

Planning a Mathematics Lesson for ELLs

What are the big mathematical ideas of the lesson? What will students say or do that shows they understand these ideas? How can these ideas be connected to prior mathematical knowledge?

What do ELLs need to understand about the context to have access to the problem? What might work to verify that no misleading assumptions exist? What might be connections to students' lives, culture, and/or language? How could this be determined?

What specific language may need attention so the ELLs can understand the problem and develop mathematical understanding? What additional terminology is appropriate? Are there any gestures that can be used? What terms can be written on the chart that displays important terminology? What opportunities will there be for students to practice using this terminology as they participate in the Mathematics Discourse Community?

At what point will the ELLs work alone? In pairs? In groups? How will the students be grouped? What is the purpose of that grouping? How can you ensure that students actively participate, listen to each other, be respectful and inclusive of each other, and use each other as resources? How will students be positioned as competent problem solvers?

Are there explicit language and content objectives for specific ELLs? What serves as a foundation for these objectives? How do these objectives align with the trajectory planned for the specific students? At what point might it be appropriate for the students to rehearse responses or presentations?

Ramirez, Nora G., and Sylvia Celedón-Pattichis. "Professional Development Suggestions and Resources." In *Beyond Good Teaching: Advancing Mathematics Education for ELLs*, edited by Sylvia Celedón-Pattichis and Nora G. Ramirez. Reston, Va: National Council of Teachers of Mathematics, 2012.

What are different strategies, tools and/or representations students might use to complete this task?

What strategies will be used to assure that the ELLs have processing time? At what point(s) in the lesson will this occur?

What opportunities are there for the students to communicate orally? In written format?

Before working the problem

While working the problem

During discussion of solutions

During closure