

Domain: Operations and Algebraic Thinking 1.OA				Pacing Guide	
Cluster: Represent and solve problems involving addition and subtraction.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	C. Learners will use addition and subtraction to within 20 to solve word problems. L. I can tell when to add or subtract to solve word problems.	<ul style="list-style-type: none"> • Use objects/pictures to add/subtract within 20. • Use symbols (+, -, =) to add/subtract within 20. • Solve addition/subtraction word problems using objects/pictures for sums/differences within 20. • Solve addition/subtraction word problems using symbols (+, -, =) • Solve addition/subtraction word problems with an unknown number in any position using a symbol for the unknown. 	Prior <ul style="list-style-type: none"> • Addition • Subtraction 		1.M.3.1.2 (partial) 2.M.1.2.4 (partial) Does NOT call for word problems in current Idaho standards. *Asks student to write an equation or draw a picture for a word problem but NOT to solve the problem. *2 nd grade asks to choose addition or subtraction to solve a word problem and explain choice. Deeper part is to consciously put unknown in all positions
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> • Equation • Sum • Difference • Symbols • Unknown number 		

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1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	C. Learners will solve addition word problems of three whole numbers. L. I can add three numbers together and write the sum.	<ul style="list-style-type: none"> Use objects/pictures to add three numbers up to 20. Use symbols (+, =) to add three numbers up to 20. Solve addition word problems using objects/pictures with three numbers for sums up to 20. Solve addition word problems with three numbers using symbols (+, =) Solve addition word problems with three numbers with an unknown number in any position using a symbol for the unknown. 	Prior		2.M.1.2.3 (partial) *2.M.1.2.3-Add 3- 1 digit problems. Does NOT call for word problems in current Idaho standards. Deeper part is to write an equation with a symbol for the unknown.
	Sample ELL Strategy		Explicit		
			Introductory		

Domain: Operations and Algebraic Thinking 1.OA				Pacing Guide	
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.OA.3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.(Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	C. Learners will use commutative and associative properties to add. L. I can write an addition problem two different ways.	<ul style="list-style-type: none"> Recognize the relationship between two addends with the same sum. Use the Commutative property of addition. Solve addition problems using the Commutative property. Recognize the relationship between numbers within the addends. Use the Associative property of addition Solve addition problems using the Associative property. 	Prior		2.M.3.2.2 (partial) Solve addition problems using the commutative property. Nothing on associative property. *It should be noted that in first grade level math (math prior to introduction to negative numbers) there are not subtraction properties which can be used to solve problems. (At the request of the math expert please DO NOT tell your students that you cannot subtract 3-8 when in fact you can, you just end up with -5.)
	Sample ELL Strategy				

Domain: Operations and Algebraic Thinking 1.OA				Pacing Guide		
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.						
Essential Questions:						
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards	
	Sample ELL Strategy					
1.OA.4. Understand subtraction as an unknown-addend problem. <i>For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.</i>	C. Learners will use subtraction as unknown-addend problems. L. I can solve subtraction problems using addition.	<ul style="list-style-type: none"> Recognize a subtraction problem. Solve a subtraction problem. Recognize that subtraction problems can be rewritten as a missing addend problem. Compare a subtraction problem with a missing addend problem. Explain how a subtraction problem relates to a missing addend problem. 	Prior		None	
	Sample ELL Strategy		<ul style="list-style-type: none"> Compare a subtraction problem with a missing addend problem. Explain how a subtraction problem relates to a missing addend problem. 			Explicit <ul style="list-style-type: none"> Addend
						Introductory

Domain: Operations and Algebraic Thinking 1.OA				Pacing Guide	
Cluster: Add and subtract within 20.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	C. Learners will relate counting to addition and subtraction problems. L. I can count on to add or count back to subtract.	<ul style="list-style-type: none"> Count forward and backward (counting backward may not be prior knowledge). Solve addition/ subtraction problems using counting up/counting back strategy. 	Prior		1.M.1.1.5 No specific strategies mentioned in current standard but states counting on in example.
	Sample ELL Strategy		Explicit		
			Introductory		

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Cluster: Add and subtract within 20.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten(e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	C. Learners will add and subtract within 20. L. I can add and subtract in different ways.	<ul style="list-style-type: none"> Recognize there are a variety of strategies for solving math problems. Solve addition/ subtraction problems using a variety of strategies. 	Prior		1.M.1.2.2 1.M.1.2.3 2.M.1.2.1 (strategies) * Existing state standards for first grade to add and subtract up to 18 whereas CCSS calls for up to 20. *we need to define “demonstrating fluency” *deeper part of this standard is the variety of strategies used at first grade level.
	Sample ELL Strategy				

Domain: Operations and Algebraic Thinking 1.OA				Pacing Guide	
Cluster: Work with addition and subtraction equations					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	C. Learners will understand the meaning of the equal sign. L. I can tell if an equation is true or false.	<ul style="list-style-type: none"> • Demonstrate that equality means both sides of an equation have the same value. • Use objects/pictures to demonstrate equal groups. • Compare numbers for equality. • Compare numbers on both sides of the equation for equality. • Determine if an equation is true or false. 	Prior <ul style="list-style-type: none"> • Equal 		None *Deeper part is really understanding equal sign.
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> • Equal sign • True • False 		
			Introductory		

Domain: Operations and Algebraic Thinking 1.OA				Pacing Guide	
Cluster: Work with addition and subtraction equations					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.</i>	C. Learners will find the unknown number in an equation. L. I can write the unknown number in an equation using addition and subtraction strategies.	<ul style="list-style-type: none"> Solve addition/ subtraction problems within 20. Solve addition/ subtraction problems with an unknown number in any position. 	Prior		None Deeper part is moving the unknown in a variety of places in the equation.
	Sample ELL Strategy		Explicit		
			Introductory		

Domain: Number and Operations in Base Ten 1.NBT				Pacing Guide	
Cluster: Extend the counting sequence.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	C. Learners will count to 120 when asked to start at any given number. L. I can read, write and say numbers to 120.	<ul style="list-style-type: none"> Count forward by ones to 120. Read and write numbers to 120. Organize quantities into hundreds, tens and ones through 120. State the amount of hundreds, tens and ones in a given number. Count to 120 starting at any number less than 120. 	Prior <ul style="list-style-type: none"> Count 		1.M.1.1.1(partial) 1.M.1.1.2(partial) *only has count forward to 100. It goes further in counting in a variety of ways including backward, and by 10's, and counting using ordinal numbers *only read, write, and compare numbers to 100
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> Numeral Ones Tens Hundreds Place value 		
			Introductory		

Domain: Number and Operations in Base Ten 1.NBT				Pacing Guide	
Cluster: Understand place value.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
<p>1.NBT.2a-b. Understand that the two digits of a two-digit number represent amountsof tens and ones. Understand the following as special cases:</p> <p>a.10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>b.The numbers from 11 to 19 are composed of a ten and one, two,three, four, five, six, seven, eight, or nine ones.</p> <p>c.The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two,three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>C. Learners will understand place value to the tens and ones place. L. I can write a two digit number with tens and ones.</p>	<ul style="list-style-type: none"> Recognize number relationships. Recognize place value. Recognize groups of ten. State the amount of tens and ones in a given number. Determine the value of each digit in a two-digit number. 	<p>Prior</p>		<p>1.M.1.1.3</p> <p>*current standards only require students to identify not understand place value</p> <p>Deeper part of this standard is understanding” place value especially the special cases.</p>
	<p>Sample ELL Strategy</p>				

Domain: Number and Operations in Base Ten 1.NBT				Pacing Guide	
Cluster: Understand place value.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.NBT.3.Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	C. Learners will use comparison symbols to compare two two-digit numbers. L. I can write a symbol to compare two two-digit numbers.	<ul style="list-style-type: none"> Use number sequence to compare numbers. Recognize number relationships. Discuss place value. Distinguish the value of each digit in a given number. Compare numbers using the words less than, greater than, equal to, more, less, same, fewer. Compare two two-digit numbers using the symbols $<$, $=$, and $>$. 	Prior <ul style="list-style-type: none"> More Less Compare Fewer Less than Greater than 		1.M.3.13 (partial) 3.M.3.1.4 - compares 2 numbers to 99 using vocabulary not symbols *3 rd grade standard uses symbols Deeper is part is understanding is based on the meanings of tens and ones digits.
	Sample ELL Strategy				

Domain: Number and Operations in Base Ten 1.NBT				Pacing Guide	
Cluster: Use place value understanding and properties of operations to add and subtract.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	C. Learners will add within 100 using two-digit numbers and multiples of ten. L. I can tell how to add single digit and two-digit numbers within 100.	<ul style="list-style-type: none"> Solve addition problems within 100 using objects, drawings, or addition strategies. Solve addition problems within 100 using a two-digit and a one-digit number using objects, drawings, or addition strategies. Solve addition problems using a two-digit number and a multiple of 10 using objects, drawings, or addition strategies. Determine the strategy used and justify the reason it was used. Use a written method to explain the reasoning used. 	Prior		1.M.1.1.3 1.M.1.1.6 1.M.1.2.1 2.M.1.2.2 *place value understanding is key to this standard *vocabulary of place value will be key to writing the method explaining the reasoning used *understanding of different addition strategies will be key to completing this standard. *2 nd grade add with regrouping through 99 *The “new and deeper” part of this standard is relating the strategy to a written method and explaining the reasoning used.
	Sample ELL Strategy				

Domain: Number and Operations in Base Ten 1.NBT				Pacing Guide	
Cluster: Use place value understanding and properties of operations to add and subtract.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.NBT.5.Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	C. Learners will mentally determine 10 more or 10 less than a given number. L. I can tell how to find 10 more or 10 less.	<ul style="list-style-type: none"> Count forwards by tens starting at any number. Count backwards by tens starting at any number. Recognize number patterns of tens. Solve a two-digit number plus or minus ten problem in your head (mentally). Tell your answer and explain the strategy used. 	Prior		1.M.1.1.1 (BIG stretch) *current standards require counting by 10's as a base task Deeper task is to explain the reasoning used and to complete task mentally.
	Sample ELL Strategy		Explicit		
			Introductory <ul style="list-style-type: none"> Mentalmath 		

Domain: Number and Operations in Base Ten 1.NBT				Pacing Guide	
Cluster: Use place value understanding and properties of operations to add and subtract.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.NBT.6.Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	C. Learners will subtract multiples of 10 from other multiples of 10 between 10 and 90. L. I can tell how I subtracted groups of 10.	<ul style="list-style-type: none"> Subtract numbers within 10 with a positive or zero difference. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences) using objects, drawings, or other strategies. Determine the strategy used and justify the reason it was used. 	Prior		<p>None</p> <p>Deeper level is using strategies based on place value, properties of operations and relationship between addition and subtraction. Also relating the strategy to a written method and explain the reasoning used.</p>
	Sample ELL Strategy		Explicit		
			Introductory		

Domain: Measurement and Data 1.MD				Pacing Guide	
Cluster: Measure lengths indirectly and by iterating length units.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.MD.1.Order three objects by length; compare the lengths of two objects indirectly by using a third object.	C. Learners will order three objects by length. L. I can tell how the lengths of two objects compare using a third object.	<ul style="list-style-type: none"> • Explain what measurement is and what it is used for. • Order three objects by length. • Compare the lengths of two objects using a third object. 	Prior <ul style="list-style-type: none"> • Longer • Shorter 		K.M.2.1.1 *does not delineate 3 objects specifically
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> • Measure • Length 		
			Introductory		

Domain: Measurement and Data 1.MD				Pacing Guide		
Cluster: Measure lengths indirectly and by iterating length units.						
Essential Questions:						
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards	
	Sample ELL Strategy					
1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	C. Learners will tell the length of an object as a number of length units. L. I can state the length of an object by measuring.	<ul style="list-style-type: none"> Recognize the importance of using the same non-standard unit to measure an object. Demonstrate how to begin measuring at one end of the desired object to be measured. Demonstrate how to use non-standard tools end-to-end. Use objects as non-standard tools to measure length. Express (tell) the length of the measured object. 	Prior		1.M.2.1.1	
	Sample ELL Strategy					Explicit <ul style="list-style-type: none"> Unit
						Introductory

Domain: Measurement and Data 1.MD				Pacing Guide	
Cluster: Tell and write time					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.	C. Learners will tell time in hours and half-hours using analog and digital clocks. L. I can tell and write time in hours and half-hours using analog and digital clocks.	<ul style="list-style-type: none"> Recognize a clock. Recognize difference between analog and digital clocks. Recognize numerals to 12. Recognize starting point on clock. Recognize difference between minute/hour hand. Recognize when minute hand is on 12 it is o'clock. Recognize hour hand tells the hour. Recognize when minute hand is on 6 it is half hour (30 minutes). Tell the time in hours and half-hours using analog and digital clocks. Write the time in hours and half-hours for a digital and analog clock. Show the time in hours and half-hours on a digital and analog clock. 	Prior		1.M.2.1.3 2.M.2.1.3 *to the hour only *2 nd Grade standard
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> Clock Time Hour Minute Analog Digital Introductory <ul style="list-style-type: none"> Clockwise 		

Domain: Measurement and Data 1.MD				Pacing Guide	
Cluster: Represent and interpret data.					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	C. Learners will organize and represent data. L. I can ask and answer questions about data.	<ul style="list-style-type: none"> Organize information Tell specific information represented Describe information represented using greater than, less than, more than, fewer, same as, equal to, etc. Ask and answer questions about the data. 	Prior		1.M.5.2.1 *doesn't specify up to 3 categories or question types
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> Data Category 		
			Introductory <ul style="list-style-type: none"> Graph 		

Domain: Geometry 1.G				Pacing Guide	
Cluster: Reason with shapes and their attributes					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	C. Learners will distinguish between defining attributes and non-defining attributes. L. I can build and draw shapes.	<ul style="list-style-type: none"> Recognize and identify different attributes of shapes. Sort and classify shapes by one attribute. Sort and classify shapes by more than one attribute. Build and draw shapes with defining attributes. Distinguish between a defining and a non-defining attribute. 	Prior <ul style="list-style-type: none"> Shapes Sort 		1.M.4.1.2 1.M.4.1.1 Sorting and classifying by attributes not distinguishing between defining attributes. *covers the build and draw shapes part but doesn't specify based on defining attributes.
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> Attribute Classify 		
			Introductory		

Domain: Geometry 1.G				Pacing Guide	
Cluster: Reason with shapes and their attributes					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids,triangles, half-circles, and quarter-circles) or three-dimensional shapes(cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes fromthe composite shape.	C. Learners will compose two or three-dimensional shapes. L. I can draw a new shape using another shape.	<ul style="list-style-type: none"> Identify characteristics of two and three dimensional shapes Build and draw two and three dimensional shapes Create a new two dimensional shape using two or more two dimensional shapes. Create a new three dimensional shape using two or more three dimensional shapes. Compose new shapes using previously made two and three dimensional shapes. 	Prior <ul style="list-style-type: none"> Solid shape Flat shape 		None *current standards state name, build, draw, and sort but do not compose and decompose.
	Sample ELL Strategy		Explicit <ul style="list-style-type: none"> Two dimensional Three dimensional 		
			Introductory		

Domain: Geometry 1.G				Pacing Guide	
Cluster: Reason with shapes and their attributes					
Essential Questions:					
CCSS Standards	Sample Sheltered Instruction Content and Language Objective	Task Analysis	Vocabulary	Sample Assessment Item	Suggested Materials/Resources and Correlated Idaho Standards
	Sample ELL Strategy				
1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the <i>whole</i> as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	C. Learners will divide circles and rectangles into equal parts. L. I can divide circles and rectangles into halves and fourths. L. I can tell how combining equal parts make a whole.	<ul style="list-style-type: none"> Recognize that a fraction is a part of a whole. Recognize a fraction has to be divided into equal parts (shares). Describe the whole as two of, or four of the parts (shares). Divide circles and rectangles into halves and quarters/fourths. Recognize that more equal shares create smaller shares. 	Prior		3.M.1.1.4 *Recognize, name, and represent commonly used fractions using concrete materials. (It's a stretch we know.)
	Sample ELL Strategy		Explicit		
			<ul style="list-style-type: none"> Equal Half/halves Fourths Quarters Whole 		
Idaho Standard Outlier					