

## Math –Kindergarten- Unit 3 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: K.CC.3 WIDA ELDS: 3 Speaking Writing	Count and represent with a written numeral a number of objects to 10		Orally count by ones to <u>identify</u> the number of objects in a set using Manipulatives <i>and prompting</i> .		<b>VU:</b> Count, print, numeral, objects, number words
			<u>Demonstrate understanding of quantity</u> by printing numerals that represent the number counted using <i>manipulatives and number tiles</i> .		<b>LFC:</b> Commands, pronunciation of correct phonemes, single words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Count to identify the number of objects in a set and print the corresponding numeral in L1 and/or use gestures or drawings.	Count to identify the number of objects in a set and print the corresponding numeral in L1 and/or use gestures and number tiles.	Count to identify the number of objects in a set with some mispronunciation of number words and demonstrate understanding of simple, oral directions with key vocabulary words by printing numerals.	Count to identify the number of objects in a set with minimal mispronunciation of number words and demonstrate understanding of multiple, oral directions with key vocabulary words by printing specific numerals.	Count to identify the number of objects in a set with proper pronunciation of number words and demonstrate understanding of multiple, complex oral directions with precise, vocabulary words by printing numerals.
Learning Supports	<a href="#">L1 support</a> Number Tiles <a href="#">Charts/Posters</a> <a href="#">Teacher Modeling</a> <a href="#">Manipulatives</a>	<a href="#">L1 support</a> Number Tiles <a href="#">Charts/Posters</a> <a href="#">Teacher Modeling</a> <a href="#">Manipulatives</a>	Number Tiles <a href="#">Charts/Posters</a> <a href="#">Manipulatives</a>	Number Tiles <a href="#">Manipulatives</a>	<a href="#">Manipulatives</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS: K.CC.3 WIDA ELDS: 3 Writing Listening	Write numerals from zero to 10.		<u>Demonstrate understanding of</u> oral directions by printing numerals 0-10 <i>using number tiles and Teacher Modeling.</i>		<b>VU:</b> Write, numeral, number words
					<b>LFC:</b> Commands
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of oral directions by printing numerals in L1 and/or understand simple directions with key vocabulary.	Demonstrate understanding of simple, oral directions by printing numerals in L1 and/or understand simple directions by printing specific numerals.	Demonstrate understanding of simple, oral directions with key, technical vocabulary words by printing numerals.	Demonstrate understanding of expanded oral directions with key, technical vocabulary words by printing specific numerals.	Demonstrate understanding of complex oral directions with technical, vocabulary words by printing numerals.
Learning Supports	<a href="#">L1 support</a> Number Tiles <a href="#">Charts/Posters</a> <a href="#">Teacher Modeling</a>	<a href="#">L1 support</a> Number Tiles <a href="#">Charts/Posters</a> <a href="#">Teacher Modeling</a>	Number Tiles <a href="#">Charts/Posters</a>	Number Tiles	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> CCSS: K.CC.1 WIDA ELDS: 3 Speaking	Count to 30 by ones and tens.		<u>Recite</u> orally the numbers to 30 by ones and tens using <i>Ten-Frame, Manipulatives and prompting</i>		<b>VU:</b> Count, number words, by tens, by ones
					<b>LFC:</b> Pronunciation of correct phonemes, single words
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recite orally the numbers to 30 by ones and tens in L1 and/or use gestures and <a href="#">Pictures</a> .	Recite orally the numbers to 30 by ones and tens in L1 and/or use gestures.	Recite orally the numbers to 30 by ones and tens with some mispronunciation of number words.	Recite orally the numbers to 30 by ones and tens with minimal mispronunciation of number words.	Recite orally the numbers to 30 by ones and tens with proper pronunciation of number words.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">L1 text and/or support</a> <a href="#">Teacher Support</a> <a href="#">Ten-Frame</a>	<a href="#">Manipulatives</a> <a href="#">L1 text and/or support</a> <a href="#">Teacher Support</a> <a href="#">Ten-Frame</a>	<a href="#">Manipulatives</a> <a href="#">Teacher Support</a> <a href="#">Ten-Frame</a>	<a href="#">Manipulatives</a> <a href="#">Ten-Frame</a>	<a href="#">Manipulatives</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: K.CC.6 WIDA ELDS: 3 Listening Speaking Writing	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (groups of up to 10 objects)		Follow oral directions to <u>identify</u> whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group <i>using White Board and partner work.</i>		<b>VU:</b> Greater than, less than, equal to <hr/> <b>LFC:</b> Commands, attributes of quantity <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Follow simple oral directions, which have a variety of grammatical structures, to identify whether a set of objects is <, >, or = to another set of objects in L1 and/or follow simple oral directions of single words or gestures.	Follow simple oral directions, which have a variety of grammatical structures to identify whether a set of objects is <, >, or = to another set of objects in L1 and/or follow simple oral phrasal directions which have formulaic structures.	Follow simple oral directions, which have repetitive grammatical structures to identify whether a set of objects is <, >, or = to another set of objects.	Follow complex, oral directions, which have a variety of grammatical structures, to identify whether a set of objects is <, >, or = to another set of objects.
Learning Supports	<a href="#">Teacher Modeling</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">White Board</a>	<a href="#">Teacher Modeling</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">White Board</a>	<a href="#">Teacher Modeling</a> <a href="#">Pictures/Photographs</a> <a href="#">Partner work</a> <a href="#">White Board</a>	<a href="#">Partner work</a> <a href="#">White Board</a>	<a href="#">White Board</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> CCSS: K.CC.7 WIDA ELDS: 3 Listening Speaking Reading	Compare numbers (up to 10) written as numerals.		Follow oral directions to compare numbers as written numerals <i>using</i> Teacher Modeling <i>and a partner</i> .		<b>VU:</b> Compare, numbers
					<b>LFC:</b> Commands, adjectives of quantity.
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow simple oral directions, which have a variety of grammatical structures, to compare numbers as written numerals in L1 and/or follow simple oral directions of single words or gestures.	Follow simple oral directions, which have a variety of grammatical structures, to compare numbers as written numerals L1 and/or follow simple oral phrasal directions which have formulaic structures.	Follow simple oral directions, which have repetitive grammatical structures, to compare numbers as written numerals.	Follow complex, oral directions, which have a variety of grammatical structures, to compare numbers as written numerals.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to compare numbers as written numerals.
Learning Supports	<a href="#">Teacher Modeling</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Manipulatives</a>	<a href="#">Teacher Modeling</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Manipulatives</a>	<a href="#">Teacher Modeling</a> <a href="#">Partner work</a> <a href="#">Manipulatives</a>	<a href="#">Partner work</a> <a href="#">Manipulatives</a>	<a href="#">Manipulatives</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: K.MD.1 WIDA ELDS: 3 Speaking	Describe measurable attributes of objects, e.g., length and weight.		Describe objects with attributes of measurement <i>using</i> Word/Picture Wall.		<b>VU:</b> Describe, length, weight
					<b>LFC:</b> Noun/adjective placement
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe objects with attributes in L1 and/or high-frequency nouns with attributes in memorized phrases and short sentences.	Describe objects with attributes in L1 and/or general nouns in phrases and short sentences with formulaic structures.	Describe objects with attributes using key vocabulary in simple sentences with repetitive grammatical structures.	Describe objects with attributes using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Describe objects with attributes using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	<a href="#">Teacher Modeling</a> <a href="#">Word/Picture Wall</a> <a href="#">Charts</a> on adjective/noun placement <a href="#">L1 support</a>	<a href="#">Teacher Modeling</a> <a href="#">Word/Picture Wall</a> <a href="#">Charts</a> on adjective/noun placement <a href="#">L1 support</a>	<a href="#">Word/Picture Wall</a> <a href="#">Charts</a> on adjective/noun placement	<a href="#">Charts</a> on adjective/noun placement	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: K.MD.2 WIDA ELDS: 3 Speaking Listening Writing	Directly compare and describe two objects with a measurable attribute in common using “more of”/”less of” the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.		Compare and describe two objects with a measurable attribute in common <i>using a</i> Venn Diagram.		<b>VU:</b> Compare, describe, taller, shorter, more of, less of <hr/> <b>LFC:</b> Comparative and superlative adjectives; sentences with conjunctions <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Compare and describe two objects with a measurable attribute in common using L1 and/or using single words.	Compare and describe two objects with a measurable attribute in common using L1 and/or using phrases.	Compare and describe two objects with a measurable attribute in common using simple sentences and general, content-based vocabulary.	Compare and describe two objects with a measurable attribute in common using expanded sentences and content-based vocabulary.
Learning Supports	<a href="#">Venn Diagram</a> <a href="#">L1 support</a> <a href="#">Partner work</a> Choice questions <a href="#">Pictures/Photographs</a>	<a href="#">Venn Diagram</a> <a href="#">L1 support</a> <a href="#">Partner work</a> <a href="#">Pictures/Photographs</a>	<a href="#">Venn Diagram</a> <a href="#">Partner work</a> <a href="#">Pictures/Photographs</a>	<a href="#">Venn Diagram</a> <a href="#">Partner work</a>	<a href="#">Venn Diagram</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 8</b> CCSS: K.g.4 WIDA ELDS: 3 Listening	Analyze and compare two- and three-dimensional shapes in different sizes and orientations by counting sides or vertices (“corners”) or comparing attributes such as side lengths.		Follow oral directions to <u>classify</u> shapes into categories using <i>a sorting map and a partner</i> .		<b>VU:</b> Two-dimensional, three-dimensional, sides, vertices, length
					<b>LFC:</b> Attributes
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions to classify shapes into categories comparing attributes in L1 and/or follow simple oral directions of single words or gestures.	Follow oral directions to classify shapes into categories comparing attributes in L1 and/or follow simple oral phrasal directions.	Follow simple oral directions, which have repetitive grammatical structures, to classify shapes into categories comparing attributes.	Follow complex, oral directions, which have a variety of grammatical structures, to classify shapes into categories comparing attributes.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify shapes into categories comparing attributes.
Learning Supports	<a href="#">Teacher Modeling</a> <a href="#">L1 support</a> Sorting Map <a href="#">Partner work</a>	<a href="#">Teacher Modeling</a> <a href="#">L1 support</a> Sorting Map <a href="#">Partner work</a>	<a href="#">Teacher Modeling</a> Sorting Map <a href="#">Partner work</a>	<a href="#">Partner work</a> Sorting Map	Sorting Map