

TEACHING MULTILINGUAL LEARNERS

Learning Target:

I can coach my peer step by step on how to solve a math problem by using my academic vocabulary and dialogue.

Domain Focus:
Speaking & Listening

Time:
15 Minutes

Setting:

With Partners during Whole Group or Small Group

Instructional Strategy: The Math Coach

The Math Coach strategy encourages students to utilize their speaking skills while instructing a peer on how to solve a math problem step by step. Students are encouraged to include the correct vocabulary to describe how to complete each step of the math procedure. This strategy allows students to process the steps of the math procedure and practice them multiple times in an authentic way. During this strategy, students will also be able to see their peers demonstrate how to apply the math concepts and solve problems.

Teachers will assign partners to complete this 'Coaching' process:

1. Assign partnerships several math problems after the modeling portion of your instruction.
2. One of the students does the first problem while the second acts as a coach. The coach instructs the student on how to solve the problem and walks their partner through solving the problem step by step.
3. Then, students switch roles for the second problem.
4. When they finish the second problem, they get together with another pair and check answers.
5. When both pairs have agreed on the answers, ask them to shake hands and continue working in pairs on the next two problems.

This strategy provides many opportunities for students to dialogue with their partner and make sense of this new information they have learned. Being the math 'Coach' will encourage students to take ownership of their language and actively participate in academic conversations using content vocabulary.

The 1st Grade Math Coach Example:

Coach: Start by drawing 10 circles in a row for Tony's baseballs.

Student 2: Draws 10 circles.

Coach: Draw 6 circles in a row under Tony's.

Student 2: Draws 6 circles.

Coach: Put a circle around the baseballs that don't have a match underneath.

Student 2: Circles the group of 4 baseballs.

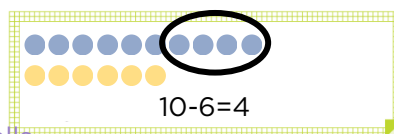
Coach: Now we need to write an equation. Start by writing the number of baseballs Tony had...etc.

Student 2: Writes an equation.

Build Understanding

A Julian has 6 baseballs. Tony has 10 baseballs. How many **more** baseballs does Tony have than Julian?

How can you show the problem? Write an equation.



Support Strategies

- Write the steps on the board with examples for students to refer back to
- Strategic Partnerships
- Vocabulary Bank with content words
- Provide sentence stems for each step as needed
- Utilize visual models for solving the math problems