

Los Angeles Unified School District MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



INTEGRATED ELD/MATHEMATICS THREE PHASE LESSON

LESSON OPENING

- ✓ Introduce Focus Question and Math Objectives
- ✓ Introduce Language Objective
- Review Conversation Norms and Skills

BEFORE PHASE

DURING PHASE

AFTER PHASE

Teacher uses guiding questions as students make sense of the problem

Teacher circulates to provide support as students attempt to solve the problem and explain their thinking Teacher facilitates whole-group discussion; students make connections across solutions and summarize learning



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

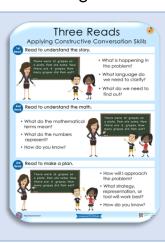


Generate and explain multiple solution pathways



Reflect individually and collectively on the ideas explored

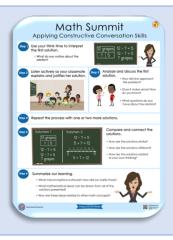
THREE READS



MATH INTERVIEW



MATH SUMMIT



- ✓ 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 wholegroup 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