

Math – Grade 1 - Unit 2 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 1.OA.1 WIDA ELDS: 3 Listening Speaking	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.		Demonstrate understanding of math problems read orally by <i>drawing pictures to depict the action of the problem</i> . Explain orally the solutions to word problems involving addition and subtraction within 20, using Fact Family Triangles , online videos , and Connecting Cubes .		VU: Add, addition fact, sum, subtract, subtraction fact, difference, related facts
					LFC: Present tense, interrogative sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using L1 text and/or support and/or draw the solutions and use selected technical words.	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using L1 text and/or support and/or use selected technical vocabulary in phrases and short sentences with drawings.	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using key, technical vocabulary in a series of simple sentences.	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using key, technical vocabulary in expanded sentences.	Demonstrate understanding of math problems read orally by drawing pictures to depict the action of the problem; then explain orally the solution using technical vocabulary in multiple sentences.
Learning Supports	Word/Picture Wall Fact Family Triangles Connecting Cubes Small group/triads L1 text and/or support	Word/Picture Wall Fact Family Triangles Connecting Cubes Small group/triads L1 text and/or support	Word/Picture Wall Fact Family Triangles Connecting Cubes Small group/triads	Fact Family Triangles Connecting Cubes Small group/triads	Fact Family Triangles

Note: Whenever called for written explanations in the form of words or drawings should be recorded in a Math journal.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 1.OA.2 WIDA ELDS: 3 Speaking	Solve addition word problems with three whole numbers with sums less than or equal to 20.		<u>Explain orally</u> the solution to addition word problems involving three whole numbers with sums within 20, <i>using</i> Connecting Cubes .		VU: Addend, sum, altogether
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally using L1 text and/or support and/or draw the solution to addition word problems involving three numbers using selected technical words.	Explain orally the solutions to addition word problems involving three numbers using L1 text and/or support and/or use selected technical vocabulary in phrases and short sentences with drawings.	Explain orally the solution to addition word problems involving three numbers using key, technical vocabulary in a series of simple sentences.	Explain orally the solution to addition word problems involving three numbers using key, technical vocabulary in expanded and some complex sentences.	Explain orally the solution to addition word problems three numbers using technical vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Connecting Cubes Small group/triads L1 text and/or support	Word/Picture Wall Connecting Cubes Small group/triads L1 text and/or support	Word/Picture Wall Connecting Cubes Small group/triads L1 text and/or support	Connecting Cubes	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 1.OA.7 WIDA ELDS: 3 Listening Reading	Demonstrate understanding of the equal sign by determining if an equation is true or false.		<u>Demonstrate understanding of</u> equations and the concepts of true/false by sorting equations presented visually <i>using drawings and teacher Prompts.</i>		VU: Equal, equal sign, equation, not equal, true, false
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of several complex equations stated orally in L1 text and/or support by writing the correct numbers and mathematical symbols and/or numbers and symbols stated orally. Then demonstrate understanding of true and false by sorting equations presented visually.	Demonstrate understanding of several complex equations stated orally in L1 text and/or support by writing the correct numbers and mathematical symbols and/or simple equations or numbers stated orally. Then demonstrate understanding of true and false by sorting equations presented visually.	Demonstrate understanding of several simple equations stated orally by writing the correct numbers and mathematical symbols. Then demonstrate understanding of true and false by sorting equations presented visually.	Demonstrate understanding of several complex and some simple equations stated orally by writing the correct numbers and mathematical symbols. Then demonstrate understanding of true and false by sorting equations presented visually.	Demonstrate understanding of several complex equations stated orally by writing the correct numbers and mathematical symbols. Then demonstrate understanding of true and false by sorting equations presented visually.
Learning Supports	Teacher Prompts Word/Picture Wall Choice questions L1 text and/or support Teacher Modeling	Teacher Prompts Word/Picture Wall Choice questions L1 text and/or support Teacher Modeling	Teacher Prompts Word/Picture Wall Choice questions	Teacher Prompts Choice questions	Teacher Prompts

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 1.OA.8 WIDA ELDS: 3 Speaking Listening Writing	Solve addition or subtraction equations by finding the missing whole number in any position.		Follow oral directions to complete a math problem. Identify orally and in writing the missing number in an addition or subtraction equation, using Fact Family Triangles Number Line and word walls.		VU: Equation, equal sign, missing, missing number, deck of cards,
					LFC: Present tense, present progressive tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow multi-step oral directions to complete a math problem in L1 text and/or support and/or follow step-by-step oral directions with Teacher Modeling and manipulatives. Then identify orally and in writing the missing number in an addition or subtraction equation.	Follow multi-step oral directions to complete a math problem in L1 text and/or support and/or follow step-by-step oral directions with Teacher Modeling . Then identify orally and in writing the missing number in an addition or subtraction equation.	Follow two-step oral directions to complete a math problem. Then identify orally and in writing the missing number in an addition or subtraction equation.	Follow multi-step oral directions to complete a math problem. Then identify orally and in writing the missing number in an addition or subtraction equation.	Follow multi-step oral directions to complete a math problem. Then identify orally and in writing the missing number in an addition or subtraction equation.
Learning Supports	Teacher Modeling Word/Picture Wall Fact Family Triangles L1 text and/or support Number Line Playing cards	Teacher Modeling Word/Picture Wall Fact Family Triangles L1 text and/or support Number Line Playing cards	Teacher Modeling Word/Picture Wall Fact Family Triangles Playing cards	Teacher Modeling Fact Family Triangles Playing cards	Fact Family Triangles Playing cards

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 1.NBT.1 WIDA ELDS: 3 Speaking Listening Reading	Count to 120, starting at any number less than 120.		<u>Comprehend</u> oral directions and comprehend numbers up to 120 by identifying them orally when visually presented and then counting forward <i>using a Counting Chart and Teacher Modeling.</i>		VU: Number words 0-120, ones, tens, hundreds, row, column
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<u>Comprehend</u> multi-step oral directions in L1 text and/or support and single step directions in English and demonstrate comprehension of numbers by identifying them orally in either language or repeating them in English when visually presented and then counting forward.	<u>Comprehend</u> multi-step oral directions in L1 text and/or support and two step directions in English and demonstrate comprehension of numbers by identifying them orally in either language when visually presented and then counting forward.	<u>Comprehend</u> multi-step oral directions and comprehension of numbers by identifying them orally when visually presented and then counting forward.	<u>Comprehend</u> multi-step oral directions and comprehension of numbers by identifying them orally when visually presented and then counting forward.	<u>Comprehend</u> multi-step oral directions and comprehension of numbers by identifying them orally when visually presented and then counting forward.
Learning Supports	Teacher Modeling Number Line Word/Picture Wall Counting Chart L1 text and/or support Songs/Chants	Teacher Modeling Number Line Word/Picture Wall Counting Chart L1 text and/or support Songs/Chants	Teacher Modeling Word/Picture Wall Counting Chart Songs/Chants	Word/Picture Wall Counting Chart Songs/Chants	Counting Chart

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 1.NBT.1 WIDA ELDS: 3 Writing Listening Speaking	Read and write numerals to 120 including representing a number of objects with a written numeral.		Demonstrate comprehension of oral directions and numbers stated orally. Identify orally and in writing numerals and groups of objects representing a numeral to 120, using a Counting Chart , Teacher Modeling , and Base-Ten Blocks . *Pronunciation difficulties may arise when saying numbers greater than 100 may result in errors such as “one hundred and one” instead of “one hundred one” for 101. ELLs often do not hear the difference between the teens and tens such as: fifty and fifteen; so teachers should enunciate clearly.		VU: Number words 0-120, digit, ones, tens, hundreds LFC: Present tense LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives Demonstrate comprehension of multi-step oral directions and numbers stated orally in L1 text and/or support and/or step-by-step directions and numbers in English. Then identify orally or repeat numbers and finally write the numerals.	Demonstrate comprehension of multi-step oral directions and numbers stated orally in L1 text and/or support and/or step-by-step directions and numbers in English. Then identify the numerals orally in either language. Finally write the numeral.	Demonstrate comprehension of single step oral directions and numbers stated orally. Identify orally and in writing numerals and groups of objects representing a numeral to 120.	Demonstrate comprehension of two-step oral directions and numbers stated orally. Identify orally and in writing numerals and groups of objects representing a numeral to 120.	Demonstrate comprehension of multi-step oral directions and numbers stated orally. Identify orally and in writing numerals and groups of objects representing a numeral to 120.
Learning Supports Counting Chart Teacher Modeling Base-Ten Blocks L1 text and/or support Songs/Chants	Counting Chart Teacher Modeling Base-Ten Blocks L1 text and/or support Songs/Chants	Counting Chart Teacher Modeling Base-Ten Blocks Songs/Chants	Counting Chart Base-Ten Blocks Songs/Chants	Counting Chart Songs/Chants	

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