EMPACT Independent Study

Spring Break Math Workshop for ESL Students

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Project Objective

To develop math skills activities to improve their understanding of basic math concepts for grade level 1.

Numbers from least to greatest

- Order 12, 34, 23, 10 from least to greatest.
- Which one is the correct answer?

23, 12, 10, 34
or
10, 12, 23, 34
Course Content Objective

• How to develop educational materials and activities using Arkansas Curriculum Frameworks.

• Best practices methods for teaching basic math concepts to ESL students.

• How to foster educational collaborative partnerships between public schools, parents, students and the community.
To collaborate with the Boys and Girls Club to organize a meaningful educational experience for ESL students, during Spring break.

BOYS & GIRLS CLUBS OF AMERICA
Skills To Develop

• Teaching

• Technology

• Communication – networking, written and oral
Community Contacts

• EAST Side Elementary faculty: Principal, third grade math teachers and ESL and special needs faculty

• Boys and Girls Club of Rogers

• ESL Office in Rogers School District
Technology Used

Microsoft Office

• Word
• Power Point
• Publisher

Word Problem #2

• Joe bought four pencils but gave one away to Ivan.
• How many pencils does Joe have left?

4 – 1 = 3
3 – 2 = 1
4 – 2 = 2
Getting Started

• Before working with students we practiced number recognition, writing, and pronunciation.

• Students learned to recognize American money and the value of each coin and the dollar bill.

• Worked with students to recognize and understand the vocabulary needed to solve word problems.

  • Words/phrases used
    • All together, total, least to greatest, left, in all, and between.

• Learned about student’s background to be aware of culture differences among all of us.
Overall Strategies

• Used many of the senses as possible to present information to students.
  • seeing, hearing, touching, smelling and tasting

• Arranged small group talking activities that permitted students to practice verbal skills

• Kept directions short and simple

• Students were in small groups

• Worked one on one with me.
Encouraged students to verbalize the steps used to solve a problem as they work through it on paper.

Teach math concepts through games and computation activities.

Began with easy problems and introduce more difficult concepts slowly.

Solve problems in groups.

Taught through modeling rather than by given instructions.

Highlight key words which help solve problem.
Sale Flyer – Activity in “real-life” practice in using money
Ordering and paying for Lunch Activity:

Children practiced ordering and paying for lunch.
• Working with ESL students allowed me to learn techniques useful for working in math with young students.

• Students enjoyed working in groups than individually.

• Simulation such as grocery shopping and ordering from a menu helped students understand the concept of money.

• Students and I felt a feeling of achievement after completing the power point math quiz.

  • All completed with no errors.
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