

Anchor Charts for Synonyms: A Vocabulary Strategy

ALL GRADE LEVELS

Math	
AREA OF FOCUS	<p>I Interdependence of Mathematical Content, Practices, and Language</p> <p>II Scaffolding and Supports for Simultaneous Development</p>
GUIDELINE	<p>1 Materials reflect the understanding that students learn language through prolonged exposure and opportunities to negotiate content and ideas in the target language, with scaffolds and supports for further development as needed</p> <p>3 Regular and varying opportunities to learn, reflect upon, and demonstrate learning of mathematics using a variety of modes and forms</p> <p>6 Guidance for anticipating potential language demands and opportunities in student activities</p>
SPECIFICATIONS	<p>1b Encouragement for students to actively build their own understanding of mathematics, using language, through sustained activities and experiences</p> <p>3b Prompts for students to reflect on their own thought processes, language use, methods, and learning of mathematical content</p> <p>3c Encouragement for students to utilize words and phrases that cut across disciplines as well as math-specific words and phrases</p> <p>6b Guidance to help students make meaning of typical mathematical texts (word problems, graphs, tables, etc.)</p> <p>6c Guidance to help students distinguish between common everyday meanings of language and mathematical meanings (table, round, product, origin, similar, etc.) as they emerge in the materials</p>

Description of resource and intended audience:

This resource is designed to support students to construct an anchor chart to collect, use, discuss, and share mathematical words and phrases (Tier III), their definitions, and associated Tier I (common everyday) and Tier II (content-crossing more sophisticated) terms which are closely associated with mathematics.



Materials needed: Chart paper, markers, possibly student handouts

Approximate time needed: 2-4 minutes per word or phrase

Instructions:

Teacher creates an anchor chart (the content in this chart is an example, but teachers/students should bring their own content) with the following column headings:.

Math Word or Phrase	Part of speech, definition, and use in a sentence	Other ways to express this concept
Map	verb. a mathematical relation such that each element of a given set is associated with an element of another set. <i>Ex: Map the angle ABC onto another location in the plane.</i> <i>Related to the noun map, but has a different meaning</i>	move, locate, place, put
Transformation	noun. a copy of a geometric shape. <i>Ex: A transformation of the triangle was made across the y-axis via reflection</i> <i>Related to the verb transform: change</i> <i>Notice the root is formed with the prefix trans</i>	a duplicate, a reproduction, a replication

As students come across additional words or phrases (through teacher modeling, looking at textbook, listening to videos, etc) they add them to the chart.

Possible Adaptations:

- The teacher might create a version of this for use in table groups, or as a student handout.
- Students ask each other in pairs to use a word or phrase as they work on a problem that requires that word



Considerations:

Do not be overly concerned with terms that are not precisely the same. The goal of this is NOT to necessarily use a lot of time having students copy them into notebooks but to have the terms “captured” for ready-use during discussions and in writing the answers to their problems. This tool also gives students practice in tracking terms that are unfamiliar in other disciplines.