



Teacher's Guide – 1-1 Numbers

CEFR Level: B1

ELPA 21: Intermediate

CA ELD: Expanding

AZ: Int. - Low

WIDA Level: Developing

TELPAS: Intermediate

NY: Transitioning

Estimated Time: 70-85 min

Language Objectives

Students will read numbers aloud in place-value, large-number, decimal, price, year, and ordinal forms.

Students will ask and answer simple questions about numbers and prices with correct pronunciation.

Students will produce and transcribe spoken numbers in partner activities.

Materials Needed

- Projector or screen and the slide deck

- Whiteboard and markers

Optional:

- Handout with practice numbers (copies for pairs)

- Set of coin images or real coins (pennies, nickels, dimes, quarters)

Vocabulary

units / ones, tens, hundreds, thousands, decimal point, integer, ordinal (first, second, third), zero / oh / nil, cent / penny / nickel / dime / quarter, currency (dollar, euro), million, thousand, positive / negative

Language Prerequisites

Students can count from 0–100.

Students can read single- and two-digit numbers aloud.

Basic knowledge of nouns and simple sentence structure.

Content Objectives

Identify place value in a 4-digit number (units, tens, hundreds, thousands).

Pronounce whole numbers up to millions and decimals correctly (including prices).

Recognize and name U.S. coins and read amounts in dollars and cents.

Read years and ordinals correctly and use them in simple sentences.

Related Lessons

Mathematics Unit 1 Lesson 2 — Place Value Practice (recommended follow-up), Everyday Math — Money and Budgeting unit



Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Warm-up	Listening / Speaking	2-3 min	1	1. Show Slide 1 and say: "Today we will learn about numbers: how to read, write, and say them in different forms." 3. Ask students: "How high can you count? Do you know how to read prices? Do you know how to say your phone number?" and wait for 2-3 short answers.	1. Allow students to answer in their first language if needed and then repeat in English.	1. Ask advanced students to give an additional example of a number form (e.g., a phone number) and say it aloud.
Warm-up / Activate prior knowledge	Speaking	2-3 min	2	1. Show Slide 2 and read the question aloud. 2. Model: "I can count to ten in English and Spanish." 3. Circulate and ask two pairs to share one language with the class: Say: "Tell us: 'We can count to ten in ____.'"	1. Provide a list of common language names (English, Spanish, Arabic, Chinese) for students to choose from. 2. Prompt with sentence frame: "I can count to ten in ____."	1. Ask advanced students to count aloud to ten in one additional language for the class. 2. Ask a student to write the number words on the board and compare forms across languages.
Presentation	Reading / Speaking	3-4 min	3	1. Show Slide 3 and point to the number 6425. 2. Read the information and questions. 3. Ask students to raise a finger for each place as you point to digits: "Raise one finger for units, two for tens, three for hundreds, four for thousands." 4. Say the answers: "5 is the units place, 2 is the tens place, 4 is the hundreds place, 6 is the thousands place."	1. Provide a printed place-value chart (thousands, hundreds, tens, ones) and a highlighter so students can mark digits. 2. Use base-10 manipulatives or draw blocks on the board while explaining.	1. Ask students to write a different 4-digit number and trade with a partner to identify places. 2. Challenge advanced students to explain what happens to place values if a zero is inserted (e.g., 60,425).
Presentation / Discussion	Speaking / Reading	3-4 min	4	1. Show Slide 4 and point to the English and Arabic digits and the text about commas and decimal points.	1. Provide examples on the board showing 100,000 vs 100.000 and ask students to	1. Ask advanced students to explain why different conventions might cause confusion in

				2. Say: "Does your native language write numbers in the same way as we do in English?" and model: "In my language, we use a comma for the decimal point." 3. Ask two students to share with the class: Say: "Tell us: 'In my language we write numbers like ____.'"	circle the difference. 2. Allow students to answer in their L1 and then repeat one short sentence in English, e.g., 'We use a comma.'	international contexts and give one real-world example. 2. Have an advanced student write both forms of a large number on the board and explain aloud.
Practice / Guided practice	Reading / Speaking	4-5 min	5	1. Show Slide 5 and read each number aloud for students to repeat. 2. Ask students: "Now say number A aloud: 'One hundred.'" and have whole-class choral repeat.	1. Provide students with the written word forms next to the numerals for matching practice. 2. Allow students to whisper-read with a partner before saying aloud to the class.	1. Ask advanced students to create and read a new number (e.g., 2,345) and have the class write it in words. 2. Challenge a student to say one number using both the short and long scale (if applicable for your region).
Presentation / Pronunciation practice	Speaking / Pronunciation	5-6 min	6	1. Show Slide 6 and read the pronunciation rules aloud slowly. 2. Have the class choral repeat each line. 3. Ask students to say a number aloud to a classmate, who will write the number down. 4. Monitor pairs and check responses.	1. Provide phonetic hints or syllable breaks on a mini-chart: 'for-ty' / 'thir-teen'. 2. Use choral repetition first, then individual practice for confidence.	1. Ask advanced students to identify and correct common pronunciation errors in their peers (e.g., 'thir-dy' vs 'thir-ty'). 2. Have an advanced student model a minimal pair contrast (e.g., 'forty' vs 'fourteen') and explain the difference.
Presentation / Guided practice	Speaking / Listening	4-5 min	7	1. Show Slide 7 and point to the boxed sentence: "AND is used to pronounce a decimal point." and read it aloud. 2. Read the numbers aloud. 3. Ask students to read the numbers on the slide and call on volunteers to answer.	1. Provide examples with and without 'and' and ask students to repeat both forms to hear differences. 2. Give a short handout that shows decimal examples where 'and' is required.	1. Ask advanced students to convert a decimal (e.g., 3.14) into words using 'and' as shown and explain the fractional part. 2. Challenge students to explain regional differences in the use of 'and' in number pronunciation.
Practice / Pair	Speaking /	5-6	8	1. Show Slide 8 and instruct students to	1. Give lower-level pairs a	1. Ask advanced pairs to convert a

work	Reading	min		work with a partner to read the numbers aloud. 2. Circulate and listen; correct pronunciation as needed. 3. Each student should write down two numbers to read aloud to their partner. Their partner should try to write down the number that they hear.	shortened list (A–D) and word forms to match for scaffolding. 2. Allow whisper reading before public speaking to build confidence.	written number into both short (e.g., 'two million five hundred...') and grouped forms with commas. 2. Have an advanced student read a number and explain which place-value blocks (millions, thousands, ones) it uses.
Presentation	Reading / Speaking	3-4 min	9	1. Show Slide 9 and introduce integers, and negative and positive numbers. 2. Ask students: "Point to zero on the number line. Now point to a negative number." and wait for responses. 3. Say: "Give me one example of when we might use negative numbers (temperature, debt)." and call on two students.	1. Provide a printed number line for students to use and place counters on negative and positive numbers. 2. Use real-life examples such as temperatures with visuals to make negatives concrete.	1. Ask advanced students to explain why -5 is less than 0 and demonstrate on the number line. 2. Challenge a student to create an integer addition problem with a negative and explain the result.
Practice / Pair discussion	Speaking / Writing	5-6 min	10	1. Show Slide 10 and introduce ordinal numbers. 2. Pair students to complete the chart and discuss the questions. 3. Review answers. 4. Ask volunteers to share one ordinal (e.g., 'My birthday is on the third – third of May').	1. Provide a partially filled chart (1st–3rd done) and sentence frames: 'My birthday is on the ___ of (month).' 2. Allow students to use calendars or mobile phones to check dates when discussing holidays.	1. Ask advanced students to write three sentences using different ordinals about events in the school year. 2. Challenge a student to explain irregular ordinals (e.g., 'first', 'second', 'third') and why they differ.
Presentation	Pronunciation / Speaking	3-4 min	11	1. Show Slide 11 and read the information and examples aloud: phone number, address, temperature, time. Have students repeat. 2. Ask: "Do you know another context to say zero?" and invite one student to respond.	1. Provide a list of examples with 0 highlighted (phone numbers, times) and practice chorally. 2. Allow students to practice in small groups before	1. Ask advanced students to read a 10-digit phone number aloud using 'oh' where needed and check accuracy. 2. Challenge a student to contrast 'oh' vs 'zero' vs 'nil' and give

					volunteering to the full class.	appropriate contexts for each.
Practice / Oral practice	Speaking	4-5 min	12	1. Show Slide 12 and explain the task. 2. Say: "A: 'point zero six'" and have the class repeat. 3. Say: "Go through B–G with your partner. Then I will call on volunteers to give answers." 4. Announce answers and say them aloud.	1. Provide the correct spoken forms on a handout so lower-level students can match items to phrases. 2. Allow students to practice with the teacher repeating each item more than once.	1. Ask advanced students to convert one item into an alternative correct pronunciation (e.g., 102°F as 'one hundred two degrees Fahrenheit').
Presentation / Guided practice	Speaking / Vocabulary (money)	5-6 min	13	1. Show Slide 13 and read the information about prices. 2. Point to each price (a–h) and say: "Read with me: '\$32.58 — thirty-two dollars and fifty-eight cents.'" and have choral repetition. 3. Call on volunteers to name the coins. 4. Ask pairs to choose two prices and say them aloud using the currency name.	1. Provide coin name labels next to the images for students who need vocabulary support. 2. Give a small chart: 1 dollar = 100 cents; 10¢ = dime, etc., for quick reference.	1. Ask advanced students to convert a price (e.g., \$32.58) into cents and say the number in cents (3258 cents). 2. Challenge a student to explain how to say currency in another currency (e.g., '€64 — sixty-four euros').
Practice / Written & oral	Reading / Speaking	4-5 min	14	1. Show Slide 14 and explain the task. 2. Confirm answers.	1. Provide a coin value chart (penny 1¢, nickel 5¢, dime 10¢, quarter 25¢) for reference while filling blanks. 2. Allow students to use physical coins for counting if available.	1. Ask advanced students to make change problems and explain verbally. 2. Challenge students to show alternative coin combinations for the same total and say them aloud.
Activity / Game	Speaking / Listening	3-4 min	15	1. Show Slide 15 and introduce the task. 2. Say: "Work in teams of three. Discuss and agree on one guess per item." 3. Collect guesses or ask teams to announce one guess per item briefly.	1. Provide price-range prompts (low, medium, high) to narrow guessing for lower-level students. 2. Allow use of calculators for	1. Ask advanced students to explain reasons for price differences (location, inflation) in one short sentence. 2. Challenge students to compute



4. Tell students: "Look at the next slide for the answers. We'll see who was closest."

converting units if needed.

the percent difference between their guess and the actual price.

Feedback / Pronunciation practice	Speaking / Listening	3-4 min	16	1. Show Slide 16 and say each correct price aloud. Have students repeat. 2. Say: "How close were your guesses? Tell your partner 'My guess for milk was __; the actual price is \$3.85.'" 3. Ask one or two teams to report how close they were and comment positively.	1. Provide the price answers on a printed sheet for students to follow while saying them aloud. 2. Allow lower students to repeat each price twice before saying it independently.	1. Ask advanced students to calculate the average of the group guesses and compare to the correct answer. 2. Challenge a student to explain trends affecting one of the prices (e.g., rent) in one sentence.
Presentation / Speaking	Speaking	4-5 min	17	1. Show Slide 17 and read the rule examples aloud. 2. Call on volunteers to read the years. 3. Ask students the questions and elicit responses.	1. Provide year pronunciation patterns on the board (e.g., 19__ = 'nineteen __') for quick reference. 2. Allow students to say only their birth year in small groups if full-class speaking is stressful.	1. Ask advanced students to convert a historical year into a full sentence. 2. Challenge a student to give alternate pronunciations and explain which are more common ('two thousand nineteen' vs 'twenty nineteen').
Practice / Oral fluency	Speaking	4-5 min	18	1. Show Slide 18 and call on volunteers to read the sentences one at a time. 2. At the end, say: "Which sentence contains a dollar amount? Which contains a temperature? A height?"	1. Provide sentence strips with one sentence each so lower-level students can focus on one at a time. 2. Allow pair rehearsals before public reading.	1. Ask advanced students to read more quickly and with natural rhythm; then ask them to explain any abbreviations (e.g., 'lbs', 'mph').
Wrap-up / Assessment game	Speaking / Listening	5-6 min	19	1. Show Slide 19 and read the number-game instructions aloud. 2. Say each question clearly and give teams 30 seconds to write an answer for each. 3. Collect answers or have teams announce; keep score and say the	1. Let lower-level students contribute by calculating or reading the team answer aloud rather than writing it under time pressure.	1. Ask advanced teams to justify their numeric estimate in one sentence and explain their reasoning briefly. 2. Challenge the top team to create an additional number



answers after each question.

question for bonus points.

Assessment ideas

Formative Assessment

1. Choral and individual reading checks

When: During pronunciation and practice slides (6, 8, 12, 18)

How: Listen to choral repetition and call on individuals; note students who mispronounce tens/teens/zeros for immediate correction and brief reteach.

2. Pair dictation check

When: During pair activities (slides 5 and 8)

How: Students say numbers while partner writes; circulate and check 4–6 partnerships for accuracy and provide corrective feedback.

3. Coin identification quick check

When: During coins and prices activities (slides 13–14)

How: Ask students to name coins A–D aloud; mark any errors and reteach coin values to those students.

Summative Assessment

1. Exit ticket – Read & write numbers

When: At lesson end (after Slide 19)

How: Give students 5 written items to convert between numerals and spoken words (including a decimal and a price). Collect and score for accuracy (example rubric: 4–5 correct = mastered; 2–3 = developing; 0–1 = needs support).

2. Oral fluency scoring

When: During Slide 18 reading practice

How: Use a simple rubric to score one student per class for pronunciation, stress, and clarity when reading five sentences aloud (3-point scale per criterion). Provide a short note for next lesson grouping.