Math – Grade 4 - Unit 1 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 4.NBT.1 WIDA ELDS: 3 Speaking Writing	Explain the quantitative relationship between places of a multi-digit whole number up to one million when moving from right to left.		Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right *by using manipulative, Place Value Chart and Sentence Frame to apply concepts of place value and division.*		**VU:** Place value, division **LFC:** Present tense, transition words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using L1 and/or gestures, examples and selected technical words.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using key technical vocabulary in a series of simple sentences.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using key technical vocabulary in expanded and some complex sentences.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using technical vocabulary in multiple, complex sentences.
Learning Supports	Place Value Chart Manipulatives Small group/triads L1 text and/or support Sentence Frame Word Wall	Place Value Chart Manipulatives Small group/triads L1 text and/or support Sentence Frame Word Wall	Place Value Chart Manipulatives Small group/triads Sentence Starter Word Wall	Place Value Chart Manipulatives Small group/triads	Place Value Chart Manipulatives

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 CCSS: 4.NBT.2 WIDA ELDS: 3 Reading Writing	Compare numbers using >, =, and < for two multi-digit whole numbers up to one million (presented as base ten numerals, number names, or expanded form).	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons *using* White Board, Manipulatives, *and* Word Walls.	**VU:** Compare, symbols, base-ten numerals, number names, expanded form **LFC:** Present tense, transition words, -er suffixes **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons in L1 and/or use gestures, examples and selected technical words.	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons in L1 and/or use selected technical vocabulary in phrases and short sentences with examples to explain the solution.	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons using key vocabulary in a series of simple sentences.	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons using key technical vocabulary in expanded and some complex sentences.	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives Word/Picture Wall Small group/triads L1 text and/or support White Board Sentence Frame	Manipulatives Word/Picture Wall Small group/triads L1 text and/or support White Board Sentence Frame	Manipulatives Word/Picture Wall Small group/triads White Board Sentence Starter	Manipulatives Small group/triads White Board	Manipulatives White Board

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 CCSS: 4.NBT.3 WIDA ELDS: 3 Speaking Writing	Round multi-digit whole numbers up to one million to any place http://learnzillion.com/lessons/527-round-in-reallife-situations	Demonstrate understanding of rounding using place value by listening to lecture or video *using notes and* Word Wall. Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing *using Manipulatives, drawings, a Place Value Chart and a Word Wall.* *Note: ELLs will need direct instruction of the multiple meaning of "round."*	**VU:** Estimation, addition, subtraction, round **LFC:** Present tense, -est suffix, clause "when rounded" **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing in L1 and/or use gestures, examples and selected technical words.	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing using key, technical vocabulary in a series of simple sentences.	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing using key, technical vocabulary in expanded sentences.	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing using technical vocabulary in multiple, complex sentences.
Learning Supports	Place Value Chart Manipulatives Small group/triads Word/Picture Wall L1 text and/or support Illustrations/diagrams/drawings	Place Value Chart Manipulatives Small group/triads Word/Picture Wall L1 text and/or support	Place Value Chart Manipulatives Small group/triads Word Wall	Place Value Chart Manipulatives Small group/triads	Place Value Chart Manipulatives

	Student Learning Objective (SLO)	Language Objective	Language Needed

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SLO: 4 CCSS: 4.OA.1 WIDA ELDS: 3 Reading Writing Listening	Write multiplication equations from multiplicative comparisons given in words (example, 35 is 5 times as many as 7 and 7 times as many as 5) and describe a multiplication equation in words.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation *using* Manipulatives*, illustration,* Partner work *and a* Sentence Frame.	**VU:** Multiplication equations, equivalent, comparative terms, "added to itself" **LFC:** Present tense, Wh-questions, negatively stated questions (which is NOT) **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation in L1 and/or use gestures, drawings and selected technical words.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation in L1 and/or use selected technical vocabulary in phrases and short sentences.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation using key technical vocabulary in simple sentences.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation using key technical vocabulary in expanded sentences.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Partner work Illustrations/diagrams/drawings L1 text and/or support Sentence Frame	Manipulatives Partner work Illustrations/diagrams/drawings L1 text and/or support Sentence Frame	Manipulatives Partner work Illustrations/diagrams/drawings Sentence Starter	Manipulatives Partner work	Manipulatives Partner work

	Student Learning Objective (SLO)	Language Objective	Language Needed

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SLO: 5 CCSS: 4.OA.2 WIDA ELDS: 3 Speaking Writing Reading	Multiply or divide 3-digit by 1-digit numbers to solve word problems involving multiplicative comparisons.		Solve orally and in writing word problems involving multiplicative comparisons *using a Math Journal, drawings, Manipulatives, and Word Wall.*		**VU:** Multiply, words and phrases that imply division and multiplication, "half the amount of time" **LFC:** Irregular past tense (sell/sold), transition words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Solve orally and in writing word problems involving multiplicative comparison in L1 and/or use gestures, examples and selected technical words.	Solve orally and in writing word problems involving multiplicative comparison in L1 and/or use selected technical vocabulary in phrases and short sentences.	Solve orally and in writing word problems involving multiplicative comparison using key technical vocabulary in a series of simple sentences.	Solve orally and in writing word problems involving multiplicative comparison using key technical vocabulary in expanded and some complex sentences.	Solve orally and in writing word problems involving multiplicative comparison using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives Math Journal Word Wall Small group/triads Illustrations/diagrams/drawings Graphic Organizers L1 text and/or support Partially Completed Solutions	Manipulatives Math Journal Word Wall Small group/triads Illustrations/diagrams/drawings Graphic Organizers L1 text and/or support Partially Completed Solutions	Manipulatives Math Journal Word Wall Small group/triads Illustrations/diagrams/drawings Graphic Organizers	Manipulatives Math Journal Small group/triads	Manipulatives Math Journal

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 4.OA.2 WIDA ELDS: 3 Speaking Writing	Write an equation to identify the arithmetic operation written in a word problem (without solving).		Describe and explain orally and in writing an equation to identify the arithmetic operation written in a word problem using a variable (without solving) *using Teacher Modeling, drawings, Word Wall and White Board.*		**VU:** Equation, variable **LFC:** Passive voice, embedded clauses "that Ms. Smith's class sold" **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem in L1 and/or use gestures, drawings and selected technical words.	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem using key technical vocabulary in a series of simple sentences.	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem using key technical vocabulary in expanded and some complex sentences.	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem using technical vocabulary in multiple, complex sentences.
Learning Supports	Teacher Modeling White Board Math Journal Small group/triads Word/Picture Wall L1 text and/or support Illustrations/diagrams/drawings Sentence Frame	Teacher Modeling White Board Math Journal Small group/triads Word/Picture Wall L1 text and/or support Sentence Frame	Teacher Modeling White Board Math Journal Small group/triads Word Wall	Teacher Modeling White Board Math Journal	Teacher Modeling White Board Math Journal