Anchor Charts for Synonyms: A Vocabulary Strategy

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:

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

Related to the verb transform: change

Notice the root is formed with the prefix trans

<table>
<thead>
<tr>
<th>Transformation</th>
<th>a duplicate, a reproduction, a replication</th>
</tr>
</thead>
</table>

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.