

Math – Grade 3 - Unit 1 – Revised ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 3.OA.1 WIDA ELDS: 3 Reading Speaking Writing	Interpret products of whole numbers as repeated addition or equal groups of objects (up to 100).		<u>Explain</u> orally and in writing the connection between repeated addition and multiplication <i>using</i> Charts/Posters and Manipulatives .		VU: Interpret, whole numbers, equal groups, multiplication
					LFC: Present tense, forming questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing how to determine the product of whole numbers in L1 and/or use gestures, drawings, equations and selected words.	Explain orally and in writing how to determine the product of whole numbers in L1 and/or use phrases and short sentences with illustrations to explain the solution.	Explain orally and in writing how to determine the product of whole numbers using key vocabulary in a series of simple sentences.	Explain orally and in writing how to determine the product of whole numbers using key vocabulary in expanded and some complex sentences.	Explain orally and in writing how to determine the product of whole numbers using precise vocabulary in multiple sentences.
Learning Supports	Manipulatives Charts/Posters Small group Word/picture wall L1 text and/or support Pictures/illustrations Technology and Technological Resources	Manipulatives Charts/Posters Small group Word/picture wall L1 text and/or support Sentence frames Technology and Technological Resources	Manipulatives Charts/Posters Small group Word wall Technology and Technological Resources	Manipulatives Charts/Posters Technology and Technological Resources	Manipulatives Technology and Technological Resources

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 3.OA.2 WIDA ELDS: 3 Reading Speaking Writing	Explain division as a set of objects partitioned equally into a number of shares (up to 100).		<u>Explain</u> orally how you partition a set of objects into equal shares <i>using</i> Manipulatives <i>and a model</i> .		VU: Division, partition, shares, quotient, equally, equation, dividend, denominator
					LFC: Present tense, forming questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing how you partition a set of objects into equal shares using L1 and/or gestures, drawings, equations and selected technical words.	Explain orally and in writing how you partition a set of objects into equal shares using L1 and/or selected technical vocabulary in phrases and illustrated short sentences.	Explain orally and in writing how you partition a set of objects into equal shares using key, technical vocabulary in a series of simple sentences.	Explain orally and in writing how you partition a set of objects into equal shares using key, technical vocabulary in expanded and some complex sentences.	Explain orally and in writing how you partition a set of objects into equal shares using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives Teacher Modeling Small group Word/picture wall L1 text and/or support Pictures/illustrations Technology and Technological Resources	Teacher Modeling Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames Technology and Technological Resources	Manipulatives Teacher Modeling Small group Word wall Technology and Technological Resources	Manipulatives Small group Technology and Technological Resources	Manipulatives Technology and Technological Resources

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 3.OA.4 WIDA ELDS: 3 Reading Speaking Writing	Determine the unknown in a division or multiplication equation with an unknown relating 3 whole numbers up to 100 (does not require students to solve from memory).		<u>Explain</u> in writing how to determine the unknown in multiplication and division problems <i>using</i> Manipulatives and Word wall .		VU: Equations, product, unknown, properties of operation
					LFC: Wh questions, present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain in writing how to determine the unknown number in multiplication and division problems in L1 and/or use gestures, drawings, equations and selected technical words.	Explain in writing how to determine the unknown number in multiplication and division problems in L1 and/or use selected technical vocabulary in phrases and short sentences with equations to explain the solution.	Explain in writing how to determine the unknown number in multiplication and division problems using key, technical vocabulary in a series of simple sentences.	Explain in writing how to determine the unknown number in multiplication and division problems using key, technical vocabulary in expanded and some complex sentences.	Explain in writing how to determine the unknown number in multiplication and division problems using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations	Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives Small group Word wall	Manipulatives Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 3.OA.1 WIDA ELDS: 3 Listening Writing	Round whole numbers to the nearest 10 or 100.		<u>Demonstrate understanding of</u> how to use place value to round whole numbers to the nearest 10 or 100 by writing numbers after listening to oral directions <i>using</i> Teacher Modeling and Manipulatives . <u>Round</u> numbers to the nearest 10 or 100 while listening to explicit instructions on the rules for rounding numbers. Note: <u>Round</u> is a multiple meaning word		VU: Round, nearest, place value LFC: -est suffix, Wh-questions LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Demonstrate how to round numbers to the nearest 10 and 100 in L1 and/or use gestures, pictures and selected, illustrated single words.	Demonstrate how to round numbers to the nearest 10 and 100 in L1 and/or use phrases and short sentences with illustrations to explain the solution.	Demonstrate how to round numbers to the nearest 10 and 100 using key vocabulary in a series of simple sentences.	Demonstrate how to round numbers using key vocabulary in expanded and some complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations Brain Pop	Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives Small group Word wall	Manipulatives Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 3.OA.1 WIDA ELDS: 3 Reading Speaking Writing	Fluently add and subtract (with regrouping) two 2-digit whole numbers within 100.		State orally and in writing the process followed when adding and subtracting 2- digit whole numbers with regrouping <i>using</i> Manipulatives and a Template .		VU: Regrouping, digits, in all, all together
					LFC: Present tense, phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	State orally and in writing the process followed when adding and subtracting 2- digit whole numbers with regrouping in L1 and/or use gestures, equations and selected words.	State orally and in writing the process followed when adding and subtracting 2- digit whole numbers with regrouping in L1 and/or use phrases and short sentences with equations to explain the solution.	State orally and in writing the process followed when adding and subtracting 2- digit whole numbers with regrouping using key vocabulary in a series of simple sentences.	State orally and in writing the process followed when adding and subtracting 2- digit whole numbers with regrouping using key vocabulary in expanded and some complex sentences.	State orally and in writing the process followed when adding and subtracting 2- digit whole numbers with regrouping using precise vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Brain Pop Template	Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames Template	Manipulatives Small group Word wall Template	Manipulatives Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 3.OA.1 WIDA ELDS: 3 Listening	Multiply one-digit whole numbers by multiples of 10 (10 - 90).		Demonstrate understanding of multiplying one-digit whole numbers by multiples of tens by writing the equation and solving it after listening to an oral dictation using Charts/Posters , flashcards and word wall.		VU: Multiples, multiplication facts, place value, number sense
					LFC: Wh- questions, present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of multiplying one digit whole numbers by multiples of tens by writing the equation and solving it after listening to oral dictation in L1 and/or with Charts/Posters and selected technical words.	Demonstrate understanding of multiplying one digit whole numbers by multiples of tens by writing the equation and solving it after listening to oral dictation in L1 and/or with selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of multiplying one digit whole numbers by multiples of tens by writing the equation and solving it after listening to oral dictation with key, technical vocabulary in simple sentences.	Demonstrate understanding of multiplying one digit whole numbers by multiples of tens by writing the equation and solving it after listening to oral dictation with key vocabulary in expanded sentences.	Demonstrate understanding of one digit whole numbers and multiples of tens by writing and solving equations after listening to oral dictation with technical vocabulary in complex sentences.
Learning Supports	Manipulatives Flashcards Word/picture wall L1 text and/or support Pictures/illustrations Brain Pop (video)	Manipulatives Flashcards Word/picture wall L1 text and/or support Sentence frames	Manipulatives Word wall	Manipulatives	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: 3.MD.6 WIDA ELDS: 3 Reading Writing Speaking	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		Demonstrate orally and in writing how to measure the area of a surface by counting unit squares using Manipulatives , Diagrams , a Partner work and a Math Journal .		VU: Square units, inches, feet, square centimeters, diagram
					LFC: Wh- questions,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate orally and in writing how to measure the area of a shape or flat surface in L1 and/or use equations, pictures, gestures, and illustrated single words.	Demonstrate orally and in writing how to measure the area of a shape or flat surface in L1 and/or use selected vocabulary in phrases.	Demonstrate orally and in writing how to measure the area of a shape or flat surface in unit squares using equations and key vocabulary in simple sentences.	Demonstrate orally and in writing how to measure the area of a shape or flat surface in unit squares using key vocabulary in expanded sentences.	Demonstrate orally and in writing how to measure the area of a surface by counting unit squares using content specific vocabulary in complex sentences.
Learning Supports	Diagrams Manipulatives Partner work Math Journal Word/Picture Wall Pictures/Photographs L1 support Gestures Choice questions	Diagrams Manipulatives Partner work Math Journal Word/Picture Wall Pictures/Photographs L1 support	Diagrams Manipulatives Partner work Math Journal	Diagrams Manipulatives Partner work	Diagrams

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: 3.MD.7a, 3.MD.7b WIDA ELDS: 3 Speaking Reading Writing	Explain the relationship between tiling/multiplying side lengths to find the area of rectangles.		Explain orally and in writing the relationship between tiling/multiplying side lengths to find the area of rectangles using <i>tiles</i> , <i>grids</i> , Modeling and a <i>word wall</i> .		VU: Tiles, length and width, multiplication, grids, cm, feet, square
					LFC: Passive voice
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing the relationship between tiling/multiplying side lengths to find the area of rectangles in L1 and/or using pictures, gestures, and single words.	Explain orally and in writing the relationship between tiling/multiplying side lengths to find the area of rectangles in L1 and/or use selected vocabulary in phrases or short sentences.	Explain orally and in writing the relationship between tiling/multiplying side lengths to find the area of rectangles using key, content vocabulary in simple sentences.	Explain orally and in writing the relationship between tiling/multiplying side lengths to find the area of rectangles using key, content vocabulary in expanded sentences.	Explain orally and in writing the relationship between tiling/multiplying side lengths to find the area of rectangles using content vocabulary in complex sentences.
Learning Supports	Tiles Grids Modeling Word/picture wall L1 text and/or support Pictures/illustrations	Tiles Grids Modeling Word/picture wall L1 text and/or support Pictures/illustrations	Tiles Grids Modeling Word wall	Tiles Grids Modeling	Tiles Grids

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