

Math – Grade 6 - Unit 1 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 6.NS.1 WIDA ELDS: 3 Speaking	Compute quotients of fractions.		Describe and explain orally and in writing how to compute quotients of fractions using Manipulatives , a Math Journal and a word wall.		VU: Fractions, denominators, numerators, quotient, multiplication, division, relationship between, sequence words
					LFC: Present tense, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing how to compute quotients of fractions in L1 and/or use gestures, pictures and selected, technical words.	Describe and explain orally and in writing how to compute quotients of fractions in L1 and/or use selected, technical vocabulary in phrases and short sentences with illustrations.	Describe and explain orally and in writing how to compute quotients of fractions using key, technical vocabulary in a series of simple sentences.	Describe and explain orally and in writing how to compute quotients of fractions using key, technical vocabulary in expanded and some complex sentences.	Describe and explain orally and in writing how to compute quotients of fractions using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives Math Journal Small group Word/picture wall L1 text and/or support Charts/Posters Sentence Frame	Manipulatives Math Journal Small group Word/picture wall L1 text and/or support Charts/Posters Sentence Frame	Manipulatives Math Journal Small group Word wall Charts/Posters	Manipulatives Math Journal Small group Charts/Posters	Manipulatives Math Journal

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 6.NS.1 WIDA ELDS: 3 Speaking Listening	Construct visual fraction Models to represent quotients and explain the relationship between Multiplication and division of fractions.		<u>Demonstrate understanding</u> of how to construct visual fraction Models by completing a Model after listening to oral directions <i>using Modeling and Manipulatives.</i> <u>Explain</u> orally the relationship between multiplication and division of fractions <i>using Manipulatives, drawings and a word wall.</i>		VU: Fractions, denominators, numerators, expression claim, equivalent
					LFC: Present tense, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions in L1 and/or use gestures, Models and selected, technical words.	Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions using key, technical vocabulary in a series of simple sentences.	Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions using key, technical vocabulary in expanded sentences.	Demonstrate understanding of how to construct visual fraction Models by completing a Model after listening to oral directions and then orally explain the relationship between multiplication and division of fractions using technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame	Teacher Modeling Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame	Teacher Modeling Manipulatives Small group Word wall	Teacher Modeling Manipulatives Small group	Teacher Modeling Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 6.NS.1 WIDA ELDS: 3 Speaking Writing	Solve real-world problems involving quotients of fractions and interpret the solutions in the context given.		<u>Explain</u> orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given <i>using</i> Manipulatives , <i>small group and peer coaching</i> . <i>Note: ELLs may need to be taught standard US measurement of feet, pounds. Exposure to multiple meanings of pen and feet and the homonym flour are needed for assessment.</i>		VU: Fractions, feet, pen, average <hr/> LFC: Passive voice, comparative -er suffix, Wh- questions <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given in L1 and/or use gestures, drawings and selected, technical words.	Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given in L1 and/or use selected, technical vocabulary in phrases and short sentences with illustrations to explain the solution.	Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given using key, technical vocabulary in a series of simple sentences.	Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given using key, technical vocabulary in expanded and some complex sentences.	Explain orally and in writing how to solve real-world problems involving quotients of fractions and interpret the solutions in the context given using technical vocabulary in multiple, complex sentences.
Learning Supports	White Board Math Journals Manipulatives Small group Word/picture wall L1 text and/or support Illustrations/diagrams/drawings Sentence Frame	White Board Math Journals Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame	White Board Math Journals Manipulatives Small group Word wall	White Board Math Journals Manipulatives Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 6.NS.2; 6.NS.3 WIDA ELDS: 3 Speaking	Fluently add, subtract, multiply and divide multi-digit decimals and whole numbers using standard algorithms.		Orally <u>explain</u> the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms using <u>Manipulatives</u> and <u>word wall</u> . <i>Note: Homonym; weigh, way</i>		VU: Add, subtract, remain, purchase, digit, decimals, algorithms, weigh, fluent
					LFC: Irregular past tense (bought), transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms in L1 and/or use gestures, diagrams and selected, technical words.	Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms in L1 and/or use selected, technical vocabulary in phrases and short sentences with illustrations to explain the solution.	Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms using key, technical vocabulary in a series of simple sentences.	Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms using key, technical vocabulary in expanded and some complex sentences.	Orally explain the process of addition, subtraction, multiplication and division with multi-digit decimals and whole numbers using standard algorithms using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives White Board Small group Word/picture wall L1 text and/or support Illustrations/diagrams/drawings Sentence Frame	Manipulatives White Board Small group Word/picture wall L1 text and/or support Sentence Frame	Manipulatives White Board Small group Word wall	Manipulatives White Board Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 6.NS.5 WIDA ELDS: 3 Speaking	Use positive and negative numbers to describe quantities in real-world situations.		Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations <i>using</i> Manipulatives , <i>drawings and a word wall</i> .		VU: Positive, negative, more, less, above below, describe, integer
					LFC: If clause, more than, less than
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations in L1 and/or use gestures, drawings and selected, technical words.	Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations using key, technical vocabulary in a series of simple sentences.	Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations using key, technical vocabulary in expanded and some complex sentences.	Explain orally when to use positive and when to use negative numbers to describe quantities in real-world situations using technical vocabulary in multiple, complex sentences.
Learning Supports	White Board Manipulatives Small group Word/picture wall L1 text and/or support Illustrations/diagrams/drawings Sentence Frame	White Board Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame	White Board Manipulatives Small group Word wall	White Board Manipulatives Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 6.SP.1; 6.SP.2; 6.SP.3; 6.SP.5c,d WIDA ELDS: 3 Speaking Writing	Calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question. (Including median, mean, interquartile range, mean absolute deviation and overall pattern).		Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question using Manipulatives , <i>small group and peer coaching</i> . <i>Note: ELLs will need direct instruction regarding the multiple meaning of “mean” and “spread”.</i>		VU: Median, mean, interquartile range, spread, absolute deviation, acres
					LFC: Comparative forms, passive tense, transition words, Wh- questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question in L1 and/or use gestures, examples and selected, technical words.	Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question using key, technical vocabulary in a series of simple sentences.	Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question using key, technical vocabulary in expanded and some complex sentences.	Describe and explain orally and in writing how to calculate, compare, and interpret measures of center and variability in a data set to answer a statistical question using technical vocabulary in multiple, complex sentences.
Learning Supports	White Board Math Journals Manipulatives Small group Word/picture wall L1 text and/or support Illustrations/diagrams/drawings Sentence Frame	White Board Math Journals Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame	White Board Math Journals Manipulatives Small group Word wall	White Board Math Journals Manipulatives Small group	Manipulatives