<table>
<thead>
<tr>
<th>Math Structure</th>
<th>Possible challenges for ELLs</th>
<th>Suggested differentiation strategies to support ELLs</th>
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</thead>
</table>
| Warm-ups       | Too much teacher talk       | • Provide multiple opportunities for turn and talk or active engagement  
|                |                             | • Use realia, gestures, pictures and/or graphics to make language comprehensible  
|                | Unknown or misunderstood vocabulary | • Make your speaking simple and clear  
|                |                             | • Establish routines that help ELLs focus on content and language |
| Whole class instruction or Mini-lesson | Lack of support and feedback | • Be explicit in your instruction  
|                | Specialized technical vocabulary | • Preteach key vocabulary to scaffold understanding  
|                |                             | • Assess and reteach to support understanding  
|                |                             | • Allow newcomer ELLs to write in their native language  
|                |                             | • Allow newcomer ELLs to copy teacher or echo responses if needed  
|                |                             | • Allow beginning and intermediate ELLs to draw and label  
|                |                             | • Support frequently with one on one conferring or small group instruction |
| Small group instruction | Limited talk time | • Provide visuals and make learning visible for students  
|                  | Ability to express mathematical thinking | • Demonstrate and model using think-alouds  
|                  |                             | • Support using anchor charts and sentence frames  
|                  |                             | • Support using structured conversations such as Talking Heads and Q Triple S A  
|                  |                             | • Groups should be fluid and homogenous (by students’ needs) |
| Math workshop | Structure of time | • Establish simple routines and procedures and teach them explicitly  
|                 | Partners are unsure what to do | • Support ELLs with sentence frames aligned to their language level  
|                 |                             | • Provide students with related manipulatives, visuals and graphics  
|                 |                             | • Pair beginner ELLs with a buddy who can help them acclimate to the math workshop during the initial phase |
| Conferences | Little student conversation | • Meet frequently with beginning and intermediate ELLs  
|                 | Too lengthy | • Design questions that meet the students’ proficiency levels  
|                 |                             | • Practice wait time and provide a sentence starter when needed  
|                 |                             | • Provide descriptive and timely feedback while building a relationship |
| Anchor charts & Wall space | Premade | • Display class-made anchor charts that show math processes  
|                 | Too many words | • Label with plenty of graphics and pictures  
|                 |                             | • Keep icons consistently throughout the building (ex: a book is the same in your room and the library)  
|                 |                             | • Color chunk wording on chart and visuals  
|                 |                             | • Write in a step-by-step format  
|                 |                             | • Keep charts up and available and refer to them frequently  
|                 |                             | • Provide smaller copies to ELLs (artifact)  
|                 |                             | • Create in front of students  
|                 |                             | • Use interactive word walls created with students |