

Dictogloss

GRADES 2-4

Math	
AREA OF FOCUS	I Interdependence of Mathematical Content, Practices, and Language
	II Scaffolding and Supports for Simultaneous Development
GUIDELINE	3 Regular and varying opportunities to learn, reflect upon, and demonstrate learning of mathematics using a variety of modes and forms
	4 Opportunities for students to interact with and produce a variety of methods and representations
SPECIFICATIONS	3a Opportunities to deepen and extend learning through varied modes: speaking, listening, reading, and writing
	4a Opportunities and guidance for students to generate and interpret a range of mathematical representations (symbols, manipulatives, graphs, tables, words, etc.) and methods

Description of resource and intended audience:

Dictogloss is an oral language strengthener exercise that teaches students how to listen to what's important in something they are hearing only orally. Math story problems are often oral, and EL students can get lost in the non-essential language of the problem when they only hear it once. The dictogloss provides a purposeful repetition of the language of the problem, and students will work cooperatively to bring together what each has heard into a whole.

Materials needed:

- A math story problem at the appropriate grade level that can be read aloud to students. Here is a second-grade example of an addition story problem:

When I was cooking one day, I used two eggs to make a cake. But it wasn't right, so I added two more eggs to make the cake. How many eggs did I use altogether to make the cake?

- Pencils and papers, or individual whiteboards and markers
- Big sheets of paper with markers, one per group of four



Approximate time needed: 15 minutes

Instructions:

1. The teacher tells the students that they are going to play a listening game. S/he tells them, *“I will read you a story problem like the ones we are doing now in math. I just want you to listen to the words as I read – don’t try to solve the problem – just listen to it.”* The teacher then reads a short mathematics story problem to the students at a regular or normal speed.
2. The teacher says, *“Now I am going to read you the same story problem again. I just want you to listen to the words as I read.”* The teacher then reads the same mathematics story problem again to the students at a regular or normal speed.
3. Finally, the teacher says, *“I am going to read you the same story problem one more time. This time, pick up your pencils or markers, and while I am reading, you write down as many of the words I am saying as you can. Don’t try to write whole sentences, just the words you hear. And don’t worry about spelling or handwriting”.* The teacher then reads the same mathematics story problem for the third time to the students at a regular or normal speed.
4. Now the students work as partners to see what each one wrote. Together, they try to put the story problem back together using the words they had written down.
5. One student pair now joins with another student pair for a group of four. Again, they try to put the story problem back together using the words they had written down. Using a big piece of paper and markers, each group of four writes out one copy of the story problem as best they heard it. One member of each group brings their big paper to the front of the room.
6. The teacher once again reads the story problem to the class, so that each group can see how much of it they were able to capture on their paper.
7. As a whole group, review the big papers to see where the same words were used, or if other words were used that mean the same thing.
8. Students solve the problem.

Works Cited:

Adapter: Linda Carstens, ELSF math coach. Game modified for use in math from Gibbons (2002), *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann Publishers