Introduction
Addition Stories

Grade level: Kindergarten

Target Group: Sheltered content course in a bilingual setting

Source of written reading materials:

- If you were a plus sign by Trisha Speed Shaskan
- Teacher made texts

Source of Lessons:

- Math in Focus Singapore Math by Marshall Cavendish: Teacher’s Edition Kindergarten
- Handout Modules A, 1, 2 & 3. Verplaetse and Ferraro

Overarching learning goals:

- I want my students to know how to solve addition stories.
- I want my students to know how addition stories connect to real life situations.
- I want my students to know how to explain what they are thinking.
- I want my students to know how to write addition stories.
Addition Stories

Lesson 1
### Lesson 1: Introduction to number sentence

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWBAT understand the concept of addition.</td>
<td>1. SWBAT listen to a story and discuss in pairs the meaning of addition.</td>
</tr>
</tbody>
</table>
| 2. SWBAT use symbols and numerals to write number sentences. | 2a. SWBAT discuss and use symbols to create a number sentence in pairs.  
  2b. SWBAT write number sentences independently. |
| 3. SWBAT solve addition sentences.          | 3a. SWBAT orally problem solve addition sentences in pairs. |

### Performance Indicators

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<tr>
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<tbody>
<tr>
<td>Speaking-Discussing the meaning of Addition</td>
<td>Discuss the meaning of addition in a complete sentence.</td>
<td>Discuss the meaning of addition using phrases and/or a short sentence.</td>
<td>Discuss the meaning of addition by using phrases, model language and prompts provided by the teacher.</td>
<td>Discuss the meaning of addition by giving one-two word responses using model language and prompts provided by the teacher and L1 as support.</td>
<td>Demonstrate the meaning of addition by pointing to previous examples/model language and prompts provided by the teacher and L1 as support.</td>
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<tr>
<td>Speaking-Number sentence</td>
<td>Tell a number sentence</td>
<td>Tell a number sentence prompted by the teacher.</td>
<td>Tell a number sentence using a sentence frame.</td>
<td>Tell a number sentence by using a sentence frame with iconic representations and L1 as support.</td>
<td>Choral read a number sentence by using a sentence frame with iconic representations and L1 as support.</td>
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<td>Writing-Number sentence</td>
<td>Write a number sentence.</td>
<td>Write a number sentence using illustrations from the big book.</td>
<td>Write a number sentence using illustrations provided and by completing a sentence frame.</td>
<td>Write a number sentence by completing a sentence frame with iconic representations and L1 as support.</td>
<td>Create a number sentence using sequence cards and L1 as support.</td>
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# Language Function Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Mohan’s Knowledge Framework</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar and Discourse Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Discussing and defining the meaning of addition</td>
<td>Classification Principles</td>
<td>Addition is 1</td>
<td>1. putting together combining</td>
<td>Verbs</td>
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<td>= 1</td>
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<td>+ means 1</td>
<td>1. plus more</td>
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<td>= 2</td>
<td>2. equal all together</td>
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<td>3 and 3</td>
<td>3. one two three four five</td>
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<td>makes 3</td>
<td>six seven eight nine ten</td>
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<td>Discussing and defining addition symbols to write and solve a number</td>
<td>Classification Principles</td>
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<td>Effect Of pattern</td>
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<td>addition, problem</td>
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<td>solving</td>
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Lesson Plan 1

Introduction to Number Sentence

Grade level: Kindergarten

Lesson Time: 45 minutes

SIOP Modified Version (bold blue type indicates SIOP modifications)

Materials: Big Book B pgs. 40-41, If you were a plus sign by Trisha Speed Shaskan, vocabulary cards, symbol cards, Number Sentence-anchor chart, linking cubes, worksheets, pencils, 3 apples

Vocabulary: addition, plus, equal

Building Background Knowledge: 10 min

- TW prompt students to review and discuss previous lessons on combining sets through the use of Combining Sets anchor chart (see p. 9)
- SW use their background knowledge to discuss with a partner and share with the class the first two parts of a KWL Chart: What is addition? (What do you know about addition? What do you want to learn about addition?)

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<td>Speaking-What you know and want to know about Addition</td>
<td>Discuss what you know and want to know about addition in a complete sentence.</td>
<td>Discuss what you know and want to know about addition using phrases and/or a short sentence.</td>
<td>Discuss what you know and want to know about addition by using phrases, modeled language and prompts provided by the teacher.</td>
<td>Discuss what you know and want to know about addition by giving one-two word responses, using model language and prompts provided by the teacher and L1 as support.</td>
<td>Demonstrate what you know and want to know about addition by pointing to previous examples/model language and prompts provided by the teacher and L1 as support.</td>
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Level 2-1 Model language: previous lesson anchor chart with iconic representation on combining sets (see p. 9)

Level 3 Model language: Written sentence starters on the board:

Addition is ________________. I want to know __________.
Level 3 Model language: Written sentence starters on the board:

Addition is _________________. I want to know ___________.

Prompting Questions for Level 3-1:

1. What does it look like when we add? (hand students objects to hold in each hand to combine sets)
2. What is another word for addition? (anchor chart: combine, put together)
3. Is this addition? (model taking away from a set of objects and then model combining sets of objects and have students respond with a yes or no)

Procedure: 30 min

- TW tell students: Today we are going to listen to stories that will help us understand addition (show card p. 10) and how to create a number sentence (show card p. 11)
- TW orally tell an addition story that 2 students will act out: Keylin has 2 apples (have student hold 2 apples). Jose gives her 1 more apple (have student give her the apple). Ask the class: How many apples does Keylin have now? (have the whole class count how many apples Keylin is holding).
- TW introduce and point to the vocabulary card “addition” and say “Addition is when we combine or put objects together like we did when we combined the apples.” TW demonstrate the gesture of putting together. (show card p.10)
- TW ask students to demonstrate gestures that represent addition to a partner while repeating the phrase “addition is putting together” and/or “addition is combining”.
- TW introduce what a number sentence looks like in written form on the board:
  a) \(2 + 1 = 3\) with magnets as iconic representations below number sentence
  \[\bullet\bullet\bullet\bullet\]
  b) TW say while pointing to the number sentence: 2 apples and 1 apple makes 3 apples, SW will choral read
  c) TW say while pointing to the number sentence: 2 and 1 makes 3, SW choral read
  d) TW say “We can also read this number sentence (point to number sentence) in a different way, 2 plus 1 equals 3”, students will choral read the number sentence
  e) TW ask students to discuss with a partner how they know that \(2 + 1 = 3\)

Level 5 students will tell how they know \(2+1=3\) in a complete sentence
Level 4 students will tell how they know \(2+1=3\) in a short sentence
Level 3 students will tell how they know \(2+1=3\) in phrases, L1 as support
Level 2-1 students will show how they know \(2+1=3\) using linking cubes, L1 as support
Vázquez

- TW introduce what addition symbols mean using symbol cards and gestures: + pretend and demonstrate that you are adding more cookies to a plate, = circular hand movement to demonstrate the phrase “all together” (symbol cards pgs. 12-13)
- SW repeat in a whole class setting the name of the symbols along with the gestures
- TW mix up the symbol cards and randomly show one card to have the students say and/or show what it means to a partner
- TW read the first page of “If you were a plus sign” by Trisha Speed Shaskan (pg. 14)
- TW point to the number sentence and say: This number sentence represents this story (point to illustration).
  TW point to the illustration and ask students: Let’s count how many bears we see (point and have whole class count the bears: 1, 2)
- TW point to illustration and say “1 bear and 1 bear makes 2 bears”. I am going to write the number sentence on the board (point to card on pg 11) that goes with this story (point to illustrations) 1 +1 = 2
- TW have students choral read the number sentence: 1 plus 1 equals 2.
- TW continue to read the following pages: 5, 7, 9, 10 (pp. 14-18), write the number sentences that matches the stories on chart paper with iconic representations (pp.19-20) and have students choral read each number sentence.

- SW discuss the meaning of “addition” based on information from the text and class discussions to a partner:

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<td>Discuss the meaning of addition in a complete sentence.</td>
<td>Discuss the meaning of addition using phrases and/or a short sentence.</td>
<td>Discuss the meaning of addition in a phrase by using modeled language and prompts provided by the teacher.</td>
<td>Discuss the meaning of addition by giving one-two word responses using model language and prompts provided by the teacher and L1 as support.</td>
<td>Demonstrate the meaning of addition by pointing to previous examples and using language prompts provided by the teacher and L1 as support.</td>
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Model language:

Level 2-1 visuals: KWL Chart, written example number sentences from the story with iconic representations on the board (pp. 19-20), symbol cards (pp. 12-13)

Level 3: Written sentence frame on the board: Addition is ________________.

Level 3-1 Prompting Questions:
1. What does it look like when we add?
2. What is another word for addition? (combine, put together)
3. Is this addition? (model taking away from a set of objects and then model combining sets of objects and have students respond with a yes or no)

- TW model how to use illustrations (Big Book B pgs. 40-41) to orally make an addition sentence and use fingers to solve the problem. (pg. 21)
- Example: TW say: I see 4 birds sitting on the branches and 2 birds flying. How many birds do we see all together? (SW count and say 6 birds all together)
- TW write $4 + 2 = 6$ on the board and say 4 and 2 makes 6. SW repeat.
- TW say 4 plus 2 equals 6. SW repeat.
- Teacher and students will make a number sentence together using the illustrations as guided practice.
- SW orally create a number sentence with a partner using illustrations and write it independently.

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Modified number sentence writing worksheets are on pages 22-26
Closing: 5 min

SW share as a whole group what they learned about addition to add to the KWL chart.

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Model language:

Level 2-1 visuals: written example number sentences from the story with iconic representations on the board (pp. 19-20), symbol cards with demonstrated gestures (pp. 12-13)

Level 3: Written sentence frame on the board: Addition is _____________.

+ means _____________.

= means _____________.

Level 3-1 Prompting Questions:

1. What does it look like when we add?
2. What is another word for addition? (tell or show: combine, put together)
3. Is this addition? (model taking away from a set of objects and then model combining sets of objects and have students respond with a yes or no)
5. Does + means more? Plus? Demonstrate gesture

Assessment:
- Work sample
- Observations
- Discussions/Questioning
Combining Sets

- Put together

2 and 3 makes 5

2 birds and 3 birds makes 5 birds!
Vocabulary Cards

Front of the card

Addition

Back of the card

putting together
combining

agrupar
combinar
Number Sentence

\[2 + 1 = 3\]
Symbol cards

Front of the card

Back of the card

plus

more

mas
equal
all together

igual a
todos juntos
... you would help add things together.

Ida plus Ike equals true love. They make a family of two. 1 + 1 = 2
Ida and Ike have a cub called Ind. They make a family of three.

$2 + 1 = 3$
Purple hoops. That's a total of eight hoops.

Tiggy jumps through your blue hoops plus four.
Pluck gives Doodle one valentine and eight chocolates.

6 + 8 + 1 = 9
Five bulldogs met five tigers to play basketball at the park. They made a sum of ten players.

$5 + 5 = 10$

Sum. The sum is the total of two or more numbers.
1 + 1 = 2

2 + 1 = 3
\[ 4 + 4 = 8 \]
\[ 1 + 8 = 9 \]
\[ 5 + 5 = 9 \]
Draw a picture and write a number sentence that corresponds.
Draw a picture and write a number sentence using the illustrations from the big book.
Complete the number sentence using the illustration.

___ + ___ = ___
Complete the number sentence using the illustration.

___ + ___ = ___
Number Sentence Sequence Cards for Level 1

Teacher Directions: Cut sequence cards and place in an envelope out of order for Level 1 students to put in sequence.
Modification Choices

Modifications were made to make the content more comprehensible and foster opportunities for students to interact with one another and with the content. The lesson includes clear content objectives along with language objectives to enhance academic performance and student's oral proficiency in their L2. Performance indicators were added to modify discussions throughout the lesson to give all students an opportunity to participate. Modifications included model language, prompts and L1 as support. A functional language chart was also added to organize students expected language performance. An anchor chart on a previous lesson and a KWL chart was included to build background knowledge to help students connect what they already know (past learning) about the content to what they are going to learn. Flash cards with written key terms, icon representation, and L1 translation was used to build vocabulary through frequent exposures and repetition throughout the lesson. The use of realia, visuals and role play was included to give the students a concrete way to approach the content. A story was added to the unit to give the students the opportunity to build their L2 proficiency and learn the new content. The story provides an approachable way to learn the content and academic language through a kid friendly text supported with illustrations. Students participated in partner and whole group discussions throughout the lesson to negotiate meaning. These discussions were modified based on students' language proficiency to foster opportunities for whole class engagement. Modeled activities were scaffolded to promote deeper understanding and greater independence in the learning process. A number sentence writing component was added with appropriate modifications for all students to participate as well.
Lesson 2
Addition Stories
Lesson 2
Lesson 2: Solving addition stories

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<th>Content Objectives</th>
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<tr>
<td>1. SWBAT solve addition stories.</td>
<td>1a. SWBAT listen to and orally problem solve an addition story in pairs.</td>
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<td>1b. SWBAT orally explain how to problem solve an addition story in pairs.</td>
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<tr>
<td>2. SWBAT write number sentences that represents an addition story.</td>
<td>2. SWBAT independently write number sentences that represents an addition story.</td>
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<tr>
<td>Speaking-Orally problem solve addition stories and explain how</td>
<td>Use known strategies to solve addition stories and explain how using complete sentences.</td>
<td>Use known strategies to solve addition stories and explain how using phrases and/or a short sentence.</td>
<td>Use known strategies to solve addition stories and explain how by giving one-two word responses using model language and prompts provided by the teacher.</td>
<td>Use known strategies to solve addition stories and explain how by giving one-two word responses using model language and prompts provided by the teacher and L1 as support.</td>
<td>Use manipulatives to demonstrate how to problem solve an addition story. Model language and prompts provided by the teacher and L1 as support.</td>
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<tr>
<td>Writing-Number sentence that represent an addition story.</td>
<td>Write a number sentence.</td>
<td>Write a number sentence using illustrations provided.</td>
<td>Write a number sentence using illustrations provided and by completing a sentence frame.</td>
<td>Write a number sentence by completing a sentence frame with iconic representations and L1 as support.</td>
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<tr>
<td>Problem Solve and Explain</td>
<td>Orally problem solve addition stories, explain how to solve, write addition sentence</td>
<td>Principles Choice Sequence</td>
<td>1_ + 1_ = 1_</td>
<td>1. one</td>
<td>Nouns</td>
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<td>First, I put 1_</td>
<td>two</td>
<td>Verbs</td>
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<td>Then, I added 1_ more</td>
<td>three</td>
<td>Adjectives</td>
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<td>All together is 1_</td>
<td>four</td>
<td>Adverbs</td>
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Lesson Plan 2

Solving Addition Stories

Grade level: Kindergarten

Lesson Time: 40 minutes

SIOP Modified Version (bold blue type indicates SIOP modifications)

Materials: KWL chart, vocabulary cards, symbol cards, number sentence chart, Oreos, addition stories sheets, writing number sentences worksheets, linking cubes

Vocabulary: addition, plus, equal

Building Background Knowledge: 10 min

- TW prompt students to use their background knowledge to discuss with a partner and then share with the class what was previously learned in lesson 1 using the KWL chart: What is addition?, number sentence chart (lesson 1 p. 19-20), vocabulary cards (lesson 1 p. 10-11), and symbol cards (lesson 1 p. 12-13) posted on the board.

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Model language:

Level 2-1 visuals: KWL chart and number sentence chart (lesson 1 p. 19-20) from lesson 1 posted on the board

Level 3: Written sentence starter on the board: Addition is ________________. I learned ______________.
Prompting Questions for Level 3-1:

1. What does it look like when we add? (hand students objects to hold in each hand to combine sets)
2. What is another word for addition? (anchor chart from lesson 1 p. 9: combine, put together)
3. Is this addition? (model taking away from a set of objects and then model combining sets of objects and have students respond with a yes or no)

Procedure: 25 min

- **TW introduce the new objective by having the students choral read the written math message of the day (p. 9):** Today we will be listening to addition stories (point to icon representation under “addition stories”). All of the addition stories have a problem that we have to solve! (point to icon representation under the sentence) We are going to explain how we can solve the problems using: (point and read: First-Then-All together is...). We are also going to write number sentences (point to icon representation under the sentence) that matches the story.

- **TW read addition story 1 aloud to the class posted on the board (see page 13):** Josian has 5 Oreos. (have student A hold 5 Oreos and show to the class)
  Cheileana gave him 2 more. (have student B give student A 2 more Oreos)
  How many Oreos does Josian have all together? (point to Oreos student A is holding)

- **TW ask students to count out loud how many oreos Student A is holding.**

- **TW ask students: What did we do to solve the problem? (SW say we counted the Oreos)**

- **TW demonstrate how to explain what was done to problem solve using the sentence frame (p.12):** First, I put 5 oreos (demonstrate with linking cubes). Then I added 2 more oreos (add 2 more linking cubes) All together I have 5 oreos (count the linking cubes).

- **TW explain how to solve the problem again while writing the number sentence that represents the story on the board: 5 + 2 = 7**

- **SW will choral read the number sentence: 5 plus 2 equals 7**

- **TW introduce strategy card 1: Count objects (p.10) and say we can count objects (show linking cubes) to help us find out how many we have all together (point to symbol card p.13 from lesson 1 and demonstrate gesture).**

- **SW choral read addition story 2 (p.14) while teacher points to text and icon representation:**
  Sebastian has 3 lollipops.
  Raquel gives him 1 more.
  How many lollipops Sebastian have all together?

- **SW will orally problem solve with a partner and then share with the whole class.**
Vázquez

- SW then explain to a partner how they came up with the answer and share with the whole class.

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Model language:

Level 3-1 visuals: addition stories 1-2 with iconic representation (pp.13-14), strategy card posted on the board (p.10), linking cubes

Level 3 Sentence Frames (p.12):

First, I put _______. Then, I added _______. All together is ________.

Level 3-1 Prompting Questions:

1. What did you use to solve the problem? (linking cubes)
2. How many did you have first?
3. Then how many more did you add?
4. How many do you have all together?
5. Do you have 3 all together? 5? 4?

- TW introduce strategy card 2 (p.11): Count using fingers and say “We can also solve the same problem (point to addition story 2) by using our fingers.”
  First I put 3 fingers. (hold up 3 and have students repeat)
  Then I added 1 more. (put one more finger up and have students repeat)
  All together I have 5 fingers. (show five fingers and students repeat)
  (sentence frame posted on board) (p.12)
- TW tell the story again while writing the number sentence that represents the story:
  3 + 1 = 4 SW choral read: 3 plus 1 equals 4
- TW post strategy cards (pp.10-11) up on the board as a visual reminder/reference
- SW go back to their seats and listen to addition story 3 (p.15), orally solve with a partner using one of the strategies, explain how they got the answer using the
sentence frame (p.12), and finally write the number sentence independently (pp.17-18)

- SW listen to addition story 4 (p.16), orally solve with a partner using one of the strategies, explain how they got the answer using the sentence frame (p.12), and finally write the number sentence independently (pp.17-18)

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use known strategies to solve addition stories and explain how using complete sentences.</td>
<td>Use known strategies to solve addition stories and explain how using phrases and/or a short sentence.</td>
<td>Use known strategies to solve addition stories and explain how using phrases, model language and prompts provided by the teacher.</td>
<td>Use known strategies to solve addition stories and explain how by giving one-two word responses using model language and prompts provided by the teacher and L1 as support.</td>
<td>Use manipulatives to demonstrate how to problem solve an addition story. Model language and prompts provided by the teacher and L1 as support.</td>
</tr>
</tbody>
</table>

**Model language:**

**Level 3-1 visuals:** addition stories 1-4 with iconic representation on pp.13-16, strategy card posted on the board (p.10-11), linking cubes

**Level 3 Sentence Frames (p.12):**

First, I put _______. Then, I added _______. All together is _______.

**Level 3-1 Prompting Questions:**

6. What did you use to solve the problem? (linking cubes)
7. How many did you have first?
8. Then how many more did you add?
9. How many do you have all together?
10. Do you have 9? 7? 6?

<table>
<thead>
<tr>
<th>Level 5</th>
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<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a number sentence.</td>
<td>Write a number sentence using illustrations provided.</td>
<td>Write a number sentence using illustrations provided and by completing a sentence frame.</td>
<td>Write a number sentence by completing a sentence frame with iconic representations and L1 as support.</td>
<td>Create a number sentence using sequence cards and L1 as support.</td>
</tr>
</tbody>
</table>

See number sentence writing modifications on pp.17-18
Vázquez

Closing: 5 min

SW share as a whole group what they learned.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
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<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking—Discuss what you learned</td>
<td>Discuss what you learned in a complete sentence.</td>
<td>Discuss what you learned using phrases and/or a short sentence.</td>
<td>Discuss what you learned by giving one-two word responses using model language and prompts provided by the teacher.</td>
<td>Demonstrate what you learned by pointing to and choral reading previous examples/model language and prompts provided by the teacher and L1 as support.</td>
<td></td>
</tr>
</tbody>
</table>

Model Language:

Level 3-1 visuals: addition stories 1-4 with iconic representation (pp. 13-16), strategy card posted on the board (p.10-11), linking cubes

Level 3 Sentence Frames (p.12):

I learned ____________.
First, I put ______. Then, I added _______. All together is ________.

Level 3-1 Prompting Questions:
1. What can we use to solve an addition story?
3. Is this a number sentence? 123456789 or 1 + 2 = 3

Assessments:
- Work sample
- Observations
- Discussions/Questioning
Math Message of the Day

Addition

Today we will be listening to addition stories.

All of the addition stories have a problem that we have to solve!

3 + 3 = ?

We are going to explain how we can solve the problems using:

First-Then-All together is...

We are also going to write number sentences 2 + 1 = 3 that matches the story.
Strategy Card 1

Front of Card

How can you solve an addition story?

Count using objects

¿Cómo puedes resolver un cuento de suma?

Usa objetos para contar
Strategy Card 2

Front of Card

How can you solve an addition story?

Count using your fingers

Back of Card

¿Cómo puedes resolver cuentos de suma?

Usa tus dedos para contar
How did you solve the problem?

First, I put ____________________.

Then I added ____________________.

All together I have ____________________.
Addition Story 1

Josian has 5 Oreos.

Cheileana gives him 2 more.

How many Oreos does Josian have all together?
Addition Story 2

Sebastian has 3 lollipops.

Raquel gives him 1 more.

How many lollipops Sebastian have all together?
Addition Story 3

Mireya has 4 bananas.

Manuel gives her 2 more.

How many bananas Mireya have all together?
Addition Story 4

Omar has 6 oranges.

Samantha gives him 3 more.

How many oranges Omar have all together?
Writing Number Sentences for Addition Story 4

Level 5-2: TW cut strips to hand out to students

Level 1: TW cut sequence cards, place in an envelope, and have students put the cards back in order

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Oranges" /> <img src="image2.jpg" alt="Oranges" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Oranges" /> <img src="image4.jpg" alt="Oranges" /></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.jpg" alt="Oranges" /> <img src="image6.jpg" alt="Oranges" /> + <img src="image7.jpg" alt="Oranges" /> <img src="image8.jpg" alt="Oranges" /> = <img src="image9.jpg" alt="Oranges" /></td>
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<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image10.jpg" alt="Oranges" /> <img src="image11.jpg" alt="Oranges" /> + <img src="image12.jpg" alt="Oranges" /> <img src="image13.jpg" alt="Oranges" /> = <img src="image14.jpg" alt="Oranges" /></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th><img src="image15.jpg" alt="Oranges" /> + <img src="image16.jpg" alt="Oranges" /> = <img src="image17.jpg" alt="Oranges" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image18.jpg" alt="Oranges" /> <img src="image19.jpg" alt="Oranges" /> <img src="image20.jpg" alt="Oranges" /></td>
<td><img src="image21.jpg" alt="Oranges" /> <img src="image22.jpg" alt="Oranges" /> <img src="image23.jpg" alt="Oranges" /></td>
</tr>
</tbody>
</table>
Writing Number Sentences for Addition Story 3

Level 5-2: TW cut strips to hand out to students

Level 1: TW cut sequence cards, place in an envelope, and have students put the cards back in order

Name: ___________________________  Level 5

Name: ___________________________  Level 4

Name: ___________________________  Level 3

Name: ___________________________  Level 2

Level 1
Modification Choices

The lesson includes clear content objectives along with language objectives to enhance academic performance and student’s oral proficiency in their L2. Performance indicators were added to modify discussions/activities throughout the lesson to give all students an opportunity to participate. Modifications included model language, prompts and L1 as support. A functional language chart was also added to organize students expected language performance. The KWL chart, number sentence chart, vocabulary and symbol cards from lesson one were revisited to build on background knowledge. In doing so, students connect what they already know (past learning) about the content to what they are going to learn. A written “Math Message of the Day” was choral read as a whole class to frame the main idea of the lesson for students. The text was modified by adding white space, highlighting key terms and iconic representations were added to make the text more comprehensible for all students. The use of realia, visuals and role play was included to give the students a concrete way to approach the content. Strategy cards were introduced with text and iconic representations to serve as a visual reference. Students participated in partner and whole group discussions throughout the lesson to negotiate meaning. These discussions were modified based on students’ language proficiency to foster opportunities for whole class engagement. Modeled activities were scaffolded to promote deeper understanding and greater independence in the learning process A number sentence writing component was added as a listening guide with appropriate modifications for all students to participate as well.
Lesson 3
Addition Stories

Lesson 3

1 + 2 = 3
Lesson 3: Writing Addition Stories

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWBAT write an addition story.</td>
<td>1a. SWBAT write an addition story independently.</td>
</tr>
<tr>
<td>2. SWBAT solve addition stories</td>
<td>2a. SWBAT orally explain how to problem solve an addition story in pairs.</td>
</tr>
<tr>
<td>3. SWBAT write number sentences that represents an addition story.</td>
<td>3a. SWBAT independently write number sentences that represents an addition story.</td>
</tr>
</tbody>
</table>

Performance Indicators

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
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<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing-Addition story</td>
<td>Write an addition story.</td>
<td>Write an addition story using illustrations provided.</td>
<td>Write an addition story using illustrations provided and by completing sentence frames.</td>
<td>Write an addition story by adding numbers to the sentence frames.</td>
<td>Orally tell an addition story using illustrations and number sentence provided.</td>
</tr>
<tr>
<td>Speaking-Orally problem solve addition stories and explain how</td>
<td>Use known strategies to solve addition stories and explain how using complete sentences.</td>
<td>Use known strategies to solve addition stories and explain how using phrases and/or a short sentence.</td>
<td>Use known strategies to solve addition stories and explain how by giving one-two word responses using model language and prompts provided by the teacher.</td>
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</tr>
<tr>
<td>Writing-Number sentence that represent an addition story.</td>
<td>Write a number sentence.</td>
<td>Write a number sentence using illustrations provided.</td>
<td>Write a number sentence using illustrations provided and by completing a sentence frame.</td>
<td>Write a number sentence by completing a sentence frame and L1 as support.</td>
<td>Match cards to the given number sentence.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Mohan’s Knowledge Framework</td>
<td>Expression</td>
<td>Words</td>
<td>Grammar and Discourse Structure</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>Problem Solve and Explain</td>
<td>Write an addition story and number sentence that represents the addition story. Orally problem solve addition stories and explain how to solve.</td>
<td>Principles Choice Sequence</td>
<td>$1_+1_=$ $1_-$</td>
<td>1. one two three four five six seven eight nine ten zero</td>
<td>Nouns Verbs Adjectives Adverbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First, I put $1_-$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then I added $1_-$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All together is $1$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2_-$ has $1_-$</td>
<td></td>
<td>2. Class list/students names</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3_-$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2_-$ gave $1_-$</td>
<td></td>
<td>3. Food item: cupcakes, popsicles, apples, oranges, bananas, strawberries, lollipops</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3_-$</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>$2_-$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How many $3_-$ does $2_-$ have all together?</td>
<td></td>
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</tr>
</tbody>
</table>
Lesson Plan 3

Write Addition Stories

Grade level: Kindergarten

Lesson Time: 40 minutes

SIOP Modified Version (bold blue type indicates SIOP modifications)

Materials: brown bag, 1 sheet of paper, pencil, number sentence, example addition story, strategy cards, addition story worksheets, class list, food list, number list, sentence frames

Vocabulary: addition, plus, equal

Building Background Knowledge: 10 min

- **TW** present to the class the “learning bag” and say: In my learning bag I have some materials (shake the bag) that will give us clues as to what we are going to learn today.
- **TW** open the bag and pull out a sheet of paper. Point and have students repeat the word “paper”.
- **TW** pull out the pencil. Hold up the pencil and have students repeat the name of the item.
- **TW** pull out the number sentence card. Have students repeat the key term.
- **TW** pull out addition story 4 (from lesson 2 p16). Have students repeat the term “addition story”.
- **TW** point to the comparison table: What are we going to learn today? (p.8) and ask students:
  a) Who thinks we are going to read (demonstrate the act of reading) an addition story (point to addition story)? SW raise their hands and TW draw a smiley face for each individual vote.
  b) Who thinks we are going to write number sentences? SW raise their hands and TW draw a smiley face for each individual vote.
  c) Who thinks we are going to write an addition story? SW raise their hands and TW draw a smiley face for each individual vote.
  d) **TW** discuss the results with the whole class: What’s the biggest number? (demonstrate wide open hands and point to table) What’s the smallest number? (demonstrate narrow open hands and point to table).
Procedure: 30 min

- **TW introduce the new objective by having students choral read the written math message of the day, (p.9):** Today we are going to write an addition story! (point to icons below the sentence) We are also going to write a number sentence that represents the story (point to icons under the sentence).

- **TW post the class, food and number list on the board along with the sentence frames. (pp 10-12)**

- **TW model how to write an addition story by completing the sentence frames (p.12):**
  a) First, we are going to pick a name from our class list (point to class list) TW randomly pick a name.
  b) We are going to write the name in the beginning of our sentence (point to the space): (Student’s name) has _____ _____.
  c) Next, we are going to pick a number, any number (p.10). TW pick and write a number from the number list (point to the list)
  d) Then, we are going to pick a food item from our list to add (point to list) (p.11). TW write the food item in the sentence frame.
  e) SW choral read the first sentence: Guadalupe has 3 strawberries.
  f) Now, we are going to pick the student (point to class list) that is going to give her more strawberries. TW pick and write the name in the sentence frame.
  g) Let’s pick how many more strawberries Owen is going to give Guadalupe. TW write the number in the sentence frame.
  h) SW choral read the sentence: Owen gives her 2 more.
  i) TW read the last sentence frame and have students chime in the blanks: How many ____ does _____ have all together?
  j) SW choral read the question: How many strawberries (point to food item) does Guadalupe have all together (TW demonstrate circular hand movement gesture)?
  k) SW choral read the completed modeled addition story with iconic representation (p.13): Guadalupe has 3 strawberries. Owen gives her 2 more. How many strawberries does Guadalupe have all together?
  l) SW will use one of the strategies (teacher will point to cards on the board from lesson 2 p.10-11) to problem solve the addition story with a partner and then share with the class.
<table>
<thead>
<tr>
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<td>Use manipulatives to demonstrate how to problem solve an addition story. Model language and prompts provided by the teacher and L1 as support.</td>
</tr>
</tbody>
</table>

Model language:

Level 3-1 visuals: modeled addition story with iconic representation (p.13), strategy card posted on the board (lesson 2 p. 10-11), linking cubes

Level 3 Sentence Frames (from lesson 2 on p.12):

First, I put ______. Then, I added _______. All together is ________.

Level 3-1 Prompting Questions:

1. What did you use to solve the problem? (counted linking cubes or fingers)
2. How many did you have first?
3. Then how many more did you add?
4. How many do you have all together?

m) TW read the story again while writing the number sentence that represents the story below the sentence frame (p.13):
3 + 2 = 5 SW choral read: 3 plus 2 equals 5

- SW write an addition story and a number sentence that represents the addition story independently using the class, food and number list on the board along with the sentence frames. (modified pp.14-18)
### Writing/Addition story

<table>
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<td>Write an addition story using</td>
<td>Write an addition story by adding numbers to the</td>
<td>Orally tell an addition story using illustrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>illustrations provided.</td>
<td>illustrations provided and by</td>
<td>sentence frames.</td>
<td>and number sentence provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>by completing sentence frames.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing-Number sentence that</td>
<td>Write a number sentence.</td>
<td>Write a number sentence using</td>
<td>Write a number sentence that represents the illustration</td>
<td>Match cards to the given number sentence.</td>
<td></td>
</tr>
<tr>
<td>represent an addition story.</td>
<td></td>
<td>illustrations provided.</td>
<td>by completing a sentence frame and L1 as support.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Closing: 5 min

SW share/read their addition story to a partner.

<table>
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<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking/Read</td>
<td>Read addition story.</td>
<td>Read addition story.</td>
<td>Read or discuss addition story.</td>
<td>Discuss addition story in one-two word responses using</td>
<td></td>
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<td>completed worksheet and L1 as support.</td>
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<td></td>
<td>Demonstrate addition story by pointing to illustrations</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and number sentence and using L1 as support.</td>
</tr>
</tbody>
</table>
Comparison Table: TW draw a smiley face for each individual student vote 😊.

What are we going to learn today?

<table>
<thead>
<tr>
<th>Read Addition Stories</th>
<th>Write Number Sentences</th>
<th>Write Addition Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 + 1 = 3</td>
<td>3 + 2 = 5</td>
</tr>
</tbody>
</table>
Math Message of the Day

Today we are going to write an **addition story**!

We are also going to write a **number sentence**

\[ 2 + 1 = 3 \]

that represents the **addition story**.
<table>
<thead>
<tr>
<th>Number</th>
<th>Smiley Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
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<tr>
<td>3</td>
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<td>10</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>strawberries</td>
<td>cupcakes</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td><img src="image1.png" alt="strawberries" /></td>
<td><img src="image2.png" alt="cupcakes" /></td>
</tr>
<tr>
<td>bananas</td>
<td>popsicles</td>
</tr>
<tr>
<td><img src="image3.png" alt="bananas" /></td>
<td><img src="image4.png" alt="popsicles" /></td>
</tr>
<tr>
<td>oranges</td>
<td>lollipops</td>
</tr>
<tr>
<td><img src="image5.png" alt="oranges" /></td>
<td><img src="image6.png" alt="lollipops" /></td>
</tr>
<tr>
<td>apples</td>
<td></td>
</tr>
<tr>
<td><img src="image7.png" alt="apples" /></td>
<td></td>
</tr>
</tbody>
</table>
Addition Story Sentence Frames

____ has ____ ____.

😊 234...

____ gives ____ more.

😊 123...

How many ____ does ____

have all together?

_______ + _________ = _________
Guadalupe has 3 strawberries.

Owen gives 2 more.

How many strawberries does Guadalupe have all together?

\[3 + 2 = 5\]
Addition Story

Draw food items.

Write number sentence.

___ + ___ = ___
Write addition story.

Write addition sentence.

____ + _______ = _______
Addition Story

_______ has ___  _______.

_______ gives ___ more.

How many _________ does _________

have all together?

Write addition sentence.

_______ + _______ = _________
Addition Story

---

All together is ________.

___ + _______ = _______
Level 1 teacher instructions: Cut out cards and place in an envelope for students to match on a given number sentence and orally tell the story.

| 3 + 4 = 7 | 3 + 4 = 7 | 3 + 4 = 7 |

Name: ____________________________  Level 1
Modification Choices

The lesson includes clear content objectives along with language objectives to enhance academic performance and student’s oral proficiency in their L2. Performance indicators were added to modify discussions/activities throughout the lesson to give all students an opportunity to participate. Modifications included model language, prompts, visuals and L1 as support. A functional language chart was also added to organize students expected language performance. Realia (learning bag) and a comparison table were used to build on background knowledge. In doing so, students connect what they already know (past learning) about the content to what they are going to learn. The use of realia also gave the students a concrete way to approach the content. A written “Math Message of the Day” was choral read as a whole class to frame the main idea of the lesson for students. The text was modified by adding white space, highlighting key terms, and iconic representations to make the text more comprehensible for all students. Students participated in partner and whole group discussions throughout the lesson to negotiate meaning. These discussions were modified based on students’ language proficiency to foster opportunities for whole class engagement. Modeled activities were scaffolded to promote deeper understanding and greater independence in the learning process. An addition story writing component was added with appropriate modifications for all students to participate as well.
Checklists
### TSL 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
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<td>in conversations, activities, and assessments</td>
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<td>VI. Give Students Voice</td>
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## Unit: Addition Stories
### Grammar and Functions Checklist

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<td>Nouns</td>
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<table>
<thead>
<tr>
<th>Functions</th>
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<tr>
<td>Explain</td>
<td>2, 3</td>
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</table>
Original Lessons
Addition Stories

Grade level: Kindergarten

Target Group: Sheltered content course in a bilingual setting

Source of written reading materials:

- If you were a plus sign by Trisha Speed Shaskan
- Teacher made texts
- Math in Focus Singapore Math by Marshall Cavendish: Student Book B 19-23

Source of Lessons:

- Handout Modules A, 1, 2 & 3. Verplaetse and Ferraro

Overarching learning goals:

- I want my students to know how to solve addition stories.
- I want my students to know how addition stories connect to real life situations.
- I want my students to know how to explain what they are thinking.
- I want my students to know how to write addition stories.
Math in Focus: Addition Stories (Original Lessons)

Unit Objectives:

- Understand addition as the joining of two sets.
- Understand symbols + and =, and number sentence.
- Use symbols and numerals to write number sentences.
- Represent addition stories with addition sentences.

Lesson 1: Investigate

Math Focus: Introduce number sentences; Introduce making addition sentences that represent joining two sets.

Resource: Big Book pg 40-41

Classroom Set-up: Whole class

Mini lesson:

- Students will use their fingers to make addition sentences

Whole group:

- Students will refer to the big book to solve addition problems (given orally). Students will answer in the form of a number sentence: 5+2=7
- Teacher writes the number sentence, students will act out the story

Lesson 2 Part 1: Discover

Math Focus: Make a connection between hands on materials and number sentences.

Materials: Connecting cubes, 20 per child (10 blue, 10 green)

Classroom Set-up: Children work in pairs with teacher direction

Lesson: Teacher will tell addition stories and students will represent the number sentence using manipulatives and telling the number sentence.
Lesson 2 Part 2: Discover

Math Focus: Make a connection between number stories and number sentences

Materials: Teacher numeral cards 0-10, symbol cards (+=)

Classroom set-up: Whole class

Lesson: Teacher will tell addition stories to the students and students will act out the story using the cards.

Lesson 3 Part 1: Explore

Math Focus: Extend the concept of number sentences.

Materials: Connecting cubes, numeral cards, symbol cards

Classroom set up: Students work in small groups at the math center

Lesson: One student will tell an addition story to their group, other students will build the number sentence, one more child checks if the number sentence is correct

Lesson 3 Part 2: Apply

Math Focus: Apply the concept of number sentences to write addition sentences. Apply the concept of number sentences to a number story.

Resource: Student Book B part 2 19-23

Classroom set up: Students work independently
Addition Stories

Lesson 1 Writing Addition Sentences and Representing Addition Stories

Count and write.

1. 🍊🍊🍊-orange and 🍊🍊-orange make 🍊🍊🍊🍊-orange

   4 + 3 = 7

2. 🍊🍊🍊-orange and 🍊🍊-orange make 🍊🍊🍊🍊-orange

   2 + 4 = 6

3. 🍊🍊🍊-orange and 🍊🍊-orange make 🍊🍊🍊🍊-orange

   5 + 4 = 9

4. 🍊🍊-orange and 🍊🍊-orange make 🍊🍊🍊-orange

   6 + 2 = 8

5. 🍊🍊-orange and 🍊🍊-orange make 🍊🍊-orange

   3 + 7 = 10

Student Book B, Part 2, p. 19

ACTIVITY 5

Apply

Math Focus: Apply the concept of number sentences to write addition sentences; apply the concept of number sentence to a number story.

Resources: Student Book B, Part 2, pp. 19-23

Classroom Setup: Children work independently.

1. Point out the example written by the bunny. Help children identify the symbols and numbers in the sentence.

For Struggling Learners: For children who are having difficulty forming the number sentences, encourage them to count on using their fingers.

5. Direct children’s attention to the green arrow at the top of the page.
8. Tell them that the green furry is writing the number sentence using the '+' symbol and the '=' symbol.

9. For each task, tell children the following number stories:
   - 3 horses are drinking water. 1 horse is not drinking water. How many horses are there in all?
   - 2 dogs are grey. 3 dogs are brown. How many dogs are there in all?
   - 4 birds are in the tree. 2 birds are flying away. How many birds are there in all?

10. Children write number sentences to represent the number stories for each task. As children work, re-read each story so children can check their work.

11. While children engage in the activity, ask check questions such as:
   - How do you say your number sentence?
   - Have you written all the
5 + 2 = 7

8 + 2 = 10

For Advanced Learners: For children who are more than capable of forming number sentences, ask them if there are other ways to group the dogs, cows, and sheep. Then, ask them to say a number sentence for each grouping they suggest. Some possible answers include:

+ 2 dogs are wagging their tails and 3 are not.
+ 3 cows are eating grass and 4 are not.
+ 5 cows are standing and 4 are lying down.