

**TABLE 2: Strategies for supporting a translinguaging approach in science.**

Strategy description	Example teacher prompts
<p>During moments when students are tasked with making their thinking visible (i.e., via oral discussion, presentation, etc.):</p> <ul style="list-style-type: none"> <li>• 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].</li> <li>• Teachers can also encourage students to draw or use gesture to represent their ideas [drawing on any nonlinguistic resources].</li> <li>• Teachers can encourage students to notice how their peers are using their hands, bodies, or language to communicate their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a word you use at home for this idea?</li> <li>• What are some other ways we talk about [science idea]?</li> <li>• Where else have we heard this word?</li> <li>• I hear [student] using the word ____, another word we use in science for that is ____.</li> <li>• Use your hands to show what you mean by ____.</li> <li>• How can you use your bodies to describe ____?</li> <li>• How might you explain ____ through a drawing?</li> <li>• What objects might you use to model [science process or science idea]?</li> <li>• Did you notice how [student] used their hands/body/drawing to represent [science idea]?</li> </ul>
<p>When students are tasked with reading science texts:</p> <ul style="list-style-type: none"> <li>• Teachers can provide [where possible] translated materials or highlight cognates in an English-only text.</li> <li>• Teachers can partner students with other multilingual peers during reading time who can assist students in making sense of particular words and phrases.</li> <li>• Teachers can encourage students to highlight words or phrases they don't understand to discuss with their partner or small groups.</li> <li>• Teachers can also supplement text with images, charts, or graphs to help students access text information in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any words or phrases you aren't sure about?</li> <li>• This word is also ____ in ____ language.</li> <li>• What is a more common way to say this?</li> <li>• Does anyone know what ____ means?</li> <li>• Ask your table partner for help if you find a word or phrase you don't know.</li> <li>• Does the image/drawing/chart in the text tell you anything more about the idea?</li> </ul>
<p>During activities that task students with writing their ideas:</p> <ul style="list-style-type: none"> <li>• Teachers can encourage students to write in the language[s] they are most comfortable or familiar with.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and write your explanation/observation of ____ phenomena.</li> <li>• Remember that words are just one way to represent our ideas on paper.</li> <li>• Can you draw what you mean?</li> <li>• How can you organize your data to show any patterns?</li> <li>• What are some ways you might represent your data or observations?</li> <li>• How can you represent any patterns you see?</li> </ul>