

Math – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: K.CC.1 WIDA ELDS: 3 Speaking	Count to 100 by ones and by tens.		<u>Recite</u> orally the numbers to 100 by ones and tens using Ten-Frame, Manipulatives <i>and prompting</i>		VU: Count, number words, by tens, by ones
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recite orally the numbers to 100 by ones and tens in L1 and/or use gestures and Pictures.	Recite orally the numbers to 100 by ones and tens in L1 and/or use gestures.	Recite orally the numbers to 100 by ones and tens with some mispronunciation of number words.	Recite orally the numbers to 100 by ones and tens with minimal mispronunciation of number words.	Recite orally the numbers to 100 by ones and tens with proper pronunciation of number words.
Learning Supports	Manipulatives L1 Teacher Support Ten-Frame	Manipulatives L1 Teacher Support Ten-Frame	Manipulatives Teacher Support Ten-Frame	Manipulatives Ten-Frame	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: K.G.1 WIDA ELDS: 1, 3 Speaking Listening	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		<u>Describe</u> objects using the names of shapes and their relative positions after listening to an oral description. Orally <u>describe</u> objects in the environment with details related to shape and position <i>using Manipulatives and the word wall.</i>		VU: Positional words, shapes, color words LFC: Adjectives, declarative sentences LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Describe objects using the names of shapes and their relative positions after listening to an oral description in L1 and/or with key words. Orally describe objects in the environment in L1 and/or use illustrations, Pictures and key, single words or phrases.	Describe using the names of shapes and their relative positions after listening to an oral description in L1 and/or with key phrases. Orally describe objects in the environment in L1 and/or use Pictures and selected vocabulary in phrases and short sentences.	Describe objects using the names of shapes and their relative positions after listening to an oral description. Orally describe objects in the environment using key vocabulary in simple, related sentences.	Describe objects using the names of shapes and their relative positions after listening to an oral description. Orally describe objects in the environment using key, technical vocabulary in expanded sentences.
Learning Supports	Manipulatives L1 Teacher Support Word/Picture Wall	Manipulatives L1 Teacher Support Word/Picture Wall	Manipulatives Teacher Support Word/Picture Wall	Manipulatives Word/Picture Wall	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: K.G.2 WIDA ELDS: 1, 3 Listening Speaking	Correctly name shapes regardless of their orientations or overall size.		Follow oral directions to sort shapes into categories and name them regardless of orientation or overall size using Teacher Modeling <i>and</i> Partner work.		VU: Shapes, category, sort
					LFC: Adjectives of shape, color, size
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions in L1 and or single words to classify shapes into categories and name them accordingly (English/L1).	Follow oral directions in L1 and/or phrases to classify shapes into categories and name them accordingly (English/L1).	Follow simple oral directions, to classify shapes into categories and name them accordingly.	Follow expanded, oral directions to classify shapes into categories and name them accordingly.	Follow complex, oral directions to classify shapes into categories and name them accordingly.
Learning Supports	Teacher Modeling L1 support Pictures Partner work	Teacher Modeling L1 support Pictures Partner work	Teacher Modeling Pictures Partner work	Partner work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: K.G.3 WIDA ELDS: 3 Speaking Listening	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).		Identify different types of shapes by sorting shapes according to oral descriptions using <i>visuals and</i> T-Charts.		VU: Shapes, dimensional, solid, flat
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify different types of shapes after listening to oral descriptions in L1 and/or oral descriptions using single words.	Identify different types of shapes after listening to oral descriptions in L1 and/or oral descriptions using short phrases.	Identify different types of shapes after listening to simple oral descriptions.	Identify different types of shapes after listening to oral descriptions consisting of expanding sentences.	Identify different types of shapes after listening to detailed oral descriptions.
Learning Supports	Pictures L1 support T-Charts	Pictures L1 support T-Charts	Pictures T-Charts	T-Charts	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: K.G.5 WIDA ELDS: 3 Listening	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		<u>Create</u> 2- and 3- dimensional shapes after listening to oral directions using Teacher Modeling <i>and</i> Manipulatives.		VU: Materials, shapes
					LFC: Can you...?
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Create 2- and 3-dimensional shapes after listening to oral directions which use L1 and/or gestures and selected technical vocabulary.	Create 2- and 3-dimensional shapes after listening to oral directions which use L1 and/or selected technical vocabulary in phrases and short sentences.	Create 2- and 3-dimensional shapes after listening to oral directions which use key, technical vocabulary in simple sentences.	Create 2- and 3-dimensional shapes after listening to oral directions which use key, technical vocabulary in expanded sentences.	Create 2- and 3-dimensional shapes after listening to oral directions which use technical vocabulary in complex sentences.
Learning Supports	Manipulatives Teacher Modeling L1 support	Manipulatives Teacher Modeling L1 support	Manipulatives Teacher Modeling	Manipulatives Teacher Modeling	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: K.G.6 WIDA ELDS: 1, 3 Listening	Compose simple shapes to form larger shapes <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>		Following oral directions, <u>demonstrate comprehension of</u> how to compose simple shapes into larger shapes using Manipulatives <i>and teacher prompting.</i>		VU: Join, sides, shapes
					LFC: Interrogatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Following oral directions which use L1 and/or Pictures, gestures and selected vocabulary, demonstrate comprehension of how to compose larger shapes using simple shapes.	Following oral directions which use L1 and/or selected vocabulary in phrases and short sentences, demonstrate comprehension of how to compose larger shapes using simple shapes.	Following oral directions which use key, technical language and simple sentences, demonstrate comprehension of how to compose larger shapes using simple shapes.	Following oral directions which use key, technical language and expanded sentences, demonstrate comprehension of how to compose larger shapes using simple shapes.	Following oral directions which use technical language and complex sentences, demonstrate comprehension of how to compose larger shapes using simple shapes.
Learning Supports	Manipulatives Drawings L1 Teacher Support	Manipulatives Drawings L1 Teacher Support	Manipulatives Drawings Teacher Support	Manipulatives Teacher Support	Manipulatives