

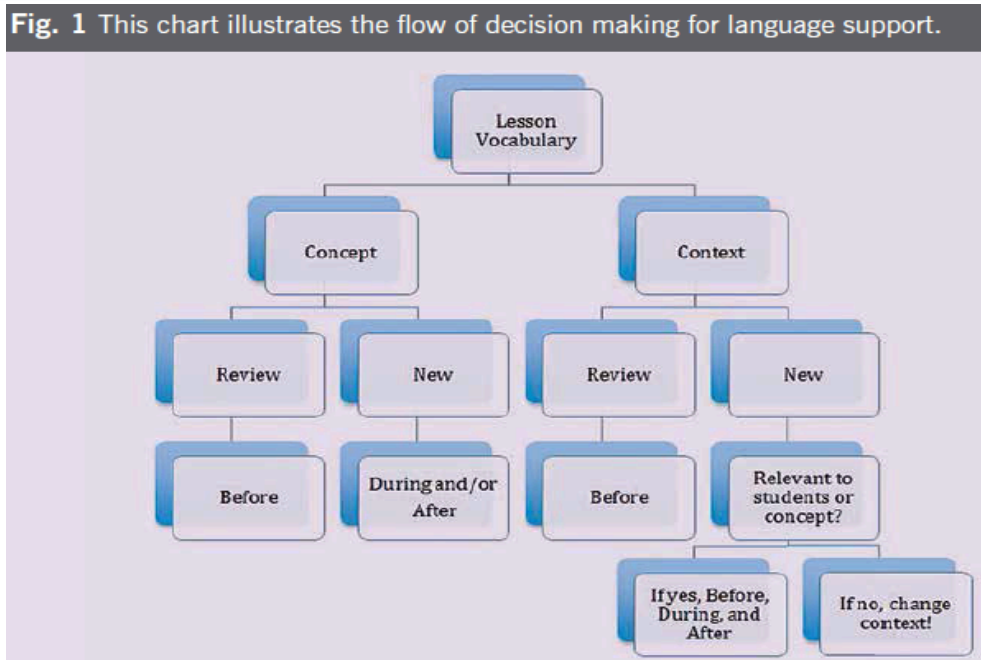
7 Strategies for Supporting Algebraic Thinking with ELLs

Jennifer Bay-Williams, NCTM Regional Meeting 2015

	Strategy	Algebra Application
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Table 2 These obstructions may occur when preteaching vocabulary.

	Obstruction	Description
CAUTION	Shift in lesson purpose	Lesson shifts to a vocabulary lesson versus a mathematics investigation.
	Time tradeoff	Time spent preteaching is less time to explore the task. It typically means removing another strategy from the lesson that could help students.
	TMI (too much information)	Vocabulary overload (Garrison and Mora 1999) occurs in that a laundry list of all possible related vocabulary is covered instead of the essential mathematics vocabulary. Less is more.
	Unknown concept	The vocabulary is explained for concepts not yet learned (Garrison and Mora 1999). Words preceding the concepts cause a loss of rigor and lower the cognitive demand.
	Focus on nonessential words	The lesson focus becomes the context of the problem (e.g., things seen at an amusement park) rather than the mathematics.



Livers & Bay-Williams (2014). Vocabulary Support: Constructing (Not Obstructing) Meaning. *Mathematics Teaching in the Middle School*, 20(3), 152-159.

