

Developing and Understanding Mathematical Language

Understanding the language used in Maths can be confusing at times. This activity helps the children make connections between the Mathematical and everyday use of the word. Over the week, we collect words on what we're working on (strand and/or number work), to investigate sometime in the week when we focus on the language of Maths. This is kept as a list on the whiteboard. It doesn't have to be during Maths time it can be during English as a language activity.

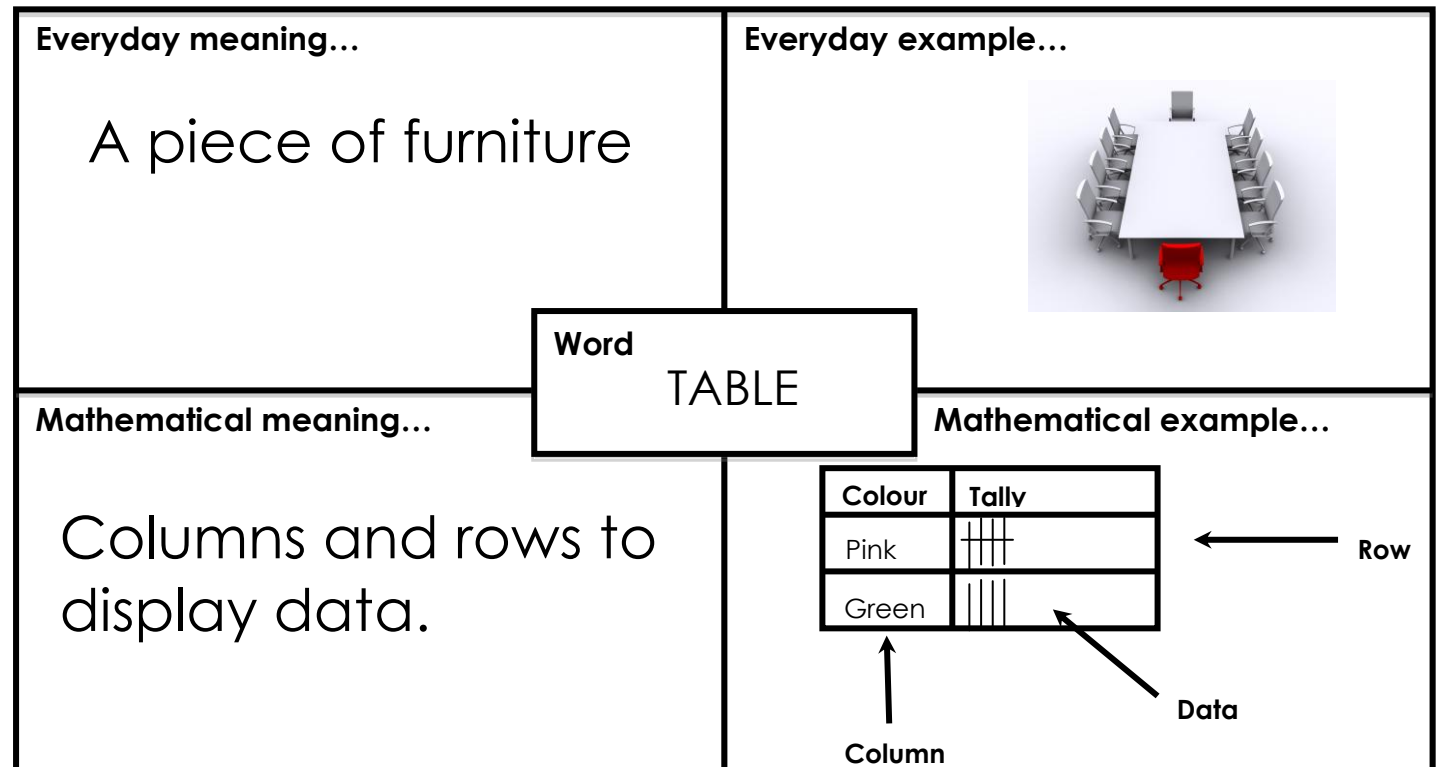
In small groups or individually the children use their clarifying skills to find out what their word means, using the concept map as a way of recording this information. They then share with the class what they discovered. From these you may find that more words pop up and can then be added to the new list for the following week. The children will also discover that some words don't have an everyday use that it is just mathematical.

"The purpose of this activity is to make links between mathematical language, students' intuitive understands, and the home language. Concepts and technical terms need to be explained and modeled in ways that make sense to student yet are true to the underlying meaning. By carefully distinguishing between terms, teachers make students aware of the variations and subtleties to be found in mathematical language." – Effective Pedagogy in Mathematics pg.21

Example:

This is one I did with my class to model how to use the concept map. All the ideas came from them and also added to our words for the day which was data, row and column.

In the example section they can draw or write. It is also a good place for children to show working e.g. finding area, angles, etc.



Everyday and Mathematical Language Concept Map

