



EVERYDAY MATHEMATICS

ADVICE FROM COLLEAGUES— ENGLISH LANGUAGE LEARNERS (ELL)

1. [How can I supporting English-language learners' full participation in lessons?](#)
 2. [How might I incorporate students' first language when implementing Everyday Mathematics lessons?](#)
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1. How can I supporting English-language learners' full participation in lessons?

- See pages 8-19, and 32 in the *Differentiation Handbook* for suggestions of ways to support English language learners.
- Give English language learners the opportunity to explore concepts in their own language.
- Provide students with as many visual supports as possible so that they do not have to rely only on listening to the teacher to understand the instructions for activities.
- Provide students with opportunities to demonstrate what they know with pictures and symbols in addition to verbal language.
- Provide students with a context for the problem whenever possible.
- Make sure you use best practices for vocabulary building and Word Walls. Draw pictures and have many examples. Some students can make their own word dictionary. You can use the Math Word Bank pages in the masters section at the back of the *Differentiation Handbook*.

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2. How might I incorporate students' first language when implementing Everyday Mathematics lessons?

- Encourage students to talk about mathematical concepts in their own language.
- Have students use the Math Word Bank pages (in the masters section at the back of the *Differentiation Handbook*) to record new words. They can record the word in their own language on these pages to help them remember the meaning of the words in English.
- Have students write about their thinking in both their own language and in English when they are able.

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3. What other suggestions or comments about supporting English-language learners would you like to share?

- Invite parents into the classroom to see what their students are doing and to experience the activities and content as the students do.
- Invite parents to participate in supervising games or exploration stations. Make sure they have time to figure out the instructions before they come to help in the class.
- Validate and incorporate different ways to think about and solve problems into the classroom context. Often English language learners have had different experiences with mathematical concepts that they can share with the class.

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