

Developing Vocabulary and Supporting English Learners

i-Ready Classroom Mathematics provides a variety of supports to help all students develop their ability to understand and use the academic language of mathematics. While many of the language supports listed are intended for all learners, the program also includes specific supports that address the strengths and needs of students learning English. Learn more about the supports available below.

Engaging All Students and Families

Family Letter (Available in 9 Languages)

PURPOSE:

Keep families informed and encourage math talk at home using a suggested activity and conversation starters

WHEN:

When starting a new lesson

WHERE:

Beginning of Lesson:

- Teacher Toolbox: Instruction & Practice tab (English and eight additional languages)
- Teacher's Guide—English (Grades 6–8)
- Student Worktext—English (Grades 6–8)

LESSON 2 Overview

Connect to Family and Community

After the Explore session, have students use the Family Letter to let their families know what they are learning and to encourage family involvement.

Connect to Language

For English learners, use the Differentiation chart to scaffold the language in each session. Use the Academic Vocabulary routine for academic terms before Session 1.

DIFFERENTIATION | ENGLISH LEARNERS

ACADEMIC VOCABULARY

Help students prepare to write for Connect to problem 1. Read the problem and write the words long and wide. Display the Academic Vocabulary and use **Act It Out** to help students understand the words long and wide.

Draw students to the rug for the Try It problem. Have partners turn and talk about the length and width of the rug before writing only.

- What the of the rug is
- The of the rug is

Levels 3–5: Speaking/Writing

Support students in writing responses to Connect to problem 1. Circle the words long and wide. Ask students to list some words they can use to answer the questions (how long? how wide?) Have partners make a **Co-Constructed Word Bank** with these words and others they can use in their written responses. Display the word bank to confirm understanding. Have partners turn and talk about the length and width of the rug before writing their responses. Support responses with:

- As the width , the length

Levels 3–5: Speaking/Writing

Support students in writing responses to Connect to problem 1. Ask them to make a **Co-Constructed Word Bank** with words they can use to explain their responses. Have students use the word bank to draft a written response. Have students justify their ideas, explain their reasoning, and provide examples as needed.

Form pairs for an adaptation of **Strategic and Creative Exit Task**. Have students take turns sharing their responses and provide feedback. Have students reuse their written work based on their partner's feedback.

LESSON 2 Exit Task: Have students write about the factors

31-32

Connect to Culture

PURPOSE:

Integrate cultural information and leverage the diverse backgrounds and experiences of students through brief activities

WHEN:

During the sessions listed

WHERE:

Beginning of Lesson: Teacher's Guide

Connect to Culture

Use these activities to connect with and leverage the diverse backgrounds and experiences of all students. Engage students in sharing what they know about contents before you add the information given here.

SESSION 1 ■ ■ ■

Try It Ask students to share their experiences with weaving, knitting, crocheting, or sewing. Weaving has been practiced all over the world for thousands of years. The pattern of the rug shown in the photograph is common among the Diné people of the southwestern United States. The Diné weave rugs in a traditional style that has changed little over time, although the fibers are now typically wool instead of cotton. Other Indigenous people craft distinctive woven products, including the "Bling of the Pacific Northwest" and the "Lakota of the Great Plains."

SESSION 2 ■ ■ ■

Try It The National Park System helps manage 18,000 miles of hiking trails. The longest of these trails, when completed, will be the North Country Trail. It will span 4,600 miles between New York and North Dakota. Ask students if they have hiked along a designated hiking trail, and if so, to share their experiences. After the lesson, consider asking students to research a hiking trail that interests them and to share their findings with the class.

SESSION 3 ■ ■ ■

Apply It: Problem 1 Ask students to describe their experiences with raising plants in a garden or with outdoor plants such as grasses, trees, and hedges. Gardeners often use the term flower to describe any plant that produces large, showy flowers or that is raised for its attractive flowers instead of for food. To students of botany and plant biology, however, the term flower refers only to the flower that a plant produces. Not all flowers are especially bright and colorful. Grasses make flowers but without colorful petals and other familiar parts.

LESSON 3 Overview | Find Unit Rates Involving Ratios of Fractions

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STEM Stories

PURPOSE:

Engage students with stories of people of diverse cultural backgrounds pursuing and achieving success in STEM careers

WHEN:

Anytime during the unit

WHERE:

Beginning of Unit: Teacher's Guide, Student Worktext

STEM Stories

Noramay Cadena

Noramay Cadena is an engineer and entrepreneur from California. She used math in mechanical engineering to help her create a business. Now, she supports underrepresented individuals in computer science, technology, and engineering fields.

During her junior year of high school, Noramay was a member of the National Honor Society. She was also a member of the Robotics Team. She was interested in engineering and wanted to learn more about it. She was also interested in helping others learn about it. She was also interested in helping others learn about it.

At the beginning of her career, Noramay was a mechanical engineer. She worked on a project to design a mechanical engineering system. She was also interested in helping others learn about it. She was also interested in helping others learn about it.

Noramay went on to earn a master's degree in mechanical engineering. She was also interested in helping others learn about it. She was also interested in helping others learn about it.

Noramay is now a mechanical engineer. She works on a project to design a mechanical engineering system. She was also interested in helping others learn about it. She was also interested in helping others learn about it.

Think about how Noramay received and gave support. When you are in a situation, how can you support others? When you are in a situation, how can you support others?

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LESSON 3 Exit Task: Have students write about the factors

31-32

Language Routines

PURPOSE:

Use language routines to help students incorporate the specialized language of mathematics

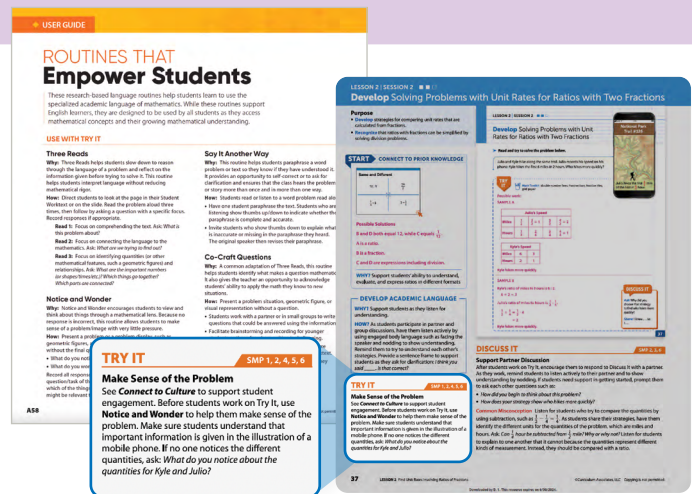
WHEN:

During the Try It portion of the Try–Discuss–Connect framework

WHERE:

Try It in the Try–Discuss–Connect framework: Teacher's Guide

Descriptions in the front matter in the Teacher's Guide and in the Teacher Toolbox in the Program Implementation tab



Protocols for Engagement

PURPOSE:

Increase student participation and inclusion by using these protocols to validate and affirm cultural identities

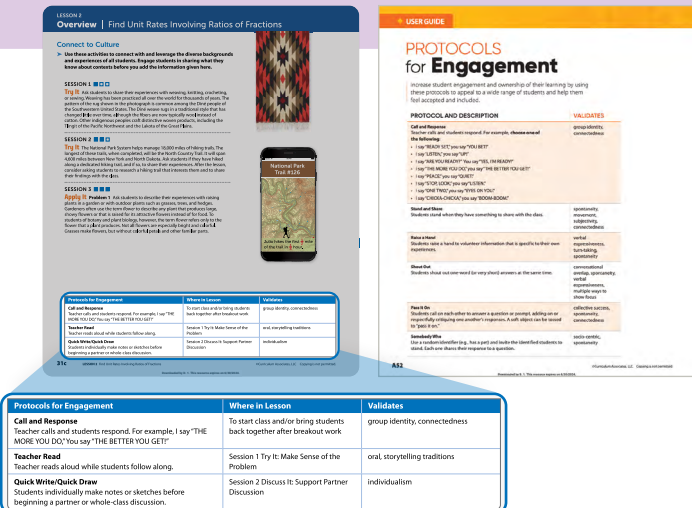
WHEN:

During the sessions listed

WHERE:

Beginning of Lesson (Grades 6–8) or Embedded in Sessions (Algebra 1): Teacher's Guide

Descriptions in the User Guide in the Teacher's Guide and in the Teacher Toolbox in the User Guide on the Program Implementation tab



Teacher Moves

PURPOSE:

Give students time and space to make sense of, critique, and develop ideas, as well as structures for attending and responding to each other's ideas

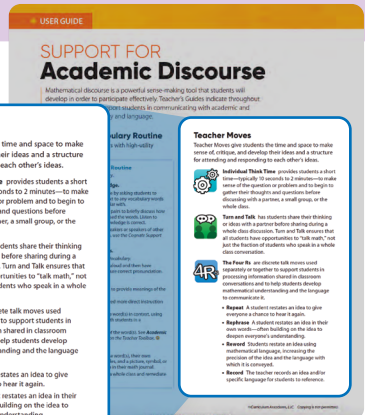
WHEN:

During the session as indicated in the Teacher's Guide

WHERE:

Embedded in Sessions: Teacher's Guide

Descriptions in the User Guide in the Teacher's Guide and in the Teacher Toolbox in the Program Implementation tab



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Language Objectives

PURPOSE:

Sets expectations for what students can strive to do with language to demonstrate achievement of the Content Objectives

WHEN:

When planning for the lesson

WHERE:

Lesson Overview: Teacher's Guide

Language Objectives

- Explain in writing how a unit rate expresses the relationship between two quantities when solving problems involving ratios with fractions.
- Interpret word problems involving ratios with fractions by noting quantities and wondering about their relationship.
- Describe in writing ways to simplify complex fractions using complete sentences when solving problems.
- Listen effectively in partner and class discussion by looking at the speaker and trying to understand the speaker's ideas.
- Understand and use lesson vocabulary accurately in reading and writing.

LESSON 5 Overview | Find Unit Rates Involving Ratios of Fractions

MATH FOCUS	Objectives	Vocabulary
<p>Focus Standard</p> <p>Find unit rates associated with ratios of fractions, including rates of unit fractions, as well as rates of a unit fraction to a whole number and vice versa.</p> <p>FOR MATHEMATICAL PRACTICES</p> <p>Use mathematical practices to understand and use the relationship between two quantities when solving problems involving ratios with fractions.</p> <p>Use mathematical practices to understand and use the relationship between two quantities when solving problems involving ratios with fractions.</p>	<p>Content Objectives</p> <ul style="list-style-type: none"> Find the unit rate associated with a ratio and use it to compare ratios. Find the unit rate associated with a ratio and use it to compare ratios. <p>Language Objectives</p> <ul style="list-style-type: none"> Explain in writing how a unit rate expresses the relationship between two quantities when solving problems involving ratios with fractions. Interpret word problems involving ratios with fractions by noting quantities and wondering about their relationship. Describe in writing ways to simplify complex fractions using complete sentences when solving problems. Listen effectively in partner and class discussion by looking at the speaker and trying to understand the speaker's ideas. Understand and use lesson vocabulary accurately in reading and writing. <p>Prior Knowledge</p> <ul style="list-style-type: none"> Use a ratio to describe a relationship between two quantities. Understand and use the concept of a unit rate. Find unit rates for ratios of whole numbers. Use unit rates associated with ratios to solve problems. Divide using fractions as divisors, dividends, or both. 	<p>Math Vocabulary</p> <p>Unit rate: A ratio in which the denominator is 1. For example, the unit rate is 1 mile per hour for a car that travels 60 miles in 1 hour.</p> <p>Equivalent ratios: Ratios that express the same comparison. Multiplying both the numerator and the denominator of a fraction by a nonzero number results in an equivalent ratio.</p> <p>Unit rate: A ratio in which the denominator is 1. For example, the unit rate is 1 mile per hour for a car that travels 60 miles in 1 hour.</p> <p>Academic Vocabulary</p> <p>Explain: to include as part of something.</p>

Develop Academic Language

PURPOSE:

Focuses on language at the word/phrase, sentence, or discourse level to support students in the development of the language needed to access and communicate about mathematics

WHEN:

During the Develop sessions

WHERE:

Develop Sessions for Grades 6–8 and Session Overview for Algebra 1: Teacher's Guide

LESSON 4: Session 2 | **Develop Solving Problems with Unit Rates for Ratios with Two Fractions**

Purpose

- Develop strategies for comparing unit rates that are calculated from fractions.
- Recognize that ratios with fractions can be simplified to unit rates.

START - CONNECT TO PRIOR KNOWLEDGE

Unit rates are ratios with a denominator of 1. For example, $\frac{1}{2}$ is a unit rate.

Develop Academic Language | USE WITH DISCUSS IT

WHY? Support students making connections between strategies.

HOW? Explain that one way to learn from mathematical conversations is by comparing and making connections between solution strategies. After sharing strategies in groups, encourage students to connect classmates' strategies using the provided sentence frame and:

• *Thane's idea is related to Thane's idea because...*

LESSON 5: Session 1 | **Find Unit Rates Involving Ratios of Fractions**

Purpose

- Find the unit rate associated with a ratio and use it to compare ratios.
- Find the unit rate associated with a ratio and use it to compare ratios.

Learning Targets

- Write equations of lines from a graph, given a point and the slope, or given three points on the line.
- Understand how the slope of a line is related to the slope of a line.

Develop Academic Language | USE WITH DISCUSS IT

WHY? Support students making connections between strategies.

HOW? Explain that one way to learn from mathematical conversations is by comparing and making connections between solution strategies. After sharing strategies in groups, encourage students to connect classmates' strategies using the provided sentence frame and:

• *Thane's idea is related to Thane's idea because...*

Discourse Cards or Discourse Cube

PURPOSE:

Questions and sentence stems to use to support conversations during discussion time

WHEN:

Anytime students are discussing

WHERE:

Physical Cards or Teacher Toolbox: Program Implementation tab



Vocabulary Support

Use these resources with all students.

Beginning of Unit Vocabulary: Prepare for Unit (Grades 6–8), Build Your Vocabulary (Algebra 1)

PURPOSE:

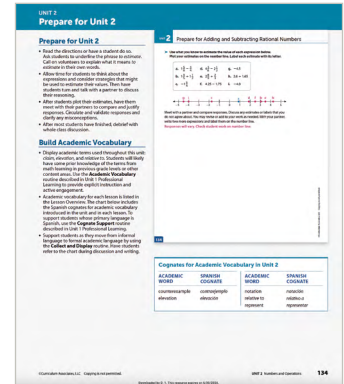
Use the Academic Vocabulary Routine and the Cognate Support Routine to help students build on prior knowledge of both math terms and academic vocabulary, then have students complete an activity to use the words in context

WHEN:

Before starting a new unit

WHERE:

Beginning of Unit: Teacher's Guide and Student Worktext



Vocabulary Review

PURPOSE:

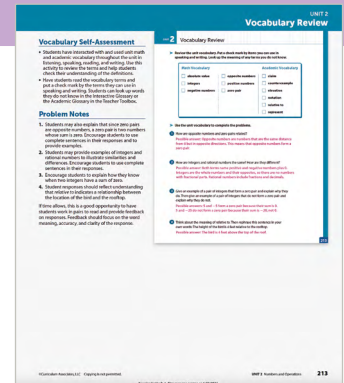
Guide students to reflect on the math terms and academic vocabulary learned during the unit

WHEN:

Before the unit assessment

WHERE:

End of Unit: Teacher's Guide, Student Worktext



Vocabulary Development

PURPOSE:

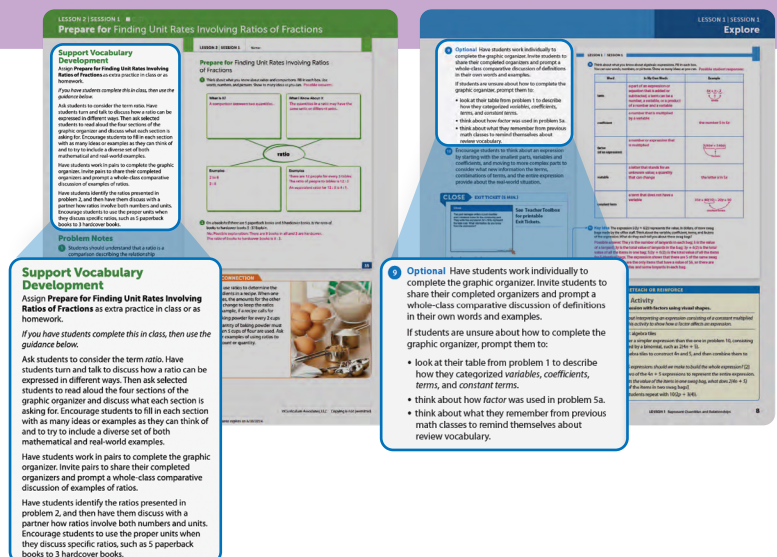
Use graphic organizers to focus on key math terms in the lesson to support language development

WHEN:

During the Explore sessions

WHERE:

Explore Session Practice Pages for Grades 6–8 and at the end of the Connect It problems for Algebra 1: Teacher's Guide, Student Worktext



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Sentence Starters and Frames

PURPOSE:

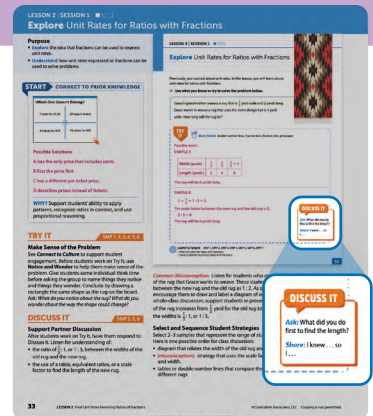
Use the questions and sentence starters to scaffold students' production of complete sentences using mathematics language with a partner

WHEN:

During the Discuss It portion of the Try–Discuss–Connect framework

WHERE:

Discuss It in the Try–Discuss–Connect framework: Teacher's Guide, Student Worktext



Academic Vocabulary Glossary

PURPOSE:

Use to model the academic vocabulary words in context and in a complete sentence

WHEN:

Anytime as needed

WHERE:

Teacher Toolbox: Program Implementation tab

Academic Vocabulary Glossary		
Academic Term	Definition	Sample Sentence
accurate	free from errors.	An accurate answer is true and correct.
actual	real and existing, not a model or copy.	Floor plans and maps are drawn smaller than their actual size.
additional	more than you already have.	The item costs \$18, plus an additional shipping fee of \$2.50.
algebraic	involving variables or the rules of algebra.	Use an algebraic method, with the variables, to represent the number of tickets.
analyze	to examine details and patterns in order to draw conclusions or make estimates.	A table or a graph can make it easier to analyze the relationship between two variables.
approach	to begin to think about.	If you feel stuck, approach the problem in a different way.
approximate (adjective)	almost exact.	We used an estimate for the side length of a square so that it was approximate .
approximate (verb)	to find a close position or almost exact value of something.	You can approximate an answer by estimating.
argue	to give reasons that a statement or claim is true or false.	The music teacher will argue that all students should have at least one music class each week.
argument	a statement or claim that something is true or false.	Construct an argument to persuade your friend to eat more vegetables.
at least	the minimum amount; greater than or equal to a number.	People ages 6 through 17 should get at least 60 minutes of exercise every day.
at most	the maximum amount; less than or equal to a number.	The van holds 18 passengers at most , which is not enough room for 20 people.
at random	in a way that does not follow a particular rule or pattern.	The teacher selected the winning ticket at random from a box.

English Learner Support

Use these resources with students who are learning English.

Professional Learning

PURPOSE:

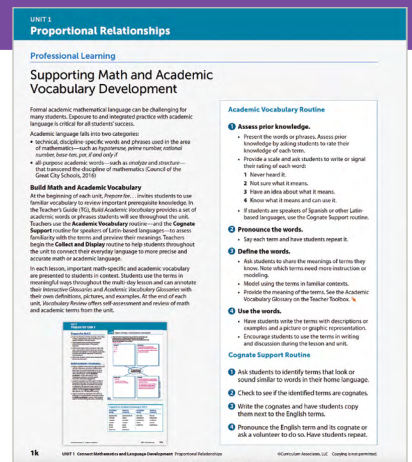
Provides information and guidance related to engaging all students, supporting English Learners, and developing vocabulary

WHEN:

When planning for the unit

WHERE:

Beginning of Unit: Teacher's Guide



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Connect Mathematics with Language Development

PURPOSE:

Differentiate by understanding what students at different levels of language proficiency can typically do in relation to one math standard addressed in the unit

WHEN:

When planning for the unit

WHERE:

Beginning of Unit: Teacher's Guide

UNIT 1					
Connect Mathematics with Language Development					
Differentiation for English Learners					
Language Expectations					
The chart below shows examples of what English learners at different levels of English language proficiency can do in connection with one of the Common Core State Standards (CCSS) addressed in the unit. For you plan for this unit, use these examples of language expectations to help you differentiate instruction to meet the needs of English learners.					
Standard 7.A.2.a Discuss whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or plotting on a coordinate plane and describing whether the graph is a straight line through the origin.					
LANGUAGE DOMAINS	BEGINNING Level 1	INTERMEDIATE Level 2	ADVANCED/ADVANCED HIGH Level 3	ADVANCED/ADVANCED HIGH Level 4	ADVANCED/ADVANCED HIGH Level 5
LISTENING	Test whether two quantities are in a proportional relationship by following one-step instructions with teacher modeling and illustrated examples.	Test whether two quantities are in a proportional relationship by following one-step and two-step instructions with teacher modeling and illustrated examples.	Test whether two quantities are in a proportional relationship by following one-step and two-step instructions with teacher modeling and illustrated examples.	Test whether two quantities are in a proportional relationship by following one-step and two-step instructions with teacher modeling and illustrated examples.	Test whether two quantities are in a proportional relationship by following one-step and two-step instructions with teacher modeling and illustrated examples.
READING	Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph using graphing tools.	Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph using graphing tools.	Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph using graphing tools.	Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph using graphing tools.	Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph using graphing tools.
WRITING	Label graphs to determine whether two quantities are proportional by referring to a word problem and using vocabulary and illustrated examples.	Label and describe graphs to determine whether two quantities are proportional by referring to a word problem and using vocabulary and illustrated examples.	Compose written explanations of ratios and rates for the relationship between two quantities by referring to a word problem and using vocabulary and illustrated examples.	Compose written justifications of whether two quantities are proportional by referring to a word problem and using vocabulary and illustrated examples.	Compose written justifications of whether two quantities are proportional by referring to a word problem and using vocabulary and illustrated examples.

Connect to Language Development (Grades 6–8)/Language Support (Algebra 1)

PURPOSE:

Scaffold language and provide access to support participation in understanding the mathematics

WHEN:

During the session

WHERE:

End of Session for Grades 6–8 (in preparation for the next session) or Session Overview for Algebra 1: Teacher's Guide

DIFFERENTIATION | ENGLISH LEARNERS

Use with Session 1 Connect II

ACADEMIC VOCABULARY
The length of an object tells how long it is.
The width of an object tells how wide it is.
Increase means to get longer or larger.

Levels 1–3: Speaking/Writing
Help students prepare to write for Connect to problem 1. Read the problem aloud as students follow along. Have students circle the words long and wide. Display the Academic Vocabulary and use **Act 1 Out** to help students understand their meanings. Make sure students understand the connection between the words long, length and wide, width.
Direct students to the image for the Try It problem. Have partners turn and talk about the length and width of the rug before writing using:
• What is the _____ of the rug?
• The _____ of the rug is _____.

Levels 2–4: Speaking/Writing
Support students in writing responses to Connect to problem 1. Circle the words long and wide. Ask students to list some words they can use to answer the questions How long? and How wide? Have partners make a **Co-Constructed Word Bank** with these words and others they can use in their written responses. Display the word bank to justify their ideas, explain their reasoning, and provide examples as needed.
Form pairs for an adaptation of **Stronger and Clearer Each Time**. Have students take turns sharing their explanations and provide feedback. Have students revise their written work based on their partner's feedback.

Levels 3–5: Speaking/Writing
Prepare students to write responses to Connect to problem 1. Ask them to make a **Co-Constructed Word Bank** with terms they can use to explain their responses. Have students use the word bank to draft a written response. Remind students to justify their ideas, explain their reasoning, and provide examples as needed.
Form pairs for an adaptation of **Stronger and Clearer Each Time**. Have students take turns sharing their explanations and provide feedback. Have students revise their written work based on their partner's feedback.

Session 1 Overview

Connect to Family and Community
After the Explore session, have students use the Family Letter to let their families know what they are learning and to encourage family involvement.

Connect to Language
For English learners, use the Differentiation chart to scaffold the language in each lesson. Use the Academic Vocabulary resources for students' home language.

DIFFERENTIATION | ENGLISH LEARNERS

Use with Session 1 Overview

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Multilingual Glossary of Math Terms (Available in 9 Languages)

PURPOSE:

Use to support students in their home language to reinforce the meaning of math terms

WHEN:

Anytime as needed

WHERE:

Teacher Toolbox: Program Implementation tab

Glossary/Glosario		
English	Español	Example/Ejemplo
acute angle: an angle that measures more than 90° but less than 180°.	ángulo agudo: ángulo que mide más de 90° pero menos de 180°.	
add: to put things together.	sumar: poner cosas juntas.	$24 + 35 = 59$ sums
algorithm: a set of instructions used to solve problems.	algoritmo: conjunto de pasos para resolver problemas.	26 14 102 $+ 160$ 392
the time from midnight until before noon.	a.m.: el tiempo que transcurre desde la medianoche hasta el mediodía.	
angle: a geometric shape formed by two rays that meet at a common point.	ángulo: figura geométrica formada por dos rayos que se encuentran en un punto.	