

# Dual Language Weekly Focus

## Math Instruction in English

The Dual Language Model that has been adopted by the district requires the teaching of the English language to bilingual learners through the content instruction of math. In order to accomplish this successfully, the bilingual teacher must focus on **both** math content instruction **and** language instruction. This is called *sheltering* the math instruction. When using content instruction to teach the language of English, it is essential that the teacher adapt the approach to take into consideration the language needs of the students. It requires careful structuring of whole group, small group (learning together in bilingual pairs) and independent student work to ensure that the content **and** language of math is understood and that students have multiple opportunities to practice using the English language.

In a class where students are learning in a language other than their primary language, Second Language Acquisition (SLA) strategies are a must. Slower rates of speech, repetition of key terms, visual representations, cooperative group learning, student interaction, routines, and strong teacher modeling are essential to student success both in the content area and in developing the new language. Some teacher behaviors might include:

- ★ Writing key terms on the board
- ★ Modeling correct usage of math terms: use the term “trapezoid” rather than the “red block”
- ★ Repeating and reviewing frequently
- ★ Providing frequent summaries of salient points of the lesson throughout instruction
- ★ Linking new learning to prior experiences
- ★ Encouraging students to use gestures, movements and “tricks” to help student remember vocabulary
- ★ Encouraging students to use the key terms: “Today I’m listening for these words...”
- ★ Providing models of acceptable language through the usage of repetitive frames: “\_\_\_\_\_ has more/less money than \_\_\_\_\_.” Focus on meaning and not repetition for the sake of repetition.
- ★ Maintaining high expectations and engaging students in higher order thinking skills to promote their cognitive development and their language development.

Lessons must include concrete objects to present the information in a comprehensible manner and wonderful language building activities such as poems, visuals, graphic organizers, literature, and games that correlate with the Everyday Math lessons. Additionally, it is imperative that teachers provide students with opportunities to internalize the language by listening to, speaking, reading and writing the English language within the context of the math lesson.

***Remember that Language of Assessment for Math is English since it is the dictated Language of Instruction of the district’s bilingual program, One Way Dual Language. It is imperative that teachers evaluate their teaching practices to ensure that they are providing students every opportunity for success now and in the future!***