



NUMBERS

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: How many? How much? What (time/is your [phone number/address])?

Language/Culture Point: How much vs. how many, pronunciation of 13 vs. 30, etc.

Objective: Students will be able to use numbers to tell important information such as their address, phone number, and how much or how many items they need.

Materials: 1) Deck of cards (or picture), 2) Dominoes (or picture), 3) Pictures for picture story of person using numbers in daily life
The students will complete a survey for their group work. The survey is in their student books. The last column is blank so that the instructor or the students can add a question of their own.

Preparation: Lesson five requires the instructor to create a Chalk Talk that is a basic description of his or her morning. Be sure to include what time you wake up, how many eggs you eat for breakfast (0 is ok!), how much coffee you drink (none is ok!), and what time you go to work. These items are on the survey the students will complete for their group work. Add in other numbers as appropriate, being sure to include both count and non-count items.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Deck of cards and dominoes	- Think-Pair-Share

TEACHING ACTIVITY

1. Have a deck of cards and dominoes on the students' tables.
2. Ask students to think about what these items have in common.
3. Students will share with a partner and then share with the class.

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4. After the students have decided that these both have numbers in common, ask what numbers they know in English.
5. If many of the students are unfamiliar with numbers in English, take some time to practice the numbers 1-10 as a class.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of a person using numbers for time and money/shopping	- Chalk Talk

TEACHING ACTIVITY

1. Using Chalk Talk, tell the students a little about your life. Be sure to use numbers in a variety of ways, specifically those used in the survey later in the lesson: wake up, go to work, number of children (or other family members), things you like to eat and drink (Two pieces of pizza every day! Three cups of coffee every morning!). More information can be found in the supplemental packet.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Signal cards	- T/F Quiz

TEACHING ACTIVITY

1. Make T/F statements about the story. Students will use signal cards to indicate true/false/don't know.



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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Survey	- Surveys and Interviews, - Think Aloud

TEACHING ACTIVITY

1. Tell students, “Today, we are going to practice using numbers.”
2. Direct them to the survey in their books.
3. Do a Think Aloud to demonstrate writing your own information in the survey. Point out there is one blank space for students to write their own question. Fill that out and demonstrate using your own example.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Survey	- Surveys and Interviews, Round Robin

TEACHING ACTIVITY

1. After completing your portion in the top line, have students write in their information on the top line in their books.
2. Then, approach one student and demonstrate how to complete the survey. Ask the questions and write their information in the survey.
3. Continue for each student.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Survey	- Surveys and Interviews



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TEACHING ACTIVITY

1. Students will talk to each other to complete their surveys.
2. When complete, ask the students questions about another student. For example, “Rosa, how many cups of coffee does David drink?”

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- Graphic organizer

TEACHING ACTIVITY

1. Point out to the students that in English we have both “how much” and “how many,” which is likely different than in their language (in Spanish, “cuanto” is one word for both English words.)
2. Draw two columns on the board. One column will say “How much” and the other will say “How many.”
3. Ask if any of the students know the difference between the two. If no one knows, begin putting a few of the examples from class in the correct column. Explain why you are putting it there. “I will put ‘milk’ under ‘how much’ because I can’t count milk. I will put apples under ‘how many’ because I can count it. I have 1,2,3,4,5, five apples.”

Alternative: For a very beginning class, use this time to practice numbers. Help students learn 1-10. Then show students how to use these numbers to make the following numbers.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Exit Check	

TEACHING ACTIVITY

As students leave, ask them how many hours they work in a week.