

Lesson 2—Just Write It--incorporates vocabulary into the established format of a class period. By writing the vocabulary in the context of its use, students have to process the meaning and use of the word as they explain the problem they have completed, satisfying the following objectives of the workshop:

- \*develop higher-level knowledge of math content for the public schools,
- \*identify troublesome mathematics vocabulary and develop strategies to help students assimilate new vocabulary,
- \*analyze student achievement data and increase their reflective practices.

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Grade Level/Subject: 7<sup>th</sup> through high school

Topic: Incorporating Vocabulary into the Curriculum—Just Write It

Objectives (P.A.S.S.): Process Standard 2: Communication

1. Use mathematical language and symbols to read and write mathematics and to converse with others
2. Demonstrate mathematical ideas orally and in writing.
3. Analyze mathematical definitions and discover generalizations through investigations.

Introduction: In an attempt to help my students learn the vocabulary of each lesson, I prepared a bell sheet asking them to explain in words how to solve one of the homework problems, using and underlining the 4 or 5 vocabulary words I had listed on the sheet. This idea came from *Teaching Math Vocabulary in Context* by Miki Murray, which we received at this workshop.

Instructional process: As a new lesson is introduced with new vocabulary, the students are responsible for getting the words and definitions into their taxonomies. The following day, I will have prepared a bell sheet requiring them to use the vocabulary appropriate for the process which they have completed. I usually pick one of the easier problems so that they will have actually done the problem. When they have to explain the process, many will tell me they don't know how to write it in words. But as I ask them to tell me what they have done, it helps them organize their thoughts, and be able to write it in words.

Closure: This is not an entire lesson, but a part of every lesson. As they get the vocabulary down, and I understand what they do or do not know, we are able to use that time to make corrections and center on complete understanding of the process.

Assessment: On the chapter test, I included a section on writing the explanation of one of the problems. I have included an example from my Algebra I test on Linear Equations.

Modifications/Accommodations: Modifications could be made by adjusting the number of vocabulary words to be used, and the kinds of words required.

Reflection: I initially tried to use this type of bell sheet each day, but I found this unnecessary, and exhausting on my part, trying to keep them all read.

ALGEBRA I  
CHAPTER 3 TEST  
SOLVING LINEAR EQUATIONS

Explain in words how to solve the linear equation  $2x + 3(-x + 3) = 14$ , using and underlining as many of the vocabulary terms listed below as you can.  
You may use your taxonomy.

inverse operation  
distributive property  
equivalent equation  
coefficient  
constant  
transformation  
solution step  
subtraction property of equality  
opposite  
term  
variable  
simplify  
like terms