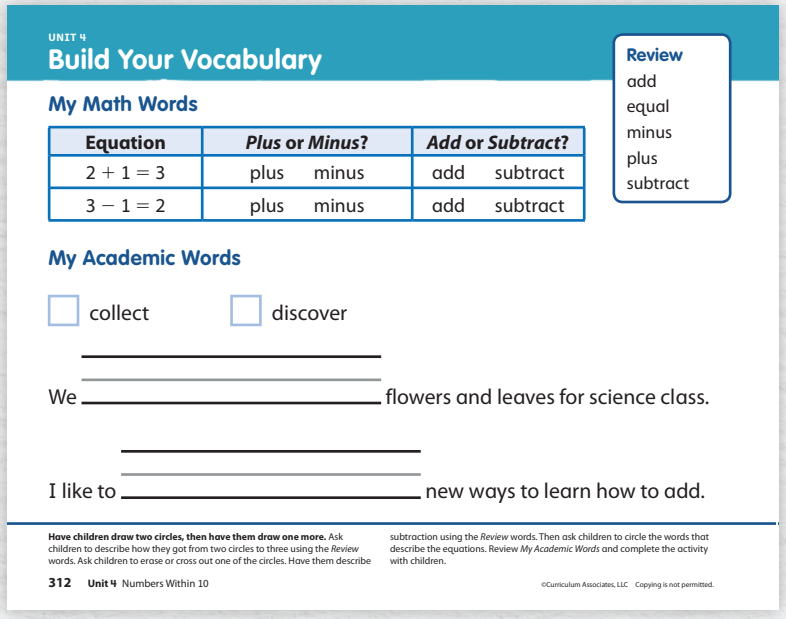
Support for Language, Discourse, Community, and Culture

Ready Classroom Mathematics recognizes the linguistic and cultural assets that all students, especially English Learners, bring to the classroom. Leveraging students' background knowledge, experiences, and insights can enrich the classroom culture and be built upon for academic success.

See a few program highlights below and a complete list in the chart to the right.

Vocabulary Development

Ready Classroom Mathematics provides instruction and practice to help students communicate ideas using both academic and math-specific vocabulary and language.



UNIT 4

Build Your Vocabulary

Review
add
equal
minus
plus
subtract

My Math Words

Equation	*Plus* or *Minus*?	*Add* or *Subtract*?
2 + 1 = 3	plus minus	add subtract
3 − 1 = 2	plus minus	add subtract

My Academic Words

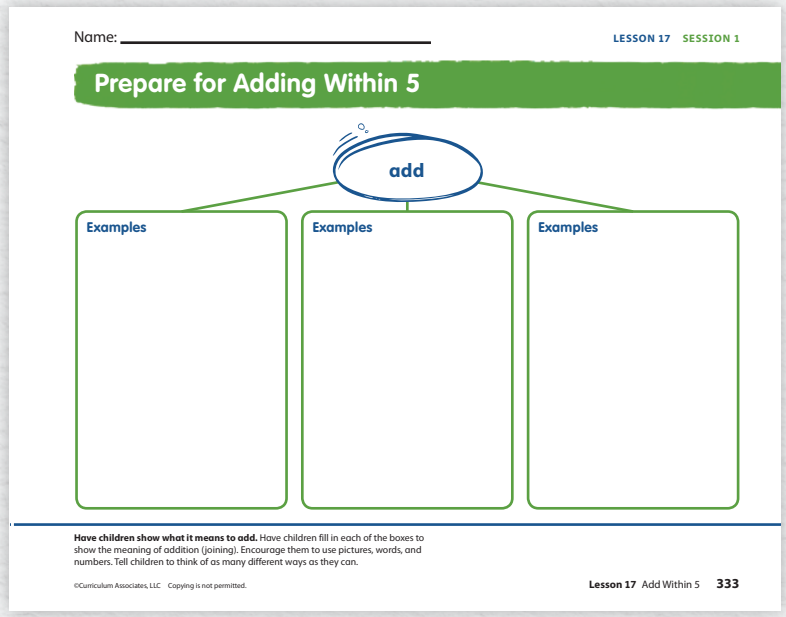
☐ collect ☐ discover

We _____ flowers and leaves for science class.

I like to _____ new ways to learn how to add.

Have children draw two circles, then have them draw one more. Ask children to describe how they got from two circles to three using the *Review* words. Ask children to erase or cross out one of the circles. Have them describe subtraction using the *Review* words. Then ask children to circle the words that describe the equations. Review *My Academic Words* and complete the activity with children.

312 Unit 4 Numbers Within 10 ©Curriculum Associates, LLC Copying is not permitted.



Name: _____ LESSON 17 SESSION 1

Prepare for Adding Within 5

add

Examples | Examples | Examples

Have children show what it means to add. Have children fill in each of the boxes to show the meaning of addition (joining). Encourage them to use pictures, words, and numbers. Tell children to think of as many different ways as they can.

©Curriculum Associates, LLC Copying is not permitted. Lesson 17 Add Within 5 333

Connect to Community and Cultural Responsiveness

Use these activities to connect with and leverage the diverse backgrounds and experiences of all children.

Session 2 **Use with *Try It*.**

- Ask if any children have visited or read about farms. Encourage them to explain how farms may be different from the one pictured in the Student Worktext. Expand the conversation by asking what different animals or different types of buildings might be on other farms. Explain that farms are also where crops are grown and harvested. Invite volunteers to share what foods they eat that come from a farm. Display photos of farms and farm animals. Encourage children to make up their own number stories with farm animals. For example, say: *2 brown horses are running. 1 white horse joins them. How many horses are running now?* If time allows, sing the popular children's song "Old MacDonald Had a Farm," incorporating the animals in the picture.

Session 4 **Use with *Apply It*.**

- Music and rhythm are important elements in many oral traditions. Make rhythms with beats that have totals within 5 using claps and stomps. Draw a hand on the board to represent claps. Below, draw a foot to represent stomps. Write numbers in front of the icons that have totals within 5, mirroring the equations presented in the *Apply It* problems. Divide the class into two groups. Have one group clap the designated number of claps and the other group stomp the number of times indicated. For example, the number 2 with a picture of a hand and the number 1 with a picture of a foot will represent two claps and one stomp. Pair children up and ask them to make their own beat within 5 to share with another pair of children.

Session 5 **Use anytime during the session.**

- Activate kinesthetic learners by leading children in groups of actions with totals up to 5. For example, have children touch their toes 3 times and reach to the ceiling 2 times. Ask children how many actions they did. Work together to write an equation. [3 + 2 = 5] Repeat the activity throughout the session using different number partners for 5. Include a variety of actions, such as hopping, twisting, turning, and raising a hand or foot.

Connect to Community and Cultural Responsiveness
Leverage students' backgrounds and experiences to enhance learning.

Language and Discourse

Feature	How This Supports Language and Discourse	Where to Find It
Language Objectives	*Language Objectives* indicate the language students are expected to understand and produce as they work on *Lesson Objectives*.	• Teacher's Guide
Build Your Vocabulary	*Build Your Vocabulary* provides the opportunity for students to use prior knowledge in reviewing previously taught math vocabulary and provides an early entry point to general, all-purpose academic words.	• Student Worktext • Teacher's Guide
Try–Discuss–Connect Routine	In *Discuss It*, students explain their ideas and begin to understand other students' ideas, first with partners and then with the class. Through discourse, students see how the same problem can be represented with different models or solved with different strategies.	• Student Worktext • Teacher's Guide
Develop Language	*Develop Language* provides targeted vocabulary and language support to ensure mathematics content is accessible to all students.	• Teacher's Guide
Explore Session: Prepare for . . .	*Prepare For* pages use graphic organizers to help students access prior knowledge and vocabulary they will build on in the lesson.	• Student Worktext • Teacher's Guide
Discourse Cards and Discourse Cube	*Discourse Support* resources provide sentence starters and questions to help students initiate, deepen, and extend conversations with partners, small groups, or the whole class.	• Teacher Digital Experience > Ready Classroom Mathematics Teacher Toolbox

English Learner Support

Feature	How This Supports English Learners	Where to Find It
Language Expectations	*Language Expectations* chart provides examples related to one standard of what English Learners can do based on their English language proficiency levels in connection with a focus mathematics standard. These examples help teachers differentiate instruction and meet the needs of English Learners.	• Teacher's Guide
Build Your Vocabulary	A *Cognate Support* routine is provided in the Teacher's Guide for students who primarily speak Spanish or other Latin-based languages.	• Student Worktext • Teacher's Guide
ELL Differentiated Instruction	*ELL Differentiated Instruction* scaffolds the language so students can access the mathematics in one problem or part of each session. Instruction is differentiated for different levels of English proficiency and focuses on the language domains of listening, speaking, reading, and writing.	• Teacher's Guide

Community and Culture

Feature	How This Supports Community and Culture	Where to Find It
Connect to Community and Cultural Responsiveness	*Connect to Community and Cultural Responsiveness* provides teachers with ideas to increase engagement and connections with the diverse backgrounds and experiences of all students.	• Teacher's Guide
Family Letters	*Family Letters* provide background information and include an activity. Letters are available for every lesson in English, Spanish, and Tagalog.	• Student Worktext • Teacher's Guide