| **SLO:** 1  
CCSS: 5.MD.3b  
WIDA  
ELDS: 3  
Speaking  
Writing | Measure volume by counting the total number of same size cubic units required to fill a figure without gaps or overlaps. | Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure without gaps or overlaps using Sentence Starter, Manipulatives, Word Wall, and online multilingual math glossary | VU: Cube, gap, overlap, prism  
LFC: Present and past tenses  
LC: Varies by ELP level |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>ELP 1</strong></td>
<td>Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure in L1 and/or use gestures, pictures and selected, technical words.</td>
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<tr>
<td><strong>ELP 2</strong></td>
<td>Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure in L1 and/or use selected technical vocabulary in phrases and short sentences with illustrations to explain the solution</td>
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<tr>
<td><strong>ELP 3</strong></td>
<td>Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using key, technical vocabulary in simple sentences.</td>
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<tr>
<td><strong>ELP 4</strong></td>
<td>Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using key, technical vocabulary in expanded sentences.</td>
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<tr>
<td><strong>ELP 5</strong></td>
<td>Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using technical vocabulary in multiple complex sentences.</td>
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**Language Objectives**

- **ELP 1**: Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure in L1 and/or use gestures, pictures and selected, technical words.
- **ELP 2**: Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure in L1 and/or use selected technical vocabulary in phrases and short sentences with illustrations to explain the solution.
- **ELP 3**: Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using key, technical vocabulary in simple sentences.
- **ELP 4**: Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using key, technical vocabulary in expanded sentences.
- **ELP 5**: Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using technical vocabulary in multiple complex sentences.

**Learning Supports**

- **Sentence Starter**
- **Manipulatives**
- **Visuals**
- **Word Wall**
- **Multilingual Math Glossary** (link to)  
- **L1 text and/or support Cognates**
- **Manipulatives**
- **Word Wall**
- **Multilingual Math Glossary** (link to)  
- **L1 text and/or support Cognates**
- **Manipulatives**
- **Word Wall**
- **Multilingual Math Glossary** (link to)  
- **Cognates**
- **Manipulatives**
- **Word Wall**
<table>
<thead>
<tr>
<th></th>
<th>SLO: 2</th>
<th>Language Objective</th>
<th>Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Objective (SLO)</strong></td>
<td>CCSS: 5.MD.4 WIDA ELDS: 3</td>
<td>Choose an appropriate cubic unit based on the attributes of the 3-dimensional figure you are measuring.</td>
<td><strong>VU:</strong> Metric system- all units of measure, cubic, estimate</td>
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<tr>
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<td>Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using Manipulatives, drawings, Word Wall, online multilingual math glossary, L1 text and/or support, Cognates.</td>
<td><strong>LFC:</strong> Present and past tenses, superlatives</td>
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<td><em>NOTE: The figures in assessments to be measured must be items the students are familiar with (i.e. - an Olympic size swimming pool, soccer ball, shoe box, car. These examples were taken directly from sample assessment)</em></td>
<td><strong>LC:</strong> Varies by ELP level</td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td></td>
<td>Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure in L1 and/or accompanied by the use of gestures, pictures and selected, technical words.</td>
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</tr>
<tr>
<td><strong>Learning Supports</strong></td>
<td></td>
<td>Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure in L1 and/or using selected technical vocabulary in phrases and short sentences.</td>
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<td>Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using key, technical vocabulary in simple sentences.</td>
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<td>Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using key, technical vocabulary in expanded sentences.</td>
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<td>Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using technical vocabulary in complex sentences.</td>
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- **ELP 1**
  - **Language Objectives**: Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure in L1 and/or accompanied by the use of gestures, pictures and selected, technical words.
  - **Learning Supports**: Manipulatives
    - Visuals
    - Word Wall
    - Multilingual Math Glossary (link to)
    - L1 text and/or support Cognates

- **ELP 2**
  - **Language Objectives**: Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure in L1 and/or using selected technical vocabulary in phrases and short sentences.
  - **Learning Supports**: Manipulatives
    - Word Wall
    - Multilingual Math Glossary (link to)
    - L1 text and/or support Cognates

- **ELP 3**
  - **Language Objectives**: Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using key, technical vocabulary in simple sentences.
  - **Learning Supports**: Manipulatives
    - Word Wall
    - Multilingual Math Glossary (link to)
    - Cognates

- **ELP 4**
  - **Language Objectives**: Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using key, technical vocabulary in expanded sentences.
  - **Learning Supports**: Manipulatives
    - Word Wall
    - Multilingual Math Glossary (link to)
    - Cognates

- **ELP 5**
  - **Language Objectives**: Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using technical vocabulary in complex sentences.
  - **Learning Supports**: Manipulatives
    - Word Wall
**Math – Grade 5 - Unit 2 – ELL Scaffold**

<table>
<thead>
<tr>
<th>SLO: 3</th>
<th>CCSS: 5.MD.5a</th>
<th>WIDA ELDS: 3 Speaking Writing</th>
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<tr>
<td><strong>SLO:</strong> 3</td>
<td><strong>CCSS:</strong> 5.MD.5a</td>
<td><strong>WIDA ELDS:</strong> 3 Speaking Writing</td>
</tr>
<tr>
<td><strong>Language Objective</strong></td>
<td><strong>Language Needed</strong></td>
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</tr>
<tr>
<td>Show that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas ( V = l \times w \times h ) or ( V = B \times h ).</td>
<td>Describe or explain orally and in writing, that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas ( V = l \times w \times h ) or ( V = B \times h ) using Sentence Starter, Manipulatives, Word Wall, and Math reference sheet.</td>
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<tr>
<td><em>NOTE: Table- has multiple meanings in English. Students must be made aware of the various meanings in order to understand what a “table” represents in Mathematics</em></td>
<td><strong>VU:</strong> Volume, unit, rectangular prism, table, all Customary units of measure i.e.- inches</td>
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<td><strong>ELP 2</strong></td>
<td><strong>ELP 3</strong></td>
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<td>Language Objectives</td>
<td><strong>LFC:</strong> Present and past tenses</td>
<td><strong>LC:</strong> Varies by ELP level</td>
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<tr>
<td>Describe or explain orally and in writing that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas ( V = l \times w \times h ) or ( V = B \times h ), in L1 and/or use gestures, pictures and selected, technical words.</td>
<td>Describe or explain orally and in writing that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas ( V = l \times w \times h ) or ( V = B \times h ), using key technical vocabulary in complex sentences.</td>
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### Student Learning Objective (SLO)

**SLO:** 4  
**CCSS:** 5.MD.5b  
**WIDA ELDS:** 3  
**Speaking Writing**  

**Language Objective:**  

Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) using Sentence Starter, Manipulatives, Word Wall, *online multilingual math glossary*, and Mathematics Reference Sheet.

### Language Needed

**VU:** Formula, count, value, height, layer, model  
**LFC:** Present and past tenses, past tense irregular  
**LC:** Varies by ELP level

<table>
<thead>
<tr>
<th>ELP 1</th>
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<th>ELP 4</th>
<th>ELP 5</th>
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<td><strong>Language Objectives</strong></td>
<td>Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) in L1 and/or use selected technical vocabulary in phrases and short sentences.</td>
<td>Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) using key, technical vocabulary in simple sentences.</td>
<td>Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) using key, technical vocabulary in expanded sentences.</td>
<td>Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) using technical vocabulary in complex sentences.</td>
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</tbody>
</table>
| **Learning Supports** | Manipulatives  
*Multilingual Math Glossary* (link to)  
*L1 text and/or support Cognates*  
Mathematics Reference Sheet  
Cloze sentences | Manipulatives  
*Illustrations/diagrams/drawings*  
*Multilingual Math Glossary* (link to)  
*L1 text and/or support Cognates*  
Mathematics Reference Sheet  
*Sentence Frame* | Manipulatives  
*Sentence Starter*  
*Word Wall*  
*Multilingual Math Glossary* (link to)  
*L1 text and/or support Cognates*  
Mathematics Reference Sheet | Manipulatives  
*Word Wall*  
*Multilingual Math Glossary* (link to)  
*Cognates*  
Mathematics Reference Sheet | Manipulatives  
*Word Wall*  
Mathematics Reference Sheet |
| SLO: 5  
CCSS: 5.MD.5c  
WIDA ELDS: 3  
Listening Reading Speaking | Find the volume of a composite solid figure composed of two non-overlapping right rectangular prisms. | Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions using Word Wall, Manipulatives and Mathematics Reference Sheet. | VU: Diagram, figure, cubic unit, solid, right rectangular prism  
LFC: Present and past tenses, past tense irregular, prefixes (i.e- non-)  
LC: Varies by ELP level |
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<td>ELP 1</td>
<td>Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions in L1 and/or use gestures, pictures and selected, technical words.</td>
<td>Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions in L1 and/or use selected technical vocabulary in phrases and short sentences.</td>
<td>Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions using key technical vocabulary in a series of simple sentences.</td>
</tr>
</tbody>
</table>
| ELP 2 | Manipulatives  
Word/Picture Wall  
L1 text and/or support Cognates  
Mathematics Reference Sheet  
Cloze sentences | Manipulatives  
Word/Picture Wall  
L1 text and/or support Cognates  
Mathematics Reference Sheet  
Sentence Frame | Manipulatives  
Word Wall  
L1 text and/or support Cognates  
Sentence Starter  
Mathematics Reference Sheet | Manipulatives  
Word Wall  
Cognates  
Mathematics Reference Sheet | Manipulatives  
Word Wall  
Mathematics Reference Sheet |
<p>| ELP 3 | | | | |
| ELP 4 | | | | |
| ELP 5 | | | | |</p>
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<th>Language Needed</th>
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</table>
| **SLO:** 6  
CCSS: 5.MD.5  
WIDA ELDS: 3  
Speaking Writing | Apply formulas to solve real world and mathematical problems involving volumes of right rectangular prisms and composites of same. | Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same using Sentence Starter, Manipulatives, Word Wall, Cognates, and Mathematics Reference Sheet.  
*NOTE: The figures in assessments, being presented (to be measured) in questions must be items the students are familiar with (i.e. planter box, soil, foam, cushions, flour, etc; These examples were taken directly from sample assessment). | VU: Cubic centimeters, diagram, volume |
| | | | LFC: Present tense, past tenses, transitional phrases |
| | | | LC: Varies by ELP level |

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<tr>
<td><strong>Language Objectives</strong></td>
<td>Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same in L1 and/or use gestures, pictures and selected, technical words</td>
<td>Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same in L1 and/or use selected technical vocabulary in phrases and short sentences.</td>
<td>Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same using key, technical vocabulary in simple sentences.</td>
<td>Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same using key, technical vocabulary in expanded sentences.</td>
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| **Learning Supports** | Manipulatives  
Visuals  
Word/Picture Wall  
L1 text and/or support  
Cognates  
Mathematics Reference Sheet  
Cloze sentences | Manipulatives  
Visuals  
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