

COMMON CORE-ALIGNED TASK  
WITH INSTRUCTIONAL SUPPORTS

Mathematics



# KINDERGARTEN MATH: BOOKS ON SHELVES

## SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

# KINDERGARTEN MATH: BOOKS ON SHELVES

## Supports for ELLs

<b>Title:</b> Books on Shelves	<b>Grade Band:</b> K-2
<b>Linguistic Access:</b>  In this performance-based assessment, a distinction between the vocabulary and the language functions is needed to provide entry points to the math content. Both need to be clarified to ensure comprehension and to avoid misunderstanding. This can be done by introducing and/or reviewing the most essential vocabulary and language functions with the concrete models in order for English Language Learners (ELLs) to grasp the meaning of the terms. The following vocabulary/language functions are suggested:  <u>Vocabulary Words:</u> Tier I (Non-academic language): shelf/shelves, bowl, goldfish  Tier II (General academic language): square, four, how many, round  Tier III (Math technical language and concepts that must be carefully developed): there are no Tier III words in these problems  <u>Language Functions:</u> show, explain	
<b>Content Access:</b>  It is important to review counting and cardinal numbers.	
<b>Scaffolds and Resources:</b> <ul style="list-style-type: none"><li>• All tasks need to include non-linguistic representations (visuals), such as photos, realia, and labels.</li><li>• In teaching students about addition concepts, teachers can use a variety of scaffolds, such as KWL charts, graphic organizers, and think-pair-shares.</li><li>• At this grade level, it is important to connect literacy and mathematics; therefore, introducing some of the preparation tasks with an appropriate reading on the topic is recommended. If available, provide books and other supporting materials in the native language.</li><li>• Use text representation by having students work in small groups to transform the problem into a group picture/poster. Give each student a different color marker (crayon); each student must use only the marker given him/her in order to ensure that each group member participated equally. Finally, invite groups to present to each other in class. All members of the group must participate in the creation of the picture and in the presentation to the class.</li><li>• Use manipulatives appropriate to the tasks. For example, use shelves in the classroom (by assigning two shelves per group), real books, two containers (one round and one square), and blocks (to represent fish).</li></ul>	

- Recommended resource: *Supporting English Language Learners in Math Class (K-2)* by Rusty Bresser et al.