6)
Los estudiantes usarán números del uno al diez para contar y nombrar objetos en un grupo. (Lección 3-7)
Los estudiantes dicen y escriben el numeral diez para responder preguntas de ¿Cuántos? (Lección 3-8)
Los estudiantes usan los números del uno al diez, así como sustantivos plurales para identificar y discutir números sucesivos en una secuencia. (Lección 3-9)

## 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 can you count in different ways?	¿Cómo puedes contar de diferentes maneras?
Using models Grouping Using objects Writing numbers	Usando modelos Agrupando Usando objetos Escribiendo números

## Marcos de Oraciones de Lenguaje y Matemáticas para la Unidad 3

I can count by ____	Puedo contar de _____.
I can use ____ to help me count	Puedo usar _____ para ayudarme a contar.
I counted the objects by _____ and got _____.	Conté los objetos de _____ y obtuve _____.
I can show my counting using _____.	Puedo mostrar cómo cuento usando _____.

## Written Communication

Have students write about what they learned in this unit.

*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** Students make a poster with drawings and captions showing what they learned in this unit. Students should label the drawings in both English and their home language. Captions can be in their home language, however all vocabulary words should be in English.
- Expanding** Have students write down three of the focus questions from the unit and their answers. Students should show what they learned in the unit as part of their answers. In their responses, students can write their key points in English, and then write clarifying and supporting sentences in their home language.
- Bridging** Students write a paragraph summary explaining what they learned in the unit. Students will write their response in English but can brainstorm and do their prewriting in their home language. Remind students to use academic connectors (e.g., therefore, this shows, as a result)..

## Reading

Students practice reading mathematical terms and symbols while identifying and representing corresponding concepts in the classroom. Place content-specific cards (e.g., vocabulary terms, symbols, equations, diagrams) around the room along with visual representation cards. Have students move around the room with a recording sheet, reading the mathematical language on each card. Students then create an appropriate representation (drawing, notation, symbolic expression, or written explanation) in the matching space on their recording sheet.

*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 cards that include a mathematical term or concept paired with a matching visual representation (e.g., vocabulary word + diagram, symbol + model, equation + graph). Have students point to the visual while pronouncing the mathematical term with support. Prompt them by directing attention to the representation and asking scaffolded questions such as: "Let's look at the picture/diagram/model. What do we see? Can we read/say the word/term together?"
- Expanding** Provide students with cards that include a mathematical term or concept paired with a visual representation and a sentence frame or sentence starter. Have students use the sentence frame to describe what they see while incorporating the mathematical vocabulary. Prompt them with questions that encourage connected language, such as: "What do you notice about this diagram/model? Can you

complete this sentence: 'This shows \_\_\_ because \_\_\_'? How would you describe this to a partner?" Students record their representation along with a labeled sentence using the provided frame.

### **Bridging**

Provide students with cards that include a mathematical term or concept with a visual representation, and prompt them to read and create their own explanation or description. Have students read the term aloud and articulate the relationship between the term and visual using complete sentences and precise mathematical language. Prompt them with open-ended questions such as: "After reading this term, how would you explain this concept? What connections do you see between what you read and the representation? Can you describe this using mathematical vocabulary?" Students record their representation along with a written explanation that demonstrates their comprehension of the mathematical text.

## **Speaking**

Students practice using mathematical language to describe their thinking processes, strategies, or procedures. Students engage with concrete materials, visual models, or symbolic representations and verbally explain their mathematical approach using sentence frames, Total Physical Response, and demonstrations appropriate to their language level.

*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**

Use modeling and repetition: the teacher demonstrates the math process while narrating simply. Students echo and perform the same actions with materials. Provide a visual sentence frame like "I \_\_\_ [action with icon]" or "I see/use \_\_\_." After modeling, ask students to produce the sentence and perform the action, prompting, "Show me. What did you do?" Allow one-word answers, gestures, or frame completions. Have students share with a partner using the same frame and gestures.

### **Expanding**

Students use concrete materials or visual models to perform the mathematical process, then describe their approach with 2-3 sentence frames, such as: "I \_\_\_ [strategy/method]," "I used \_\_\_ [tool/representation]," and "I found/got \_\_\_." Model the sequence once, then ask students: "Tell your partner how you did it using the sentence frames." Encourage gestures and pointing to materials while speaking. Pairs share their explanations with another pair or the class.

### **Bridging**

Have students independently select and apply a mathematical strategy, process, or approach, then explain their thinking in complete sentences using precise mathematical vocabulary without relying on sentence frames. Encourage students to explain not just what they did, but why they chose that approach and how it works. Prompt with open-ended questions such as: "How did you approach this? Explain your thinking," "Why did you choose that strategy?" or "Can you describe your process step-by-step?"

## Listening

Students practice listening comprehension by following verbal mathematical instructions or directions and demonstrating understanding through actions, representations, or responses. The teacher provides oral directions related to mathematical processes, procedures, or tasks, and students listen carefully, then show comprehension by performing the task using concrete materials, drawings, gestures, written responses, or verbal explanations.

*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** Combine verbal instructions with visual cues, gestures, concrete objects, and physical demonstrations. Use short, simple sentences with repetitive structures, pausing between steps. Model the complete action while speaking: **Example:** "First, circle the number. Next, write the answer. Then, check your work" while modeling circling a number on a worksheet, writing in the answer box, and pointing back to verify. Repeat 2-3 times. Have students repeat the action with their materials as you repeat the direction. Check comprehension by observing actions and asking yes/no questions. Accept responses through actions and gestures.
- Expanding** Give clear verbal directions using complete sentences with familiar mathematical vocabulary. Repeat directions twice without physical modeling, pausing between repetitions to allow processing time. Use 1-2 step directions with specific actions. **Example:** "Listen carefully: Circle the key information in the problem. Then write the equation you will use to solve it." Pause, then repeat once. After the second repetition, students perform the task independently using materials or representations. Check comprehension by observing actions and having students briefly explain their process.
- Bridging** Provide complex, multi-step verbal directions using precise mathematical vocabulary and detailed instructions. State directions once or twice without visual aids or modeling. Require students to listen for sequence, conditions, or specific criteria. For example: "Listen carefully: identify key information, determine the appropriate operation and rationale, then solve and verify using a different method." Students must listen, process the entire instruction, and respond independently, demonstrating understanding through their work. Afterward, prompt them to verbally explain their process and reasoning using complete sentences and mathematical language. Encourage paraphrasing to show comprehension of procedures and concepts.