



INTEGRATED ELD/MATHEMATICS THREE PHASE LESSON

LESSON OPENING

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| ✓ Introduce Focus Question and Math Objectives | ✓ Introduce Language Objective | ✓ Review Conversation Norms and Skills |
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BEFORE PHASE

Teacher uses guiding questions as students make sense of the problem



Understand the problem enough to have an entry point for solving it

DURING PHASE

Teacher circulates to provide support as students attempt to solve the problem and explain their thinking



Generate and explain multiple solution pathways

AFTER PHASE

Teacher facilitates whole-group discussion; students make connections across solutions and summarize learning



Reflect individually and collectively on the ideas explored

THREE READS

Three Reads
Applying Constructive Conversation Skills

Read 1: Read to understand the story.

- What is happening in the problem?
- What language do we need to clarify?
- What do we need to find out?

Read 2: Read to understand the math.

- What do the mathematical terms mean?
- What do the numbers represent?
- How do you know?

Read 3: Read to make a plan.

- How will I approach the problem?
- What strategy, representation, or tool will work best?
- How do you know?

MATH INTERVIEW

Math Interview
Applying Constructive Conversation Skills

Step 1: Use your Constructive Conversation Skills to interview your partner and learn about their thinking.

Step 2: Paraphrase what your partner said and ask questions to make sure you understand their thinking.

Step 3: Switch roles with your partner. Now, your partner interviews you.

Step 4: Repeat the interview process with a new partner.

Step 5: Time to reflect.

- Did your thinking change? Why?
- What strategy or tool is best? Why?
- Was this strategy always work?
- What new questions do you have?

MATH SUMMIT

Math Summit
Applying Constructive Conversation Skills

Step 1: Use your think time to interpret the first solution.

Step 2: Listen actively as your classmate explains and justifies her solution.

Step 3: Repeat the process with one or two more solutions.

Step 4: Compare and connect the solutions.

Step 5: Summarize our learning.

- What misconceptions surfaced? How did we clarify them?
- What mathematical ideas can be drawn from all of the solutions presented?
- How are the solutions related to your own thinking?

- ✓ Notice and Wonderings
- ✓ Pose the problem
- ✓ Students apply Constructive Conversation Skills as they clarify language to make sense of the problem using Three Reads Protocol
- ✓ Model how to think of a plan – Think Aloud

- ✓ Review Language Objective
- ✓ Model Constructive Conversation
- ✓ Students apply Constructive Conversation skills as they explain/listen to others explain using Math Interview Protocol
- ✓ Collect a language sample
- ✓ Fishbowl of Math Interview
- ✓ Select solutions to be shared for the Math Summit

- ✓ Ask guiding questions to support students as they present their solutions
- ✓ Students apply Constructive Conversation Skills in whole-group discussion using Math Summit Protocol
- ✓ Summarize learning

WRAP-UP AND NEXT STEPS

- ✓ Review Focus Question
- ✓ Students self-assess
- ✓ Give feedback to students
- ✓ Introduce next topic