

Grade 6 – Unit 2 – Revised Math ELL Scaffolds

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 6.NS.6 6.NS.7 WIDA ELDS: 3 Speaking Writing	Locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation.		<u>Demonstrate</u> orally and in writing how to locate positive and negative rational numbers on the number line and <u>explain</u> the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation <i>using verbal scaffolds, manipulatives, drawings and a word wall.</i>		VU: Positive integer, negative rational number, absolute value, sequence words
					LFC: Present tense, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation. in L1 and/or use gestures, pictures and selected words.	Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation using key vocabulary in simple sentences.	Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation using key vocabulary in expanded sentences.	Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation using precise vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frame	Manipulatives Small group Word wall Sentence Starter	Manipulatives Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 6.NS.7 WIDA ELDS: 3 Speaking Writing	Use statements of inequality to determine relative positions of two rational numbers on a number line; Write and explain statements of order for rational numbers in real-world contexts		<u>Show and explain</u> orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line <i>using manipulatives, a whiteboard and a word wall.</i>		VU: Rational numbers, inequality signs
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Show and orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line in L1 and/or use gestures, pictures and selected words.	Show and explain orally and in writing orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line in L1 and/or use selected vocabulary in phrases and short sentences.	Show and explain orally and in writing orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line using key vocabulary in simple sentences.	Show and explain orally and in writing orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line using key vocabulary in expanded sentences.	Show and explain orally and in writing orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line using precise vocabulary in complex sentences.
Learning Supports	Manipulatives White Board Small group Word/picture wall L1 text and/or support Pictures/illustrations	Manipulatives White Board Small group Word/picture wall L1 text and/or support Sentence Frames	Manipulatives White Board Small group Word wall	Manipulatives White Board Small group	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 6.NS.6 WIDA ELDS: 3 Speaking Writing	Plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections.		<u>Demonstrate and explain</u> orally and in writing how to plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections <i>using manipulatives, a White Board, and a word wall</i>		VU: Plot, ordered pairs, quadrants, coordinate plane, graph
					LFC: Simple present, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate and explain orally and in writing how to plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections in L1 and/or use gestures, pictures and selected words.	Demonstrate and explain orally and in writing how to plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections using key vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections using key vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections using precise vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations White Board	Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frames White Board	Manipulatives Small group Word wall White Board	Manipulatives Small group White Board	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 6.NS.8 WIDA ELDS: 3 Reading Writing	Solve real world problems mathematically by graphing points in all four quadrants of the coordinate plane. Use the absolute value of the differences of their coordinates to find distances between points with the same first coordinate or same second coordinate.		<u>Explain orally and in writing how to mathematically solve real world problems by graphing points</u> in all four quadrants of the coordinate plane and explaining how to use the differences between the absolute value of coordinates to find distances between points <i>using word wall, whiteboard, Math Journal and a small group.</i>		VU: Graphing, points, quadrants, coordinate plane, absolute value, coordinate, distance, difference
					LFC: Present tense, imperative tense, sequence words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points in L1 and/or use gestures, pictures and selected words.	Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points using key vocabulary in simple sentences.	Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points using key vocabulary in expanded sentences.	Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points using precise vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations Math Journal White Board	Manipulatives Small group Word/picture wall L1 text and/or support Sentence Frames Math Journal White Board	Manipulatives Small group Word wall Math Journal White Board	Manipulatives Small group Math Journal White Board	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 6.RP.1 WIDA ELDS: 3 Speaking Writing Reading	Explain the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”		Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities <i>using manipulatives, a white board, a math journal and a word wall.</i>		VU: Quantities, measures, ratio, ratio language
					LFC: Present tense, transition words, If... then
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities in L1 and/or use gestures, drawings and selected words.	Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities in L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities using key, technical vocabulary in simple sentences.	Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities using key, technical vocabulary in expanded sentences.	Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group/ triads Word/Picture Wall L1 text and/or support Illustrations/diagrams/drawings White Board Math Journal Cloze Sentences	Manipulatives Small group/ triads Word/Picture Wall L1 text and/or support Sentence Frame White Board Math Journal	Manipulatives Small group/ triads Word Wall White Board Math Journal Sentence Starter	Manipulatives Small group/ triads White Board Math Journal	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 6.RP.2 WIDA ELDS: 3 Speaking Reading Writing	Use rate language in the context of a ratio relationship to describe a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."		Describe a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ using rate language in the context of a ratio relationship <i>using manipulatives, drawings and a word wall</i> .		VU: Quantities, part to part ratios, part to total ratios, proportions
					LFC: Present tense, comparative terms, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ using rate language in the context of a ratio relationship in L1 and/or use gestures, drawings and selected words.	Describe a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ using rate language in the context of a ratio relationship in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ using rate language in the context of a ratio relationship using key, technical vocabulary in simple sentences.	Describe a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ using rate language in the context of a ratio relationship using key, technical vocabulary in expanded sentences.	Describe a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ using rate language in the context of a ratio relationship using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group/ triads Word/Picture Wall L1 text and/or support Illustrations/diagrams/drawings Cloze Sentences	Manipulatives Drawings Small group/ triads Word/Picture Wall L1 text and/or support Sentence Frame	Manipulatives Drawings Small group/ triads Word Wall Sentence Starters	Manipulatives Small group/ triads Drawings	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: 6.RP.3 WIDA ELDS: 3 Speaking Reading	Use ratio and rate reasoning to solve real world and mathematical problems which include making tables of equivalent ratios, solving unit rate problems, finding percent of a quantity as a rate per 100.		<u>Demonstrate comprehension of and explain</u> how to use ratio and rate reasoning to solve real world and mathematical problems which include making tables of equivalent ratios, solving unit rate problems, finding percent of a quantity as a rate per 100 <i>using word wall, whiteboards and small group.</i>		VU: Flipped, coins, heads up LFC: Irregular past tense, sequence words LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems in L1 and/or use gestures, drawings and selected words.	Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using key, technical vocabulary in simple sentences.	Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group/ triads Word/Picture Wall L1 text and/or support Illustrations/diagrams/drawings White Board Highlighted Words/Boldface Words	Manipulatives Small group/ triads Word/Picture Wall L1 text and/or support Sentence Frame White Board Highlighted Words/Boldface Words	Manipulatives Small group/ triads Word Wall White Board Highlighted Words/Boldface Words	Manipulatives Small group/ triads White Board	Manipulatives

Grade 6 – Unit 2 – Revised Math ELL Scaffolds

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: 6.RP.3 WIDA ELDS: 3 Speaking Reading	Use ratio and rate reasoning to convert measurement units (manipulate and transform units appropriately when multiplying or dividing quantities).		Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units <i>using manipulatives, a white board, and a math journal.</i> <i>Note: ELLs may not be familiar with US measurement system (miles, feet, pounds, ounces)</i>		VU: Donate, miles, ounces, pounds, feet
					LFC: Present tense, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units in L1 and/or use gestures, drawings and selected single words.	Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units using key, technical vocabulary in simple sentences.	Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group/ triads Word/Picture Wall L1 text and/or support Illustrations/diagrams/drawings White Board Math Journal	Manipulatives Small group/ triads Word/Picture Wall L1 text and/or support Sentence Frame White Board Math Journal	Manipulatives Small group/ triads Word Wall White Board Math Journal	Manipulatives Small group/ triads White Board Math Journal	Manipulatives