



Supporting the Range of Learners

Sessions	1.1	1.2	1.3	1.4	1.5	1.7	2.1	2.2	2.3	2.4	2.7	3.1	3.2	3.3	3.4	3.5
Intervention	•	•		•	•	•		•				•				•
Extension		•						•		•			•	•		
ELL			•				•	•	•		•				•	

Intervention

Suggestions are made to support and engage students who are having difficulty with a particular idea, activity, or problem.

Extension

Suggestions are made to support and engage students who finish early or may be ready for additional challenge.

English Language Learners (ELL)

As English Language Learners work their way through the material in this unit, they will encounter a tremendous amount of language. Before each new topic is introduced, students will need to learn relevant vocabulary, such as places to eat or animals. To illustrate this vocabulary, you can share magazine or computer pictures in a small group setting. English Language Learners can then make picture dictionaries to refer to during the activities about each topic. You can also list new vocabulary and categories as you talk about them and encourage students to add them to their picture dictionaries.

To illustrate the expressions used to describe amounts of data (*all*, *almost all*, *more than half*, *close to half*, *about half*, *less than half*, *very few*, *almost none*, *none*), you can use 20 counters of different colors (9 red, 7 blue, 3 green, 1 yellow). Have students count and compare various quantities. **First, let's count all the counters. What is the total number?**

Now let's divide by two. How many counters make *half* the total? Work with students to sort the counters by color and describe these quantities. **We have 7 blue counters. Are these *more than half* or *less than half*? What happens if we put the red and blue counters together? Are these *all* the counters or *almost all* of them? What about the green counters? Are there *a lot* or *a few*? What color has *about half* the total? What color has *almost none*? How many yellow counters are there?**

Throughout the unit and especially on the End-of-Unit Assessment, English Language Learners may need certain accommodations. Allow them to take extra time to figure out the language, using native language dictionaries if necessary, so they can show their understanding of the math concepts despite the linguistic challenges.

Working with the Range of Learners: Classroom Cases is a set of episodes written by teachers that focuses on meeting the needs of the range of learners in the classroom. In the first section, *Setting up the Mathematical Community*, teachers write about how they create a supportive and productive learning environment in their classrooms. In the next section, *Accommodations for Learning*, teachers focus on specific modifications they make to meet the needs of some of their learners. In the last section, *Language and Representation*, teachers share how they help students use representations and develop language to investigate and express mathematical ideas. The questions at the end of each case provide a starting point for your own reflection or for discussion with colleagues. See *Implementing Investigations in Grade 3* for this set of episodes.