

Math – Grade 4 - Unit 2 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 4.OA.3 WIDA ELDS: 3 Listening Writing	Compose equations from information supplied in word problems (with all 4 operations) using letters to represent unknowns (without solving).		<u>Listen</u> to information in word problems in order to compose equations with letters to represent operations)all 4) with unknowns <i>using</i> Visuals , a Math Journal , and L1 support .		VU: Word problems, operations, unknowns, represent
					LFC: Present tense, imperative tense, sequence words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to information in word problems in order to compose equations with letters to represent unknowns in L1 and/or listen to word problems with selected, technical words, gestures, and examples.	Listen to information in word problems in order to compose equations with letters to represent unknowns in L1 and/ or listen to word problems with selected technical vocabulary in phrases and short sentences.	Listen to information in word problems with key, technical vocabulary in simple sentences then compose equations with letters to represent unknowns.	Listen to information in word problems with key, technical vocabulary in expanded sentences and then compose equations with letters to represent unknowns.	Listen to information in word problems with technical vocabulary in complex sentences and then compose equations with letters to represent unknowns.
Learning Supports	Visuals Math Journal L1 support Partner work Teacher Support Word Bank	Visuals Math Journal L1 support Partner work Teacher Support Word/Phrase Bank	Visuals Math Journal	Visuals Math Journal	Visuals

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 4.NBT.5 WIDA ELDS: 3 Speaking Reading Writing	Use strategies to multiply multi-digit numbers and explain the answer using equations, rectangular arrays, and area models (up to 4-digits by 1-digit or 2-digits by 2-digits).		<i>Sequence</i> orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models <i>using small groups, White Boards, and sentence frames.</i>		VU: Rectangular arrays, area models, multiplication, solution
					LFC: Imperatives, transition words, ordinal numbers
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models in L1 and/or use gestures, examples, and selected, technical words.	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models in L1 and/ or use selected, technical vocabulary in phrases and short sentences.	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models using key, technical vocabulary in simple sentences.	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models using key, technical vocabulary in expanded sentences.	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models using technical vocabulary in complex sentences.
Learning Supports	Small group White Board Cloze Activity Word/picture wall L1 text and/or support Pictures/illustrations	Small group White Board Word/picture wall L1 text and/or support Sentence frames	Small group White Board Word Wall	Small group White Board	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 4.NBT.6 WIDA ELDS: 3 Speaking Reading Writing	Use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models.		Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models <i>using L1 support, a Peer Coach, and Learnzillion.com</i> <i>weblink: http://learnzillion.com/lessons/26-solve-division-problems-using-array</i>		VU: One-digit, divisors, strategies
					LFC: Modals (would, could, might), transition words, ordinal numbers
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models in L1 and/or use gestures, examples, and selected, technical words.	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models using key, technical vocabulary in simple sentences.	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models using key, technical vocabulary in expanded and some complex sentences.	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models using technical vocabulary in complex sentences.
Learning Supports	Peer Coach Word/Picture Bank L1 text and/or support Cloze Activity	Peer Coach Word/Picture Bank L1 text and/or support Sentence frames	Peer Coach Word Bank Sentence Starter	Peer Coach	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 4.NF.1 WIDA ELDS: 3 Speaking Reading Writing	Recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models.		Retell how to recognize and generate equivalent fractions and explain why they are equivalent using Visuals , Math Journal , and Note Cards .		VU: Equivalent fractions, fractions, recognize, generate
					LFC: Past tense verbs, transitional phrases, ordinal numbers, complex sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models in L1 and/or use gestures, examples, and selected, technical words.	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models using key, technical vocabulary in simple sentences.	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models using key, technical vocabulary in expanded and some complex sentences.	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models using technical vocabulary in complex sentences.
Learning Supports	Note Cards Math Journal Visuals Small group Word/picture wall L1 text and/or support Cloze Activity	Note Cards Math Journal Visuals Small group Word/picture wall L1 text and/or support Sentence frames	Note Cards Math Journal Visuals	Note Cards Math Journal	Note Cards

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 4.NF.2 WIDA ELDS: 3 Reading Writing	Compare two fractions with different numerators and different denominators using $>$, $<$, and $=$ and justify the comparison by using visual fraction models (recognizing the comparison is valid only when two fractions refer to the same whole).		Justify in writing how to compare two fractions with different numerators and different denominators <i>using</i> Sentence Frame, <i>a</i> Word Bank, <i>and a partner</i> .		VU: Fractions, quantities, numerators, denominators, tools, symbols, justify <hr/> LFC: Present tense, transition words, comparatives, complex sentences <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Justify in writing how to compare two fractions with different numerators and different denominators in L1 and/or use Gestures, examples, and selected, technical words.	Justify in writing how to compare two fractions with different numerators and different denominators in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Justify in writing how to compare two fractions with different numerators and different denominators using key, technical vocabulary in simple sentences.	Justify in writing how to compare two fractions with different numerators and different denominators using key, technical vocabulary in expanded sentences.
Learning Supports	Partner work Word/Picture Bank Cloze Activity L1 text and/or support Teacher Support Peer Coach	Partner work Word/Picture Bank Sentence Frame L1 text and/or support Teacher Support Peer Coach	Partner work Word Bank Sentence Starter	Partner work Word Bank	Partner work

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 4.OA.4 WIDA ELDS: 3 Speaking Reading Writing	Determine if a number between 1 and 100 is a prime or composite number.		<u>Explain</u> how to determine whether a given whole number in the range 1–100 is prime or composite <i>using</i> Manipulatives, Word Wall <i>and a cloze activity</i> .		VU: Determine, prime, composite, reasoning
					LFC: Imperative tense, transitional words, ordinal numbers, cause and effect
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how to determine whether a given whole number in the range 1–100 is prime or composite in L1 and/or use gestures, examples, and selected, technical words.	Explain how to determine whether a given whole number in the range 1–100 is prime or composite in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Explain how to determine whether a given whole number in the range 1–100 is prime or composite using key, technical vocabulary in simple sentences.	Explain how to determine whether a given whole number in the range 1–100 is prime or composite using key, technical vocabulary in expanded and some complex sentences.	Explain how to determine whether a given whole number in the range 1–100 is prime or composite using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Cloze Activity Teacher Support	Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames Peer Coach	Manipulatives Small group Word Wall	Manipulatives Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: 4.OA.4 WIDA ELDS: 3 Speaking Listening Reading Writing	Find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number.		Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number by <i>using</i> Learnzillion.com , White Boards , and Think -aloud . <i>web link:</i> http://learnzillion.com/lessons/788-use-divisibility-rules-to-determine-if-a-number-is-a-multiple-of-4-or-7		VU: Factor pairs, multiples, whole numbers, reasoning LFC: Imperatives, transition words, ordinal numbers LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number in L1 and/or use gestures, examples, and selected, technical words.	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number using key, technical vocabulary in simple sentences.	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number using key, technical vocabulary in expanded and some complex sentences.
Learning Supports	White Board Think -aloud Small group Word/picture wall L1 text and/or support Cloze Activity	White Board Think -aloud Small group Word/picture wall L1 text and/or support Sentence frames	White Board Think -aloud	White Board	