

Math – Grade 5 - Unit 3 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 5.NBT.1 WIDA ELDS: 3 Speaking Writing	Describe the place value of numeral digits relative to both the place to the right and the place to the left (decimal to hundredths and whole numbers to billions).		Describe orally and in writing the place value of numeral digits relative to both the place to the right and the place to the left (decimal to hundredths and whole numbers to billions) using Illustrations/diagrams/drawings , Word Wall, Multilingual Math Glossary , and Place Value Chart . <i>*NOTE: Words that deal with place value, such as hundred vs. hundredths must also be taught explicitly to ELLs</i>		VU: Place value*, times, digit, value, whole number
					LFC: Comparisons, prepositional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing in L1 and/or use gestures and selected technical words.	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing in L1 and/or use selected technical vocabulary phrases and short sentences.	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing using key vocabulary in a series of simple sentences.	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing using key vocabulary in expanded and some complex sentences.	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support Cognates Place Value Chart Cloze sentences	Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support Cognates Place Value Chart Sentence Frame	Word Wall Multilingual Math Glossary Cognates Place Value Chart Sentence Starter	Multilingual Math Glossary Cognates Place Value Chart	Place Value Chart

Math – Grade 5 - Unit 3 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 5.NBT.7 WIDA ELDS: 3 Speaking	Add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; and, explain the reasoning used.		Orally <u>explain</u> the reasoning used to add, subtract, multiply, and divide decimals to hundredths using Sentence Starter , drawings, Word Wall, and Multilingual Math Glossary Cognates.		VU: Shade, grid, product, sum, equation, less than, more than, equal to (symbols)
					LFC: Present tense, imperatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths in L1 and/or use gestures, Illustrations/diagrams/drawings and selected, technical words.	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths and in L1 and/or use selected technical vocabulary in phrases and short sentences.	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths using key, technical vocabulary in simple sentences.	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths using key, technical vocabulary in expanded sentences.	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths using technical vocabulary in complex sentences.
Learning Supports	Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support Cognates Cloze sentences	Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support Cognates Sentence Frame	Word Wall Multilingual Math Glossary L1 text and/or support Sentence Starter	Word Wall Multilingual Math Glossary	

Math – Grade 5 - Unit 3 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 5.MD.1 WIDA ELDS: 3 Reading	Convert standard measurement units within the same system (e.g., centimeters to meters) to solve multi-step problems.		Demonstrate understanding of reading by solving multi-step problems which require conversion of standard measurement units within the same system using Manipulatives , drawings, Word Wall, Multilingual Math Glossary , and L1 text and/or support. <i>Note: ELLs may not be aware of US standard measurement units</i>		VU: Units of measurement in the Metric System and in the US system, length, weight
					LFC: Present tense, past tense, past tense irregular, future tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of reading by solving multi-step problems in L1 and/or which use step-by-step problems with gestures, drawings and selected technical words and require conversion of standard measurement units within the same system.	Demonstrate understanding of reading by solving multi-step problems in L1 and/or which use step by step problems with selected technical vocabulary in phrases and short sentences and require conversion of standard measurement units within the same system.	Demonstrate understanding of reading by solving two-step problems with key, technical vocabulary in simple sentences which require conversion of standard measurement units within the same system.	Demonstrate understanding of reading by solving multi-step problems with key, technical vocabulary in expanded sentences which require conversion of standard measurement units within the same system.	Demonstrate understanding of reading by solving multi-step problems with technical vocabulary in complex sentences which require conversion of standard measurement units within the same system.
Learning Supports	Manipulatives Illustrations/diagrams/drawings Word/Picture Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Illustrations/diagrams/drawings Word/Picture Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Word Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Word Wall Multilingual Math Glossary	Manipulatives

Math – Grade 5 - Unit 3 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 5.NF.1 WIDA ELDS: 3 Listening	Add and subtract fractions (including mixed numbers) with unlike denominators.		Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation using Manipulatives , <i>technology</i> , drawings, Word Wall, and Teacher Modeling .		VU: Proper fractions, mixed numbers, add (plus), subtract (minus)
					LFC: Imperatives, present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation in L1 and/or an explanation which used gestures, visuals and selected technical words.	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation in L1 and/or an explanation which used visuals and selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation which used key, technical vocabulary in simple sentences.	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation which used key technical vocabulary in expanded sentences.	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation which used technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Manipulatives Illustrations/diagrams/drawings Technology tutorial Word Wall L1 text and/or support Cognates	Teacher Modeling Manipulatives Illustrations/diagrams/drawings Technology tutorial Word Wall L1 text and/or support Cognates	Teacher Modeling Manipulatives Technology tutorial Word Wall L1 text and/or support Cognates	Teacher Modeling Manipulatives Technology tutorial	Manipulatives Technology tutorial

Math – Grade 5 - Unit 3 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 5.NF.2 WIDA ELDS: 3 Speaking Writing Reading	Solve word problems involving adding or subtracting fractions including unlike denominators, and determine if the answer to the word problem is reasonable, using estimations with benchmark fractions.		After reading word problems, <u>demonstrate understanding</u> by adding or subtracting fractions with unlike denominators, and <u>explain</u> if the answer is reasonable using estimations with benchmark fractions <i>with the support of</i> <u>Manipulatives</u> , drawings, Word Wall, and L1 text and/or support.		VU: Estimate (estimation), fraction, altogether (add)
					LFC: Transitional language, present tense, past tense, imperatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	After reading multi-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable in L1 and/or using step-by step problems and gestures, drawings and selected technical words.	After reading multi-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable in L1 and/or using step-by step problems and selected technical vocabulary in phrases and short sentences.	After reading two-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable using key, technical vocabulary in simple sentences.	After reading multi-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable using key, technical vocabulary in expanded sentences.	After reading multi-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Illustrations/diagrams/drawings Word/Picture Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Illustrations/diagrams/drawings Word/Picture Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Word Wall Multilingual Math Glossary	Manipulatives

Math – Grade 5 - Unit 3 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 5.NF.3 WIDA ELDS: 3 Listening Reading	Interpret a fraction as a division of the numerator by the denominator; solve word problems where division of whole numbers leads to fractional or mixed number answers.		Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve word problems where division of whole numbers leads to fractional or mixed number answers using Manipulatives , drawings, Word Wall, Multilingual Math Glossary , and Charts/Posters .		VU: Less than, more than, fraction, mixed number, division, expression
	<i>NOTE : The items in assessments, being presented (in word problems) must be items the students are familiar with (i.e.- pizza, crayons, pencils; These examples were taken directly from sample assessment)</i>				LFC: Transitional language, imperatives, present tense, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve multi-step word problems in L1 and/or step-by step problems accompanied by the use of gestures, pictures and selected, technical words.	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve multi-step word problems in L1 and/or step-by step problems using selected technical vocabulary in phrases and short sentences where division of whole numbers leads to fractional or mixed number answers.	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve two-step word problems with key, technical vocabulary in simple sentences where division of whole numbers leads to fractional or mixed number answers.	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve multi-step word problems with key, technical vocabulary in expanded sentences where division of whole numbers leads to fractional or mixed number answers.	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve multi-step word problems with technical vocabulary in complex sentences where division of whole numbers leads to fractional or mixed number answers.
Learning Supports	Manipulatives Charts/Posters Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Charts/Posters Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Charts/Posters Word Wall Multilingual Math Glossary L1 text and/or support	Manipulatives Charts/Posters Word Wall Multilingual Math Glossary	Manipulatives Charts/Posters

Math – Grade 5 - Unit 3 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: 5.NBT.5 WIDA ELDS: 3 Speaking	Multiply multi-digit whole numbers using the standard algorithm. (no calculators).		Orally <u>explain</u> how to multiply multi-digit whole numbers using the standard algorithm using drawings, Word Wall, Multilingual Math Glossary , Sentence Frame/ <i>starters</i> , and <i>models</i> .		VU: Standard algorithm, multiply
					LFC: Imperatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally explain how to multiply multi-digit whole numbers in L1 and/or accompanied by the use of gestures, and selected, technical words.	Orally explain how to multiply multi-digit whole numbers in L1 and/or using selected technical vocabulary in phrases and short sentences.	Orally explain how to multiply multi-digit whole numbers using key, technical vocabulary in simple sentences.	Orally explain how to multiply multi-digit whole numbers using key, technical vocabulary in expanded sentences.	Orally explain how to multiply multi-digit whole numbers using technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support Cloze sentences	Teacher Modeling Illustrations/diagrams/drawings Word Wall Multilingual Math Glossary L1 text and/or support Sentence Frame	Word Wall Multilingual Math Glossary L1 text and/or support Sentence Starter	Multilingual Math Glossary Word Wall	Multilingual Math Glossary