Saint Louis Public Schools

Language Companion to the DESE Math Model Curriculum, Grade KG

Developed as part of Saint Louis Public Schools
"Math Success for ELLs" grant,
a partnership between Webster University, Magic House,
and Saint Louis Public Schools ESOL Program,
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Grade Kg– Numbers to Ten

Essential Measurable Learning Objectives	**Language Objective**	**Sentence Frame**
Students will count objects, saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Students will articulate the names of numbers using target vocabulary: *zero, one, two, three, four, five, six, seven, eight, nine, and ten.* Students will state the name of each number while pointing to each number. Students will write numbers in numeral form and say the names out loud.	
Students will understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Students will write how many objects are in the group using a complete sentence. Students will discuss the similarities between their group of objects and their partner's group of objects using a complete sentence.	I can count ____ (*objects)*. There are ____ (*objects)* in the group. I have ____ ____(*objects*). You have ____ ____(*objects*). We have the same number of objects.
Students will understand that each successive number name refers to a quantity that is one larger.	Students will tell and write the next number in the sequence using the target vocabulary "one more".	____ is one more than ____.
Students will estimate and justify sums and differences of fractions.	Students will articulate in small groups their estimation justification using comparative language: *more than, greater than, less than, closer to.*	___ is (*more than, greater than, less than)* ___ because _____.

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Grade Kg– Let's Measure Things

Essential Measurable Learning Objectives	**Language Objective**	**Sentence Frame**
Students will describe the different attributes that could be measured in an object. (size, weight, length)	Students will describe orally the size, weight, or length of objects with a partner using the adjectives: *light, heavy, short, long, small, and large.*	I can measure the (*size, weight, or length)* of this ____. This ___ is ____ *(small/large, light/heavy or short/long).*
Students will measure the length of an object.	Students will tell the length of an object using a complete sentence. Students will ask their partner to measure and report the length of an object using complete sentences.	The length of (*object*) is ___ units. What is the length of (*object*)? The length of (*object*) is ___ units.
Students will compare two objects with similar attributes and describe which has more or less of that attribute.	Students will orally describe objects with a partner using the comparative adjectives: *larger than/smaller than*, *heavier than/lighter than*, or *longer than/shorter than*.	My (*object*) is (*heavier/lighter, shorter/longer, smaller/larger)* than your object. Your (*object*) is (*heavier/lighter*) than my *(object).*
Students will compare the weight of an object to another object.	Students will write a complete sentence using comparative adjectives from a word bank.	My (*object*) is (*heavier/lighter*) than your (object.) Your (*object*) is (*heavier/lighter*) than my (object.)

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Grade Kg– Exploring Addition and Subtraction Within Ten

Essential Measurable Learning Objectives	**Language Objective**	**Sentence Frame**
Students will use drawings and/or verbal explanation to represent pairs of numbers that when combined, equal numbers of 10 or less.	Students will orally explain their drawing using an *if/then* sentence.	If I have ____ (*objects*) and I add _____ more (*objects*), then I will have _____ (*objects*) in all.
Students will record the decomposition of numbers less than or equal to 10 into pairs in a variety of ways.	Students will express how to decompose a number using the appropriate coordinating conjunction (*and, or*).	I can make _____ by adding _____ and _____ or by adding _____ and _____.
Students will use combinations of the numbers 1 to 9 to create sums and differences within 10.	Students will write and read aloud addition and subtraction equations using the plus, minus, and equal signs.	___+___=____ The sum of ___ and ___ is ___. ___-___= The difference between ___ and ____ is ___.

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Grade Kg– Creating 2 Dimensional and 3 Dimensional Shapes

Essential Measurable Learning Objectives	**Language Objective**	**Sentence Frame**
Students will be able to analyze 2D shapes using informal language.	Students will describe orally 2D objects in a complete sentence using target academic vocabulary: *triangle, circle, square, rectangle, sides, corners, straight line, curved line*	A _____ has ____sides and_____corners.
Students will compare 2D shapes using informal language.	Students will state the similarities or differences of given shapes using connecting words in a complete sentence.	_____ and _____ are the same because they both have _____. _____ and _____ are different because _____ have _____, but _____ have _____. *Example: (Squares) and (rectangles) are the same because they both have (four sides). (Circles) and (squares) are different because (circles) have (curved lines), but (squares) have (straight lines).*
Students will be able to analyze 3D shapes using informal language.	Students will describe 3D shapes orally and in writing using target content vocabulary (*sphere, cube, cylinder, cone, edges, sides, corner, roll, slide, and stack*) in a complete sentence.	A _____(solid) has _____and can/cannot ____.

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Students will be able to compare 3D shapes using informal language.	Students will write a complete sentence to compare given 3D shapes using target vocabulary from a word bank: *sphere, cube, cylinder, cone, edges, sides, corner, roll, slide, and stack.*	A _____ has _____, but a ____ has _____.

Grade Kg– Common Situations Solved with Addition and Subtraction

<table>
<tr><th>Essential Measurable Learning Objectives</th><th>Language Objective</th><th>Sentence Frame</th></tr>
<tr><td>Students will solve “add to” word problems within 10, using objects or drawings to show the problem and its solution.</td><td>Students will use a four square chart or model drawing to explain and write the solution using target academic vocabulary: all together, in all, sum.</td><td>Four Square Chart:
<table><tr><td>I Know
Ex: There were __ ducks.
___ more came.</td><td>Visual Model
Ex:
XXX
XXXX</td></tr><tr><td>I Need to Know

Ex: How many in all?</td><td>Solution/Answer
3+4=___
Ex: There are __ ducks in all.</td></tr></table></td></tr>
<tr><td>Students will solve “take from” word problems within 10 using objects or drawings to show a problem and its solution.</td><td>Students will use a four square chart or model drawing to explain and write the solution using target academic vocabulary: take away, how many are left, difference.</td><td>Four Square Chart
<table><tr><td>I Know
Ex: There were __ducks.
___ swam away.</td><td>Model
Ex:
OOOOOOO</td></tr><tr><td>I Need to Know

Ex: How many are left?</td><td>Solution
Ex: 7-2=___
There are ___ ducks left.</td></tr></table></td></tr>
<tr><td>Students will solve “put together/take apart” word problems within 10 in which one</td><td>Students will explain orally the solution of a math word problem using informal math vocabulary: taking apart, separating, taking</td><td>I solved this problem by_____.</td></tr>
</table>

or both addends are unknown. Objects or drawings may be used to represent the problem and its solution.	*from, comparing, joining, combining, putting together, and adding to*.	