

Math – Grade 6 - Unit 2 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 6.EE.2 WIDA ELDS: 3 Speaking Reading Writing	Use mathematical language to identify parts of an expression.		<u>Explain</u> using mathematical language how to identify parts of an expression <i>using a word wall, a Jigsaw Activities, and a Glossary.</i>		VU: Sum, term, product, factor, quotient, coefficient
					LFC: Transitional phrases, ordinal numbers, present progressive tense, adverbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain using mathematical language how to identify parts of an expression in L1 and/or use Gestures, examples, and selected, technical words.	Explain using mathematical language how to identify parts of an expression in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Explain using mathematical language how to identify parts of an expression using key, technical vocabulary in simple sentences.	Explain using mathematical language how to identify parts of an expression using key, technical vocabulary in expanded and some complex sentences.	Explain using mathematical language how to identify parts of an expression using technical vocabulary in complex sentences.
Learning Supports	Word wall Glossary Jigsaw Activities L1 text and/or support Cloze Activity Visuals Teacher Support	Word wall Glossary Jigsaw Activities L1 text and/or support Sentence Frame Teacher Support	Word wall Glossary Jigsaw Activities	Word wall Jigsaw Activities	Word wall

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 6.EE.1 WIDA ELDS: 3 Speaking Listening Reading Writing	Write and evaluate numerical expressions involving whole number exponents.		<u>Summarize</u> how to evaluate numerical expressions involving whole number exponents <i>using manipulatives, small groups and Peer Coaching.</i>		VU: Evaluate, exponents, expressions, whole numbers <hr/> LFC: Modals (would, could, might), compound tenses (would have been), questions words <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Summarize how to evaluate numerical expressions involving whole number exponents in L1 and/or use Gestures, examples, and selected, technical words.	Summarize how to evaluate numerical expressions involving whole number exponents in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Summarize how to evaluate numerical expressions involving whole number exponents using key, technical vocabulary in simple sentences.	Summarize how to evaluate numerical expressions involving whole number exponents using key, technical vocabulary in expanded and some complex sentences.
Learning Supports	Manipulatives Small group Peer Coach Charts/Posters L1 text and/or support Cloze Activity Word Bank Note Cards	Manipulatives Small group Peer Coach Charts/Posters L1 text and/or support Sentence Frame Word/Phrase Bank Note Cards	Manipulatives Small group Peer Coach Charts/Posters	Manipulatives Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 6.EE.2 WIDA ELDS: 3 Speaking Listening Reading Writing	Read, write, and evaluate expressions in which letters stand for numbers (Including formulas that arise from real-world contexts).		Sequence the steps needed to read, write, and evaluate expressions in which letters stand for numbers <i>using a cloze activity, Visuals, and Partner work.</i>		VU: Terms, monomials, coefficient, variable expressions, linear functions, represent
					LFC: Transitional phrases, ordinal numbers, imperatives, question words, passive voice
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Sequence the steps needed to read, write, and evaluate expressions in which letters stand for numbers in L1 and/or use Gestures, examples, and selected, technical words.	Sequence the steps needed to read, write, and evaluate expressions in which letters stand for numbers in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Sequence the steps needed to read, write, and evaluate expressions in which letters stand for numbers using key, technical vocabulary in simple sentences.	Sequence the steps needed to read, write, and evaluate expressions in which letters stand for numbers using key, technical vocabulary in expanded and some complex sentences.	Sequence the steps needed to read, write, and evaluate expressions in which letters stand for numbers using technical vocabulary in complex sentences.
Learning Supports	Visuals Partner work Cloze Activity Checklist of Steps Adapted Text Word Bank	Visuals Partner work Checklist of Steps Adapted Text Sentence Frame Word/Phrase Bank	Visuals Partner work	Visuals Partner work	Visuals

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 6.EE.3, 6.NS.4 WIDA ELDS: 3 Speaking	Apply the properties of operations to generate equivalent expressions (Including the distributive property; for example, express $36 + 8$ as $4(9 + 2)$ and $y + y + y = 3y$		Retell how to apply the properties of operations to generate equivalent expressions using Note Cards, Teacher Modeling, and Think-alouds.		VU: Properties, operations, equivalent, distributive property, integers, variable expressions LFC: Past tense verbs, transitional phrases, ordinal numbers, question words, imperative tense LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Retell how to apply the properties of operations to generate equivalent expressions in L1 and/or use Gestures, examples, and selected, technical words.	Retell how to apply the properties of operations to generate equivalent expressions in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Retell how to apply the properties of operations to generate equivalent expressions using key, technical vocabulary in simple sentences.	Retell how to apply the properties of operations to generate equivalent expressions using key, technical vocabulary in expanded and some complex sentences.
Learning Supports	Think-aloud in L1 Teacher Modeling Note Cards Adapted Text Word Bank Gestures Cloze Activity Visuals Native language support	Think-aloud in L1 Teacher Modeling Note Cards Adapted Text Word/phrase Bank Sentence Frame Visuals Native language support	Think-aloud Teacher Modeling Note Cards	Think-aloud Teacher Modeling	Think -aloud

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 6.EE.4 WIDA ELDS: 3 Speaking Reading Writing	Identify when two expressions are equivalent; for example, Are the two expressions equal? $81 + 18$ and $9(9 + 2)$.		<u>Explain</u> orally and in writing how to identify when two expressions are equivalent <i>using</i> Note Cards, Visuals , and a <i>checklist of steps</i> .		VU: variable expressions, simplify, equivalent, equal, terms
					LFC: Present tense, transition words, question words, imperative tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how to identify when two expressions are equivalent in L1 and/or use Gestures, examples, and selected, technical words.	Explain how to identify when two expressions are equivalent in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Explain how to identify when two expressions are equivalent using key, technical vocabulary in simple sentences.	Explain how to identify when two expressions are equivalent using key, technical vocabulary in expanded and some complex sentences.	Explain how to identify when two expressions are equivalent using technical vocabulary in complex sentences.
Learning Supports	Note Cards Visuals Checklist of Steps Charts/Posters Teacher Support Word Bank Gestures	Note Cards Visuals Checklist of Steps Charts/Posters Teacher Support Word/Phrase Bank	Note Cards Visuals Checklist of Steps	Note Cards Visuals	Note Cards

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 6.NS.4 6WIDA ELDS: 3 Listening Writing	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.		<u>Demonstrate understanding of</u> an oral explanation on how to find the greatest common factor and least common multiple <i>using an outline and notes.</i>		VU: Common factor, greatest common factor, least common multiple, less than, equal to
			<u>Explain</u> how to find the greatest common factor and least common multiple <i>using Visuals, a Math Journal, and L1 support.</i>		LFC: Present tense, question words, clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of an oral explanation on how to find the greatest common factor and least common multiple by explaining the process in L1 and/or use Gestures, examples, and selected, technical words.	Demonstrate understanding of an oral explanation on how to find the greatest common factor and least common multiple by explaining the process in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of an oral explanation on how to find the greatest common factor and least common multiple by explaining the process using key, technical vocabulary in simple sentences.	Demonstrate understanding of an oral explanation on how to find the greatest common factor and least common multiple by explaining the process using key, technical vocabulary in expanded and some complex sentences.	Demonstrate understanding of an oral explanation on how to find the greatest common factor and least common multiple by explaining the process using technical vocabulary in complex sentences.
Learning Supports	Visuals Math Journal L1 support Multiple Resources Partner work Teacher Support Word Bank	Visuals Math Journal L1 support Multiple Resources Partner work Teacher Support Word/Phrase Bank	Visuals Math Journal	Visuals Math Journal	Visuals