Math – Grade 3 - Unit 4 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 3.NF.3.a WIDA ELDS: 3 Reading Speaking	Locate equivalent (equal) fractions on a number line (with denominators 2, 3, 4, 6, 8).		Demonstrate comprehension of 2 equivalent fractions using a number line. Explain how to locate equivalent fractions that are represented by points on a number line *using a word wall,* Charts/Posters *and a small group.*		**VU:** Number line, location, equivalent, denominator **LFC:** Yes/no questions, compare and contrast **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of two equivalent fractions by explaining how to locate them on a number line using L1 and/or using gestures, and selected single words.	Demonstrate comprehension of two equivalent fractions by explaining how to locate them on a number line using L1 and/or selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of two equivalent fractions by Explaining how to locate them on a number line using key, technical vocabulary in simple sentences.	Demonstrate comprehension of two equivalent fractions by explaining how to locate them on a number line using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of two equivalent fractions by explaining how to locate them on a number line using technical vocabulary in complex sentences.
Learning Supports	Small group Word/picture wall L1 text and/or support Charts/Posters	Small group Word/picture wall L1 text and/or support Charts/Posters	Small group Word wall Charts/Posters	Small group	Small group

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 CCSS 3.NF.3.b WIDA ELDS: 3 Speaking Reading	Generate and explain equivalent fractions using visual fraction Teacher Modelings, e.g., interpret 1/4 of a group of 12 pennies as 3 pennies: Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ (see the 4 equal sub-groups as fourths).	Explain and demonstrate how you represent a fraction of a whole group by *using* Visuals*, a word wall and a small group.*	**VU:** Counters, hexagon, shade, equivalent, greater than, less than **LFC:** Compare **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain and demonstrate how you represent equivalent fractions using L1 and/or gestures and selected technical words.	Explain and demonstrate how you represent equivalent fractions using L1 and/or selected technical vocabulary in phrases and short sentences.	Explain and demonstrate how you represent equivalent fractions using key, technical vocabulary in simple sentences.	Explain and demonstrate how you represent equivalent fractions using key, technical vocabulary in some complex sentences.	Explain and demonstrate how you represent equivalent fractions using technical vocabulary in complex sentences.
Learning Supports	Visuals Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Visuals Small group Word/picture wall L1 text and/or support Pictures/illustrations Sentence Frame	Visuals Small group Word wall Sentence Starter	Visuals Small group	Visuals Small group

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 3.NF.3c WIDA ELDs: 3 Reading Speaking	Generate and explain whole numbers as fractions, and locate them as fractions on a number line.		Identify and explain whole numbers as fractions on a number line *using* Teacher Modeling*ing, a word wall and verbal scaffolds (*Sentence Starter*,* Sentence Frame*,* Cloze Sentences*)*.		**VU:** Fraction, denominator, numerator, whole number, equal **LFC:** Verb to be, comparatives **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and explain whole numbers as fractions on a number line using L1, and/or gestures, pictures and selected technical words.	Identify and explain whole numbers as fractions on a number line using L1, and/or selected technical vocabulary in phrases and short sentences.	Identify and explain whole numbers as fractions on a number line using key, technical vocabulary in simple sentences.	Identify and explain whole numbers as fractions on a number line using key, technical vocabulary in expanded sentences.	Identify and explain whole numbers as fractions on a number line using technical vocabulary in complex sentences.
Learning Supports	Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze sentence	Small group Word/picture wall L1 text and/or support Pictures/illustrations Sentence Frame	Small group Word wall Sentence Starter	Small group	Small group

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 3.NF.3d WIDA ELDS: 3 Reading Writing Speaking	Compare two fractions with the same numerator or the same denominator using the symbols >, =, <.		Explain how to compare two fractions with the same numerator or denominator using Charts/Posters, Manipulatives *and a word wall.*		**VU:** Greater than, less than, equal **LFC:** Comparatives **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how to compare two fractions with the same numerator or denominator using L1, and/or using gestures and selected technical words.	Explain how to compare two fractions with the same numerator or denominator using L1, and/or using selected technical vocabulary in phrases and short sentences.	Explain how to compare two fractions with the same numerator or denominator using key, technical vocabulary in simple sentences.	Explain how to compare two fractions with the same numerator or denominator using key, technical vocabulary in expanded sentences.	Explain how to compare two fractions with the same numerator or denominator using technical vocabulary in complex sentences.
Learning Supports	Visuals Manipulatives Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Visuals Manipulatives Word/picture wall L1 text and/or support Pictures/illustrations Sentence Frame	Visuals Charts/Posters Word wall Manipulatives Sentence Starter	Visuals	Visuals

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 3.MD.3 WIDA ELDS: 3 Reading	Create and interpret scaled picture (or bar) graph to represent data in 1- and 2-step word problems.		Demonstrate comprehension of 1- and 2- step word problems by interpreting data and creating a scaled bar graph using a Teacher Modeling, *word wall, and* Charts/Posters. *Note: "Scaled" is a multiple meaning word*		**VU:** Table, bar graph, many more, picture graph, twice as many, scale **LFC:** Comparatives, wh questions, past-tense, possessive nouns **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of 1- and 2- step word problems which use L1 and/or pictures, gestures and selected technical words by interpreting data and creating a scaled bar graph.	Demonstrate comprehension of 1- and 2- step word problems which use L1 and/or selected technical vocabulary in phrases and short sentences by interpreting data and creating a scaled bar graph.	Demonstrate comprehension of 1- and 2- step word problems which use key, technical vocabulary in simple sentences by interpreting data and creating a scaled bar graph.	Demonstrate comprehension of 1- and 2- step word problems which use key, technical vocabulary in expanded sentences by interpreting data and creating a scaled bar graph.	Demonstrate comprehension of 1- and 2- step word problems which use technical vocabulary in complex sentences by interpreting data and creating a scaled bar graph.
Learning Supports	Teacher Modeling Small group Word/picture wall L1 text and/or support Pictures/illustrations Charts/Posters	Teacher Modeling Small group Word/picture wall L1 text and/or support Pictures/illustrations Charts/Posters	Teacher Modeling Small group Word wall Charts/Posters	Teacher Modeling Small group	Teacher Modeling Small group

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 6 CCSS: 3.MD.4 WIDA ELDS: 3 Reading Listening	Depict data measured in fourths and halves of an inch with a line plot with scales marked with appropriate units.	Demonstrate comprehension of word problems on how to measure objects the nearest fourth inch and then plot the measurements on a line *using a ruler,* Teacher Modeling, Technology and Technological Resources *and* Partner work. *Note: ELLs may not be familiar with U.S. measurement units.*	**VU:** The nearest, measurement, fourth, halves, line plots, scales **LFC:** Ordinal numbers, superlatives, irregular plurals **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of word problems which use L1 and/or pictures, gestures and selected technical words on how to measure objects to the nearest fourth inch and then plot the measurements.	Demonstrate comprehension of word problems which use L1 and/or selected technical vocabulary in phrases on how to measure objects to the nearest fourth inch and then plot the measurements.	Demonstrate comprehension of word problems which use key, technical vocabulary in simple sentences on how to measure objects to the nearest fourth inch and then plot the measurements.	Demonstrate comprehension of word problems which use key, technical vocabulary in expanded sentences on how to measure objects to the nearest fourth inch and then plot the measurements.	Demonstrate comprehension of word problems which use technical vocabulary in complex sentences on how to measure objects to the nearest fourth inch and then plot the measurements.
Learning Supports	Technology and Technological Resources (e.g. Brain pop) Teacher Modeling Ruler Partner work Word/picture wall L1 text and/or support Line plot Pictures/illustrations	Technology and Technological Resources (e.g. Brain pop) Teacher Modeling Ruler Partner work Word/picture wall L1 text and/or support Line plot Pictures/illustrations	Technology and Technological Resources (e.g. Brain pop) Teacher Modeling Ruler Partner work Word wall	Technology and Technological Resources (e.g. Brain pop) Teacher Modeling Ruler	Technology and Technological Resources (e.g. Brain pop) Teacher Modeling Ruler

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: 3.MD.5a WIDA ELDS: 3 Reading Listening	Find the area of a plane figure understanding that unit squares are used to measure area of a rectilinear drawing.		After listening to oral directions and reading word problems demonstrate comprehension of finding the area of a plane figure *using a word wall,* Math Journal *and* Charts/Posters. *Note: "Plane" has multiple meanings.*		**VU:** Plane, figures, area, unit square **LFC:** Plurals **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of finding the area of a plane figure after listening to oral directions and reading word problems which use L1 and/or pictures, gestures and selected technical words.	Demonstrate comprehension of finding the area of a plane figure after listening to oral directions and reading word problems which use L1 and/or selected technical vocabulary in phrase and short sentences.	Demonstrate comprehension of finding the area of a plane figure after listening to oral directions and reading word problems which use key, technical vocabulary in simple sentences.	Demonstrate comprehension of finding the area of a plane figure after listening to oral directions and reading word problems which use key, technical vocabulary in expanded sentences.	Demonstrate comprehension of finding the area of a plane figure after listening to oral directions and reading word problems which use technical vocabulary in complex sentences.
Learning Supports	Math Journal Charts/Posters Word/picture wall L1 text and/or support Pictures/illustrations	Math Journal Charts/Posters Word/picture wall L1 text and/or support Pictures/illustrations	Math Journal Charts/Posters Word wall	Math Journal Charts/Posters	Charts/Posters

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 8 CCSS: 3.OA.7 WIDA ELDS: 3 Speaking	Fluently multiply and divide within 50, using the relationship between multiplication and division.	Orally and in writing, demonstrate fluency in computation using the relationship between multiplication and division *using* Charts/Posters*, word wall and* Partner work. *Note: pronunciation of thirty/thirteen, forty/fourteen, fifty/fifteen*	**VU:** Relationship, multiplication, division **LFC:** Compare and contrast **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally and in writing, demonstrate fluency in computation using the relationship between multiplication and division using L1 and/or number cards, gestures and selected technical words.	Orally and in writing, demonstrate fluency in computation using the relationship between multiplication and division using L1 and/or selected technical vocabulary in phrases and short sentences.	Orally and in writing, demonstrate fluency in computation using the relationship between multiplication and division using key, technical vocabulary in simple sentences.	Orally and in writing, demonstrate fluency in computation using the relationship between multiplication and division using key, technical vocabulary in expanded sentences.	Orally and in writing, demonstrate fluency in computation using the relationship between multiplication and division using technical vocabulary in complex sentences.
Learning Supports	Charts/Posters Partner work Arrays Word/picture wall L1 text and/or support Pictures/illustrations	Charts/Posters Partner work Arrays Word/picture wall L1 text and/or support	Charts/Posters Partner work Word wall	Charts/Posters	Charts/Posters