<table>
<thead>
<tr>
<th>Strategy description</th>
<th>Example teacher prompts</th>
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| During moments when students are tasked with making their thinking visible (i.e., via oral discussion, presentation, etc.):  
  - Students should be encouraged to transition fluidly between home named languages, colloquial language, their emerging English, and academic science language (drawing on all linguistic resources).  
  - Teachers can also encourage students to draw or use gesture to represent their ideas (drawing on any nonlinguistic resources).  
  - Teachers can encourage students to notice how their peers are using their hands, bodies, or language to communicate their ideas. | • Is there a word you use at home for this idea?  
• What are some other ways we talk about [science idea]?  
• Where else have we heard this word?  
• I hear [student] using the word ______, another word we use in science for that is ____.  
• Use your hands to show what you mean by ____.  
• How can you use your bodies to describe ____?  
• How might you explain ____ through a drawing?  
• What objects might you use to model [science process or science idea]?  
• Did you notice how [student] used their hands/body/drawing to represent [science idea]?
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| When students are tasked with reading science texts:  
  - Teachers can provide (where possible) translated materials or highlight cognates in an English-only text.  
  - Teachers can partner students with other multilingual peers during reading time who can assist students in making sense of particular words and phrases.  
  - Teachers can encourage students to highlight words or phrases they don’t understand to discuss with their partner or small groups.  
  - Teachers can also supplement text with images, charts, or graphs to help students access text information in multiple ways. | • Are there any words or phrases you aren’t sure about?  
• This word is also _____ in ____ language.  
• What is a more common way to say this?  
• Does anyone know what ____ means?  
• Ask your table partner for help if you find a word or phrase you don’t know.  
• Does the image/drawing/chart in the text tell you anything more about the idea?
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| During activities that task students with writing their ideas:  
  - Teachers can encourage students to write in the language[s] they are most comfortable or familiar with.  
  - Teachers can also encourage students to include drawings to represent their thinking, which can include any combination of drawn models, graphs, charts, symbols, or even mathematical formulas. | • Draw and write your explanation/observation of ____ phenomena.  
• Remember that words are just one way to represent our ideas on paper.  
• Can you draw what you mean?  
• How can you organize your data to show any patterns?  
• What are some ways you might represent your data or observations?  
• How can you represent any patterns you see? |