

Math – Kindergarten - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: K.CC.1 WIDA ELDS: 1, 3 Speaking	Count orally to 70 by ones and tens		Recite orally the numbers to 70 by ones and tens using Ten-Frame, Manipulatives, <i>and</i> Prompts.		VU: Count, number words, by tens, by ones, skip count 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 70 by ones and tens in L1 and/or repeat numbers and use Gestures.	Recite orally the numbers to 70 by ones and tens in L1 and/or chunk the numbers by tens and use Gestures.	Recite orally the numbers to 70 by ones and tens with some mispronunciation of number words.	Recite orally the numbers to 70 by ones and tens with minimal mispronunciation of number words.
Learning Supports	Manipulatives L1 support Teacher Support Ten-Frame	Manipulatives L1 support Teacher Support Ten-Frame	Manipulatives Teacher Support Ten-Frame	Manipulatives Ten-Frame	Manipulatives

Math – Kindergarten - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: K.OA.3 WIDA ELDS: 1, 3 Writing Listening Speaking	Decompose numbers less than or equal to ten into pairs of numbers in more than one way and record with a drawing or equations (e.g., write 7 as $2 + 5$ and $6 + 1$).		<u>Produce</u> numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions using illustrations/diagrams/drawings, Connecting Cubes <i>and/or a partner</i> .		VU: Number words, less than, equal to
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions in L1 and/or which use Pictures and selected technical words or phrases.	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions in L1 and/or which use Pictures and selected technical vocabulary in phrases and short sentences.	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions which use key, technical vocabulary in simple sentences.	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions which use key, technical vocabulary in expanded sentences.	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions which use technical vocabulary in multiple sentences.
Learning Supports	L1 support Connecting Cubes Illustrations/diagrams/drawings Partner work	L1 support Connecting Cubes Illustrations/diagrams/drawings Partner work	Connecting Cubes Illustrations/diagrams/drawings Partner work	Connecting Cubes Partner work	Connecting Cubes

Math – Kindergarten - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: K.OA.4 WIDA ELDS: 1, 3 Writing Speaking Listening	Given a number less than 10, find a number that makes 10 (e.g., 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5, etc.)		<u>Identify</u> orally and in writing how many more are needed to make ten after listening to oral directions using Illustrations/diagrams/drawings, Manipulatives, <i>and/or teacher</i> Prompts.		VU: More, number words,
					LFC: Modals, auxiliaries (will)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify orally and in writing how many more will make ten after listening to oral directions in L1 and/or which use examples and selected technical words or phrases.	Identify orally and in writing how many more will make ten after listening to oral directions in L1 and/or which use selected technical vocabulary in phrases and short sentences.	Identify orally and in writing how many more will make ten after listening to oral directions which use key, technical vocabulary in simple sentences.	Identify orally and in writing how many more will make ten after listening to oral directions which use key, technical vocabulary in expanded sentences.	Identify orally and in writing how many more will make ten after listening to oral directions which use technical vocabulary in multiple sentences.
Learning Supports	Manipulatives L1 support Teacher Support Pictures Gestures	Manipulatives L1 support Teacher Support Gestures	Manipulatives Teacher Support Pictures Gestures	Manipulatives Gestures	Manipulatives

Math – Kindergarten - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: K.OA.5 WIDA ELDS: 1, 3 Listening	Use mental math strategies to solve addition and subtraction facts within 5.		<u>Demonstrate comprehension</u> of oral questions to solve addition and subtraction problems within 5 <i>using mental math strategies</i> , Prompts, Teacher Modeling and large number cards.		VU: Number words, plus, minus
					LFC: Question words (What), simple phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral questions and directions in L1 and/or which use selected vocabulary and Teacher Modeling to solve addition and subtraction problems within 5.	Demonstrate comprehension of oral questions and directions in L1 and/or which use selected vocabulary in phrases to solve addition and subtraction problems within 5.	Demonstrate comprehension of oral questions and directions which use key, technical vocabulary in simple sentences to solve addition and subtraction problems within 5.	Demonstrate comprehension of oral questions and directions which use key, technical vocabulary in complete sentences to solve addition and subtraction problems within 5.	Demonstrate comprehension of oral questions and directions which use technical vocabulary in complete sentences to solve addition and subtraction problems within 5.
Learning Supports	Teacher Modeling Large number cards L1 support Prompts	Teacher Modeling Large number cards L1 support Prompts	Teacher Modeling Large number cards Prompts	Teacher Modeling Large number cards	Large number cards

Math – Kindergarten - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: K.NBT.1 WIDA ELDS: 3 Writing	Compose and decompose numbers from 11 to 19 into a group of ten and one(s) with or without Manipulatives. Record each composition or decomposition through a drawing or equation.		<u>Demonstrate comprehension</u> of oral directions to compose and decompose numbers from 11-19 by writing or drawing the response using <i>popsicle sticks</i> , Prompts, Teacher Modeling <i>and number cards</i> .		VU: Tens, ones, number words, and
					LFC: Single words, conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral directions in L1 and/or which use selected vocabulary with picture Prompts to compose and decompose numbers from 11-19 by writing or drawing the response.	Demonstrate comprehension of oral directions in L1 and/or which use selected technical vocabulary to compose and decompose numbers from 11-19 by writing or drawing the response.	Demonstrate comprehension of oral directions which use key, technical vocabulary in phrases to compose and decompose numbers from 11-19 by writing or drawing the response.	Demonstrate comprehension of oral directions which use key, technical vocabulary in simple sentences to compose and decompose numbers from 11-19 by writing or drawing the response.	Demonstrate comprehension of oral directions which use technical vocabulary in multiple sentences to compose and decompose numbers from 11-19 by writing or drawing the response.
Learning Supports	L1 support Bundles of 10s and 1s popsicle sticks Teacher Modeling Gestures Prompts Number cards	L1 support Bundles of 10s and 1s popsicle sticks Teacher Modeling Prompts Number cards	Bundles of 10s and 1s popsicle sticks Teacher Modeling Prompts	Bundles of 10s and 1s popsicle sticks Teacher Modeling	Bundles of 10s and 1s popsicle sticks