MATH GALLERY WALK

1. Interactive Math Word Wall (could be a generative vocabulary matrix)

Instructions for use:

a. Identify math content words and academic language ELs will be encountering.

b. Create two vocabulary cards for each word – one with math word (bilingually) and another with picture or example representing the word

c. Explicitly teach the words and place the word and picture next to each other on chart. *Add the word and picture cards little by little as they encounter them in the math lessons.*

d. On a regular basis throughout the math unit, students interactively practice using the words and language.

e. Refer to the word/language cards whenever using those vocabulary words in math lessons (this helps ELs connect the spoken word with the written word and the mathematical concept, and also helps them to internalize the academic vocabulary)

2. Math Charts

Instructions for use:

a. Math charts should summarize in a visual way the key math concepts ELs have already learned.

b. As you being teaching new math concepts, develop the charts with your students.

c. The charts should be focused on only one concept that ELs have already learned.

d. Provide several clear visual examples of that concepts.

e. If applicable, clearly outline the steps involved in solving a problem. This should be mainly visual with a few key words or a sentence summarizing the concept.

f. Refer to the chart in future lessons to connect the oral language, written language, and concept.

g. Students should be instructed to consult these charts if they are unsure how to solve a problem.

3. Wipe Off Math Charts

Instructions for use:

a. Use these charts to illustrate concepts you are teaching as you are teaching them.

b. Charts should be available to students as they work independently.

c. These charts can provide endless opportunities for ELs to practice math concepts.

4. Baskets of Commonly Used Math Manipulatives

Instructions for use:

a. Using manipulatives is critical to help ELs visualize math concepts.

b. Create baskets with various manipulatives, at least one for each table (pattern blocks, counting cubes, coins, base 10 blocks, measuring tapes, rulers, decks of cards, play dough, pictures and other visuals).

c. Manipulatives can be placed in ziplock bags.

5. Activity Cards

Instructions for use:

a. Develop activities/problems that students can work independently or with a partner at varying levels of difficulty.

b. Cards should be categorized by level of difficulty.

c. Students need to be held accountable by showing the processes they used to arrive at their answers. This can be done by having them draw and/or explain on paper or in their math journals.

d. Student choice should be built into the activities.

e. These activities can be self-checking.

f. Students should be aware of why they are completing the activities (purpose).