	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
SLO: 1 CCSS: 2.NBT.8	Apply properties of place value to mentally add or subtract 10 or 100 to/from a given number within 100-900.		<u>Demonstrate comprehension</u> of oral directions by mentally adding or subtracting 10 or 100 to/from a given number within 100-900.		<b>VU:</b> Add, subtract, value, number sentence, sum, difference, missing, addend
WIDA ELDS: 1 & 3 Speaking,			Explain orally how to apply properties of place value when		LFC: Imperatives, questions with what is?
Listening			,	rally adding or subtracting 10 or 100 to/from a given over within 100-900 <i>using</i> Manipulatives, <i>drawings</i> , and Wall and a Partner work.	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract in L1 and/or use gestures, pictures and selected, illustrated single words.	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract using key, technical vocabulary in simple sentences.	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of oral directions and explain orally how to apply properties of place value to mentally add or subtract using technical vocabulary in complex sentences.
Learning Supports	Base-Ten Blocks L1 text and/or support Partner work Word/Picture Wall Pictures and Photographs	Base-Ten Blocks L1 text and/or support Partner work Word/Picture Wall Pictures and Photographs	Base-Ten Blocks Partner work Word/Picture Wall Pictures and Photographs	Base-Ten Blocks Partner work	Base-Ten Blocks Partner work

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
SLO: 2 CCSS: 2.NBT.9 WIDA	Apply addition and subtraction strategies based on place value and the properties of operations and explain why these strategies work using drawings or objects. For example, 37 + 12 = 49 because 37 +12 equals 30 + 7 + 10		Present an explanation orally and in writing why and how to apply addition and subtraction strategies based on place value and the properties of operation using Manipulatives, drawings and a Word Wall		VU: Method, solve, equation, place value, property of operation, explain, correct
ELDS: 1 & 3 Speaking, Writing	+ 2 (place value) which equals $30 + 10 + 7 + 2$ (property of operations).				<b>LFC:</b> Past tense, explanatory text
WITCHIS					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Present an explanation orally and in writing why and how to apply addition and subtraction strategies in L1 and/or use gestures, pictures and selected, illustrated single words.	Present an explanation orally and in writing why and how to apply addition and subtraction strategies in L1 and/or use selected technical vocabulary in phrases and short sentences.	Present an explanation orally and in writing why and how to apply addition and subtraction strategies using key, technical vocabulary in simple sentences.	Present an explanation orally and in writing why and how to apply addition and subtraction strategies using key, technical vocabulary in expanded sentences.	Present an explanation orally and in writing why and how to apply addition and subtraction strategies using technical vocabulary in complex sentences.
Learning Supports	Number Line Base-Ten Blocks L1 text and/or support Word/Picture Wall Pictures and Photographs Partner work	Number Line Base-Ten Blocks L1 text and/or support Word/Picture Wall Pictures and Photographs Partner work	Number Line Base-Ten Blocks Small group/triads Word/Picture Wall Pictures and Photographs	Number Line Base-Ten Blocks Small group/triads	Number Line Base-Ten Blocks Small group/triads

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
<b>SLO</b> : 3 CCSS: 2.MD.5	Add and subtract within 100 in word problems involving lengths using a symbol to represent the unknown number. For example, if Angela needs 30 feet of ribbon		<u>Demonstrate comprehension</u> of addition and subtraction word problems within 100 by writing equations with symbols for unknowns <i>using</i> <u>Teacher Modeling</u> , <i>drawings</i>		VU: Equation, unknown, inches, feet, yards, centimeters, long, tall
WIDA ELDS: 1 & 3 Reading, Writing	for gifts, but she only has 17 feet, equations $17 + x = 30$ and $30 - x = 17$ both represent the x feet she still needs.		and a Word Wall		LFC: Present tense, comparatives, questions with what is/how many? LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns in L1 and/or use gestures, pictures and selected, illustrated single words.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns using key, technical vocabulary in simple sentences.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of addition and subtraction word problems within 100 by writing equations with symbols for unknowns using technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Manipulatives L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs	Teacher Modeling Manipulatives L1 text and/or support Partner work Word/Picture Wall Pictures and Photographs	Teacher Modeling Word Wall Pictures and Photographs	Teacher Modeling	

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
<b>SLO</b> : 4	Use a Number Line to rep	resent the solution of whole	<u>Demonstrate and explain</u> orally and in writing how to use a		VU: Number Line,
CCSS:	number sums and differences related to length within		Number Line to represent the so		equation, answer, show,
2.MD.6	100 by using equally spaced points.		sums and differences related to	_	matches
WIDA			Modeling, Number Line, drawin	<i>gs and a</i> Word Wall.	LFC: Present tense
ELDS: 1 & 3					Er C. Tresent tense
Speaking,					10 1/ 1 5/01
Reading,					LC: Varies by ELP level
Writing	FLP 1			ELP 4	FLP 5
		ELP 2	ELP 3		22: 5
Language	Demonstrate and explain	Demonstrate and explain	Demonstrate and explain	Demonstrate and explain	Demonstrate and explain
Objectives	orally and in writing how	orally and in writing how to	orally and in writing how to	orally and in writing how	orally and in writing how to
	to use a Number Line to	use a Number Line to	use a Number Line to	to use a Number Line to	use a Number Line to
	represent the solution of	represent the solution of	represent the solution of	represent the solution of	represent the solution of
	whole number sums and	whole number sums and	whole number sums and	whole number sums and	whole number sums and
	differences related to	differences related to length	differences related to length	differences related to	differences related to
	length in L1 and/or	in L1 and/or use selected	using key, technical	length using key, technical	length using technical
	gestures, pictures and	technical vocabulary in	vocabulary in a series of	vocabulary in expanded	vocabulary in complex
	selected, illustrated	phrases and short sentences.	simple sentences.	sentences.	sentences.
Lagraina	single words.		To obou Modeline	Too shou Mandalina	Number Line
Learning Supports	Teacher Modeling Number Line	Teacher Modeling Number Line	Teacher Modeling Number Line	Teacher Modeling Number Line	Number Line
Supports	L1 text and/or support	L1 text and/or support	Small group/triads		
	Peer Coach	Peer Coach	Word Wall	Small group/triads	
	Math Journal	Word/Picture Wall	Pictures and Photographs		
	Word/Picture Wall	Pictures and Photographs	Fictures and Filotographs		
	Pictures and Photographs	Fictures and Photographs			
	rictures and Photographs				

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
SLO: 5 CCSS: 2.MD.7 WIDA	Tell and write time using analog and digital clocks to the nearest five minutes using AM and PM		<u>Describe and explain</u> orally and in writing how to tell time using analog and digital clocks to the nearest five minutes using Manipulatives, drawings, a Word Wall and a <u>Partner work</u> .		VU: Time, analog, digital, minutes, hours, nearest, same, AM, PM
ELDS: 1 & 3 Speaking,					LFC: Present tense, imperatives, negation
Reading, Writing					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing how to tell time using analog and digital clocks in L1 and/or use gestures, pictures and selected, illustrated single words.	Describe and explain orally and in writing how to tell time using analog and digital clocks in L1 and/or use phrases and short sentences with illustrations to explain the solution.	Describe and explain orally and in writing how to tell time using analog and digital clocks using key vocabulary in a series of simple sentences.	Describe and explain orally and in writing how to tell time using analog and digital clocks using key vocabulary in expanded and some complex sentences.	Describe and explain orally and in writing how to tell time using analog and digital clocks using precise vocabulary in multiple, complex sentences.
Learning Supports	Analog/digital clocks L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs Cloze Sentences	Analog/digital clocks L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs Sentence Frame	Analog/digital clocks  Partner work  Word Wall	Analog/digital clocks Partner work	Analog/digital clocks <u>Partner work</u>

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
<b>SLO</b> : 6 CCSS: 2.MD.8	Identify, recognize, and solve word problems with dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbol appropriately.		Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. monetary units using money realia, Charts/Posters, Math Journal and a Word Wall.  Note: ELLs may not have any experience with US coins and hills and may need soffelding for hadrony deponded to the contract of the solution of the		VU: Money, amount, pay, dollar bills, \$, quarters, dimes, nickels, pennies, ¢
WIDA ELDS: 1 & 3 Speaking, Reading,					LFC: Present tense, questions with how much in all?
Writing			bills and may need scaffolding for background knowledge.		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3 ELP 4		ELP 5
Language Objectives	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money in L1 and/or use gestures, pictures and selected, illustrated single words.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money using key, technical vocabulary in simple sentences.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money using key, technical vocabulary in expanded sentences.	Describe and explain orally and in writing how to identify, recognize, and solve word problems with U.S. money using technical vocabulary in complex sentences.
Learning Supports	Money realia L1 text and/or support Peer Coach Math Journal Word/Picture Wall Charts/Posters Cloze Sentences	Money realia L1 text and/or support Peer Coach Math Journal Word/Picture Wall Charts/Posters Sentence Frame	Money realia Math Journal Word Wall Charts/Posters Sentence Starter	Money realia Math Journal Charts/Posters	Money realia  Math Journal Charts/Posters

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
SLO: 7 CCSS: 2.OA.1 WIDA ELDS: 1 & 3 Speaking, Reading, Writing	Add and subtract within 100 to solve 1- or 2-step word problems with unknowns in any position.		Explain orally and in writing how to solve 1- or 2- step, addition and subtraction word problems with unknowns in any position using Manipulatives, drawings and a Word Wall.		VU: Unknowns, total, in all, first, second, third  LFC: Past tense, questions with how many?  LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems in L1 and/or use gestures, pictures and selected, illustrated single words.	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems in L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems using key, technical vocabulary in simple sentences.	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems within 100 using key, technical vocabulary in expanded sentences.	Explain orally and in writing how to solve 1- or 2- step addition and subtraction word problems within 100 using technical vocabulary in complex sentences.
Learning Supports	Number Line L1 text and/or support Peer Coach Word/Picture Wall Pictures and Photographs Cloze Sentences	Number Line L1 text and/or support Peer Coach Word/Picture Wall Sentence Frame	Number Line Word Wall Sentence Starter	Number Line	Number Line

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
<b>SLO</b> : 8	Add and subtract fluently v	vithin 20 using mental	Demonstrate comprehension and explain orally use of		VU: Number line,
CCSS:	strategies, such as decomposing and composing		mental strategies when adding and subtracting fluently		benchmark, equation,
2.OA.2	numbers using the benchmark of ten.		within 20 and Manipulatives, M	ath Journal, drawings and a	answer, show, match
WIDA			Word Wall		
ELDS: 1 & 3					LFC: Present tense
Speaking,					
Reading,					LC: Varies by ELP level
Writing					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	Demonstrate	Demonstrate	Demonstrate comprehension	Demonstrate	Demonstrate
Objectives	comprehension and	comprehension and explain	and explain orally use of	comprehension and	comprehension and explain
	explain orally use of	orally use of mental	mental strategies when	explain orally use of	orally use of mental
	mental strategies when	strategies when adding and	adding and subtracting	mental strategies when	strategies when adding and
	adding and subtracting	subtracting fluently in L1	fluently using key, technical	adding and subtracting	subtracting fluently using
	fluently in L1 and/or	and/or use selected	vocabulary in simple	fluently using key,	technical vocabulary in
	gestures, pictures and	technical vocabulary in	sentences.	technical vocabulary in	complex sentences.
	selected, illustrated	phrases and short		expanded sentences.	
	single words.	sentences.			
Learning	Number Line	Number Line	Number Line	Number Line	Number Line
Supports	Counters	<u>Counters</u>	<u>Counters</u>	Counters	<u>Counters</u>
	L1 text and/or support	L1 text and/or support	Small group/triads	Small group/triads	Math Journal
	Peer Coach	Peer Coach	Math Journal	Math Journal	
	Math Journal	Math Journal	Word Wall		
	Word/Picture Wall	Word/Picture Wall	<u>Charts/Posters</u>		
	Pictures and Photographs	<u>Charts/Posters</u>	Sentence Starter		
	<u>Charts/Posters</u>	Sentence Frame			
	Cloze Sentences				