INVESTIGATIONS 3
IN NUMBER, DATA, AND SPACE®

Overview of English Language Learner Support

Implementing Investigations

This resource includes an overview of the ELL support in the program and an explanation of each of the ELL Strategies, based the work of Jim Cummins.

Differentiation in This Unit

These pages at the beginning of each unit include information about program features that support English Language Learners.

Supporting English Language Learners (ELLs)

In each of the **Expanded Differentiation** activities, and in some sessions, you will find embedded ELL support, again labeled with a specific strategy. These strategies include:

- Model Thinking Aloud
- Partner Talk
- Provide Vocabulary Support
- Provide Sentence Stems

- Repeat and Clarify
- Provide a Sequence
- Provide Opportunities for Practice
- Allow Varied Responses

Previewing Unit Content for English Language Learners

Each Curriculum Unit includes **Previewing Unit Content for English Language Learners.** This section provides specific suggestions and best practices to teach unit content, vocabulary, and using tools to support ELLs.

The unit-specific content in this section does not introduce any new content to students (introductions to new content are saved for the sessions); instead, it contains suggestions to help teachers bridge students' prior learning to prep them for what is coming.

For example, there might be a paragraph that re-introduces or reviews some of the manipulatives or math tools (e.g., number line or ten frames or representations) used in

prior units or in the prior grade. Students could benefit from being reminded of what the tools are; how the tools are used; and introduction to the names of tools (e.g., the shapes in a set of pattern blocks).

This section may also include art---visuals of the tools/models/ideas that are being reviewed/previewed to help teachers "see" and understand the specific suggestion.

Vocabulary

The **Previewing Unit Content** section oftentimes includes a subsection titled **Vocabulary.**

Overall Approach to Vocabulary Support in *Investigations 3* **using 3 Tiers:**
- **Tier I** words--non-academic words (book, small, clock, cartoon)
- **Tier II** words--general academic words (describe, combine, groups of) and broad mathematical words (number, angle, equation)
- **Tier III** words--math technical language (median, mode, prime numbers). These words tend to be new for the whole class, so they are first introduced/explained as part of the lesson and they may be included in the **Previewing Unit Content Section** in later units, after first introduction, reminding teachers to review the terms for students, especially ELLs.

In **ELL Notes** throughout the program, the order of priority is Tier II vocabulary first, then Tier I vocabulary. Tier III vocabulary, which is new to all students, is already well-covered in the curriculum; so there may be an ELL note for Tier III vocabulary, but the focus is on Tier II and Tier I vocabulary in ELL notes.

That said, the **Vocabulary** subsection within **Previewing Unit Content** focuses on ELL **Tier II and (review) Tier I** vocabulary that is used in the unit that many English speakers already know and understand. The **Previewing Unit Content**: **Vocabulary** section does not introduce new vocabulary (meaning, vocabulary that is new to all students). Instead, new vocabulary is introduced in specific sessions. This **Previewing Unit Content: Vocabulary** section contains vocabulary that has already been introduced within the grade level (in an earlier unit) or in a previous grade level. The idea is that the vocabulary suggestions in the **Previewing Unit Content**: **Vocabulary** section reinforce/review vocabulary to set up ELL students for success in the unit.

Session-specific vocabulary notes are most often placed within the sessions at point of use. However, there may be examples of the session-specific vocabulary placed in the **Previewing Unit Content: Vocabulary** section.

Games. The session-specific (ELL) vocabulary notes include suggestions for how to make the games accessible to ELLs. ELL notes about Games vocabulary are placed at point of use within sessions and not in the **Previewing Unit Content**: **Vocabulary**

section. As new games are introduced, if students use Tier II and Tier I vocabulary in the game, then an ELL note about the vocabulary may be included.

ELL Notes in Sessions

ELL Notes always appear in **Differentiation Supporting the Range of Learners** section and most ELL notes pertain to **Ongoing Assessment** activities. ELL Notes occur at point-of-relevance.

Each ELL Note supports one of the following strategies:
- Model Thinking Aloud
- Partner Talk
- Provide Vocabulary Support
- Provide Sentence Stems
- Repeat and Clarify
- Provide a Sequence
- Provide Opportunities for Practice
- Allow Varied Responses

ELL Notes are used only when there is something useful to suggest to the teacher, just as the Intervention and Extension ideas are used in targeted ways. Each addresses in some way an aspect of the activity that an ELL student might need support with. ELL Notes do not repeat the activity in the session and they are not stand-alone activities.

The ELL Note draws on/utilizes only the materials associated with that specific activity. ELL Notes generally do not ask the teacher to create a new material (e.g. index cards with numbers/symbols; a different set of multiplication cards). The only exceptions to this are:
- a sentence frame that can be used to assist a student's explanation, or
- a preview activity that may suggest that the teacher make a chart, for example a dual language number chart.

The ELL Note may offer a suggestion about how to support a student in preparation for an upcoming discussion about that activity. (e.g. use a sentence frame; rehearse with a partner). If the ELL Note addresses math vocabulary, it builds on the way it is presented within the lesson.

ELL Notes help students participate in the discussion or in the activity. For example, if the activity is a game, then the ELL Note helps students understand what the game is about. Let's say the game involves rolling 2 number cubes and taking away the smaller number from the larger number – the note helps ELLs to understand that this is what they do when they play the game. The note does not tell students *how* to solve 7-3. It helps students understand the problem so that the student can use the strategy that makes sense to him/her.

ELL Notes do not ask ELL students to do tasks that demand a high level of language proficiency. For example, asking students to "*explain to partners how the number line is used for counting,* suggests a level of fluency with language that may even be challenging for primary students who are native English speakers.

ELL Notes and Differentiation at the End of an Investigation

At the end of each Investigation at grades 1-5 there are three Differentiation activities: Intervention, Practice, and Extension. Each activity includes an ELL Note. Sample ELL Notes are provided below. Notice how they do not tell the student how to solve the problem but instead suggest a sequence of steps to follow about what to do.

> **DIFFERENTIATION**
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> **ENGLISH LANGUAGE LEARNERS Suggest a Sequence** Students might need help writing their story problems. You can provide a format for sequencing steps such as the following.
> 1. Pick a number to use.
> 2. Write a multiplication problem.
> 3. Draw a picture.
> 4. Turn the paper over and solve the problem. A similar sequence of steps can be used for division.

> **DIFFERENTIATION**
>
> **ENGLISH LANGUAGE LEARNERS Rephrase** Review the activity by using simpler language. For example: **Write a multiplication problem for 2 × 4. Write a division problem for 8 ÷ 4.**