

## ACTIVITY 3

### Conversations with Buttons

**INTENT:**

Practice a strategy to assist English learners in developing their use of the English language while also supporting students learning of algebraic functioning.

**OUTCOME:**

Participants interact and practice using conversation to support the development of algebraic functioning.

**MATERIALS REQUIRED:**

- Assortment of buttons for each table
- Handout 3: Ways to Engage Children in Sorting and Classifying
- Handout 6: ELD Strategies



**TIME:** 10 minutes

**PROCESS:**

1. Remind participants that we just practiced using conversation to talk about patterning.
2. We will now think about how the conversations we have in classrooms may benefit children learning English as a second language.
3. We must use strategies to help these children access the content of algebraic functioning, while at the same time support their development of English.
4. Give participants the following instructions:
  - You may use the handout from the last activity, and also take out Handout 3 and Handout 6.
  - Note the strategy on page 198 of the Preschool Curriculum Framework, *Scaffold communication by combining English words with some type of body gesture or visual cue.*
  - OPTIONAL: Turn to page 198 of the PCF to read the expanded explanation.
  - We will now practice this strategy. Reach into the container of buttons and take one out. At your table group, find someone who has a similar button (it can be similar for any reason); this person is now your partner.
  - The person with the smaller button will be the “student” first, and the person with the bigger button is going to play the “teacher.”
  - You may each grab a handful of buttons to use for the activity.
  - The “student” begins by playing with the buttons and sorting, categorizing, or patterning (the student may decide which method to use).
  - The “teacher” follows the student’s lead and begins asking questions and facilitating conversation about the buttons, using body language and visual cues. (The important component is for participants to practice using the visual cues and body language).
5. Trainer walks around the room observing as activity unfolds.
6. When participants are ready, trainer indicates it is time to switch. Participants switch roles and practice again.



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### 7. Debrief:

- After the second round, have participants talk about their experience as a group.
- Have participants reflect using Handout 6: ELD Strategies. It is likely that there are other strategies used as well. Which ones did they use at their table group?
- OPTIONAL: Ask participants to circle the strategies they used and share out with the group.
- OPTIONAL: Trainer reads off one strategy that was used and asks participants to stand if they saw or used this strategy as well.



### SUMMARY:

Participants practice using conversation and ELD strategies to support the development of algebraic functioning. Participants finish with a list of strategies that they practiced.