9.3

Planning Strategies to Support Emergent Multilingual Students

Instructions: The 10 statements in the table are research-based strategies for ensuring emergent multilingual students

have access and agency in learning mathematics. Record ideas for how you might incorporate these strategies in your lesson/unit.

|  |  |
| --- | --- |
| ***Strategy to Support Emergent Multilinguals*** | ***Specific Ideas for a Lesson or Unit*** |
| **1. Communicate high expectations**. |  |
| **2. Make content relevant**. |  |
| **3. Establish norms for participation**. |  |
| **4. Honor native language**. |  |
| **5. Set content and language goals**. |  |
| **6. Provide vocabulary support**. |  |
| **7. Use comprehensible input**. |  |
| **8. Use cooperative groups strategically**. |  |
| **9. Select tasks with multiple entry and exit points**. |  |
| **10. Use diagnostic assessment tools**. |  |

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.