

Math Structure	Possible challenges for ELLs	Suggested differentiation strategies to support ELLs
Warm-ups	Too much teacher talk Unknown or misunderstood vocabulary	<ul style="list-style-type: none"> ▪ Provide multiple opportunities for turn and talk or active engagement ▪ Use realia, gestures, pictures and/or graphics to make language comprehensible ▪ 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 Specialized technical vocabulary	<ul style="list-style-type: none"> ▪ Be explicit in your instruction ▪ 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 Ability to express mathematical thinking	<ul style="list-style-type: none"> ▪ Provide visuals and make learning visible for students ▪ 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 workshop Partners are unsure what to do	<ul style="list-style-type: none"> ▪ Establish simple routines and procedures and teach them explicitly ▪ 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 Too lengthy	<ul style="list-style-type: none"> ▪ Meet frequently with beginning and intermediate ELLs ▪ 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 Too many words	<ul style="list-style-type: none"> ▪ Display class-made anchor charts that show math processes ▪ 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