Supporting Teachers in Teaching Mathematics to English Language Learners

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Supporting Teachers in Teaching English Language Learners

Teachers of English language learners need to accomplish two goals with their students in mathematics:

- mathematical understanding and
- proficiency in English.

This session will highlight ways teachers can structure experiences to accomplish these two goals.
Our Mission

As a thriving organization responsive to a changing world, Math Solutions is dedicated to improving children’s learning of mathematics by providing the highest quality professional development services products, and resources to educators.

Marilyn Burns, Founder
Supporting English Language Learners in Math Class

instructional resources

Rusty Bresser       Kathy Melanese
Christine Sphar
Common Elements in all *Math Solutions’* professional development

- Math Content
- Effective Instructional Strategies
- How Children Learn
With a focus on supporting English language learners, in this session we will:

• Consider the demands for teaching and learning mathematics

• Engage in and reflect on a professional learning experience

• Consider a variety of instructional strategies that support English Language Learners
Demands of Teaching and Learning Mathematics
Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

Principles and Standards for School Mathematics, National Council of Teachers of Mathematics 2000
Students build their understanding when instruction provides opportunities to:

- Reason
- Solve problems
- Represent
- Make and use connections
- Communicate

NCTM 2000
It is important for all students, but especially critical for ELL students, to have opportunities to speak, read, and listen in mathematics classes, with teachers providing appropriate support and encouragement.

Teaching Mathematics to English Language Learners
National Council of Teachers of Mathematics 2008
Goals for English Language Learners in Math Class

- Actively engage in understanding mathematics
- Build English proficiency
Professional Learning Experience
What we’ll do:

• Investigate and analyze a math task
• Determine the language requirements
• Identify and categorize instructional strategies
• Observe classroom instruction (video)
• Engage in a reflective conversation
Math Goal:

Students will identify and describe the features of polygons and the features of figures that are not polygons.
Sorting Task

1. Sort the figures into two categories: *polygons* and *not polygons*.

3. Describe the figures as you sort them and give reasons for your decisions.

3. As you sort the figures, think about the key vocabulary words and language you used as you identified and sorted the shapes.
Vocabulary and Language Goal

Closed
Curved
Intersect
Line segment
Open
Polygon
Sides
Straight
Vertex/Vertices

Identify and describe polygons and figures that are not polygons.

This shape has . . .

This is a . . . because . . .

This is not a . . . because . . .
Identifying and Describing Polygons

Video Lesson Vignette

• Introducing Academic Language
• Introducing Polygons
• Exploring Polygons Independently
• Summarizing the Lesson
Instructional strategies that:

• Make math comprehensible
• Provide opportunities for talk
• Support talk
In what ways does the teacher make the **math content comprehensible** and support students in understanding math concepts?

What **opportunities to talk** about their mathematical thinking are students given?

What strategies does the teacher use to **support students in talking** about their mathematical thinking?
Introducing Polygons

After observing this next clip, talk with a colleague about:

• How was current instructional practice in your school/district affirmed?

• What three ideas stood out for you about the lesson?

• How will you use these ideas?
Strategies that Support English Language Learners

• identify a math and a language goal
• use sentence frames
• create vocabulary banks
• make manipulative materials available
• pose problems in familiar contexts
• elicit nonverbal responses
Strategies Continued

• utilize partner talk
• ask for choral responses
• provide visuals
• demonstrate and model
• use dramatization and gestures
• design questions and prompts for different proficiency levels
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