

Mathematics Word Wall

Introduction:

The *Mathematics Word Wall* was developed by Michèle S. Weiner, Regional Center II Instructional Supervisor. Teachers who attended Regional Center II's mathematics inservices received their own copy. There have been additional requests from teachers, who did not attend, to receive a copy. Therefore, we have attached a copy of the Mathematics Word Wall to be used as a resource in the classroom.

The Purpose:

The purpose of the *Mathematics Word Wall* is to identify words and phrases that students need to understand and use so as to make good progress in mathematics. Mathematical language is crucial to children's development of thinking. If students do not have the vocabulary to talk about math concepts and skills, they cannot make progress in understanding these areas of mathematical knowledge. They need to be familiar with mathematical vocabulary and mathematical terms to understand written and spoken instructions.

A structured approach to the teaching and learning of mathematical vocabulary is essential if students are to begin using the correct mathematical terminology.

- ◆ Introduce new words in a suitable context, for example with relevant real objects, pictures and/or diagrams.
- ◆ Explain their meanings carefully and revisit them several times.
- ◆ Students cannot learn the meaning of words in isolation and the use of questions is critical in helping them to understand mathematical ideas and to use mathematical terms correctly. It is important to ask questions in different ways so that students who do not understand the first time may pick up the meaning subsequently.

Mathematics Word Walls are to be active and built upon. Words are to be posted as they are introduced in the day's lesson. Mathematics spirals and students need to explore multiple exposures to important concepts and skills.

Number Sense, Concepts, and Operations Word Wall

ev en

Regional Center II, August 2006

o dd

Regional Center II, August 2006

frac

tion

Regional Center II, August 2006

Percent

Regional Center II, August 2006

multiples of 2
2, 4, 6, 8 . . .

Regional Center II, August 2006

prime numbers
2, 3, 5, 7, 11 . . .

Regional Center II, August 2006

Measurement Word Wall

l i t e r



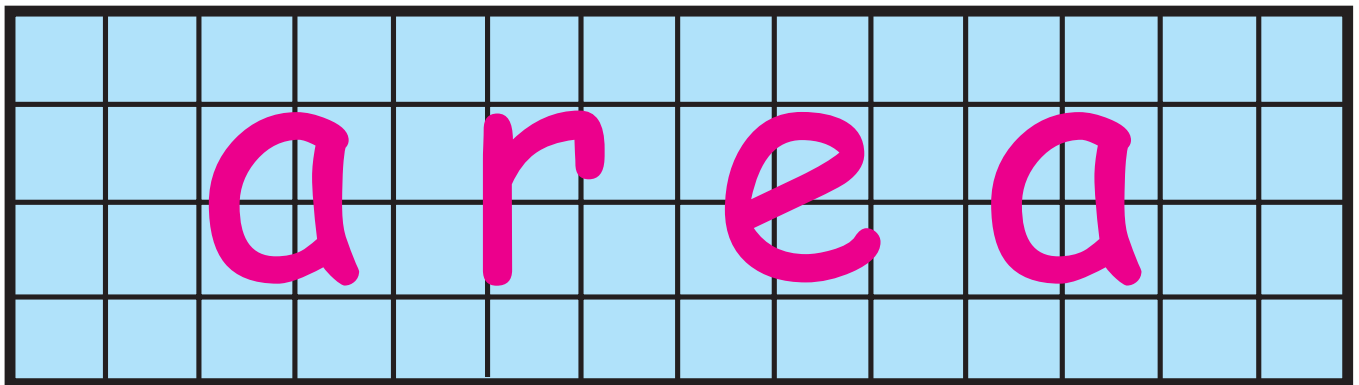
Regional Center II, August 2006

m e t e r



Regional Center II, August 2006


a r e a



Regional Center II, August 2006

Measurement Word Wall

perimeter perimeter



perimeter perimeter

Regional Center II, August 2006

Geometry and Spatial Sense Word Wall

reflection

REFLECTION

Regional Center II, August 2006

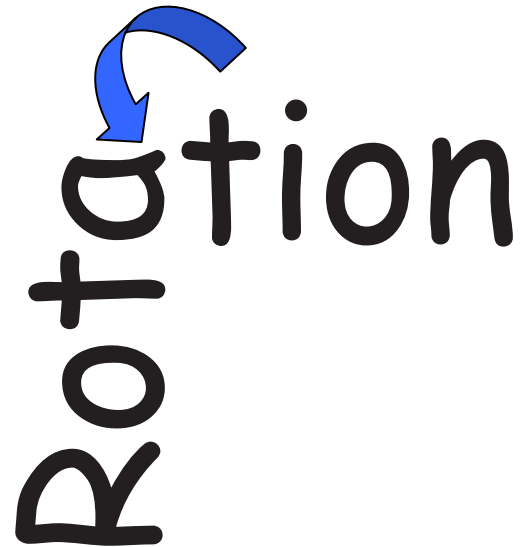
order(e, d)
pairs

Regional Center II, August 2006

clockwise



counterclockwise



Regional Center II, August 2006

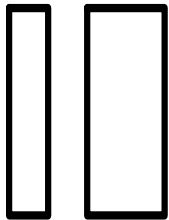
parallel

Regional Center II, August 2006

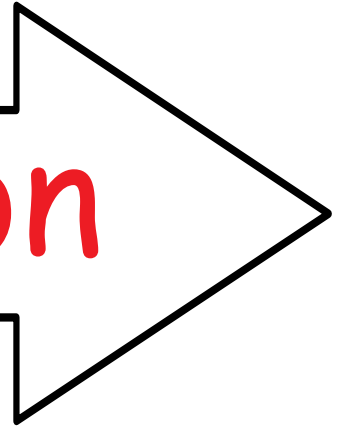
Geometry and Spatial Sense Word Wall

perpendicular

Regional Center II, August 2006



translation




Regional Center II, August 2006

← line →

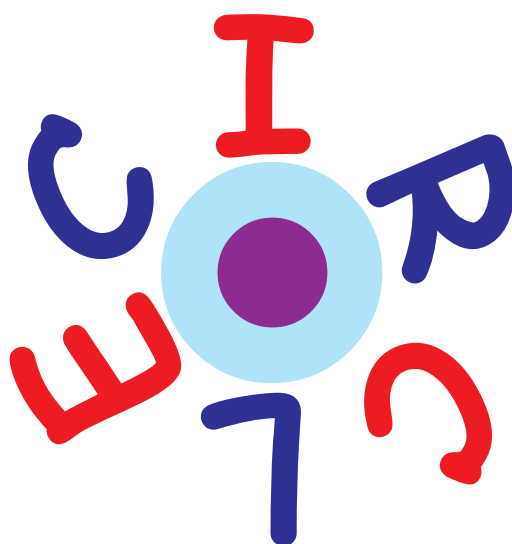
Regional Center II, August 2006

Geometry and Spatial Sense Word Wall

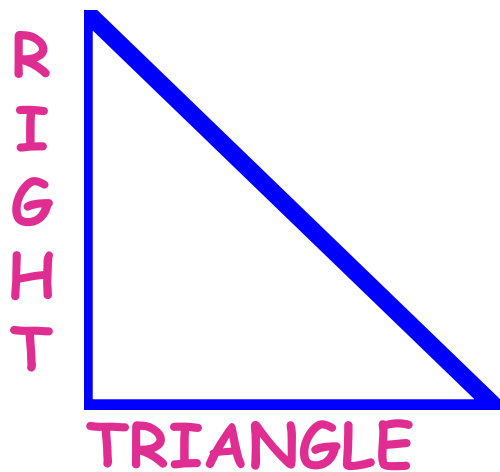
ray



Regional Center II, August 2006



Regional Center II, August 2006



Regional Center II, August 2006

Geometry and Spatial Sense Word Wall

c○ncentric circles

Regional Center II, August 2006

line segment



Regional Center II, August 2006

Algebraic Thinking Word Wall

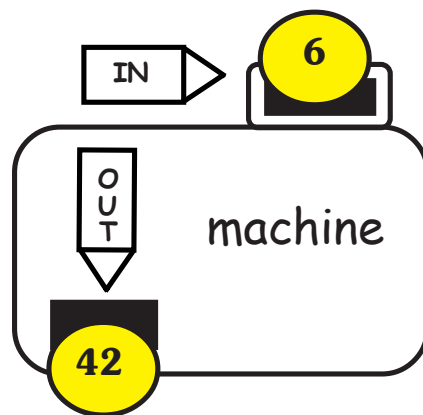
PATTERNS

Regional Center II, August 2006

in \geq equalities

Regional Center II, August 2006

function



Regional Center II, August 2006

number line



Regional Center II, August 2006

greater $>$ than

Regional Center II, August 2006

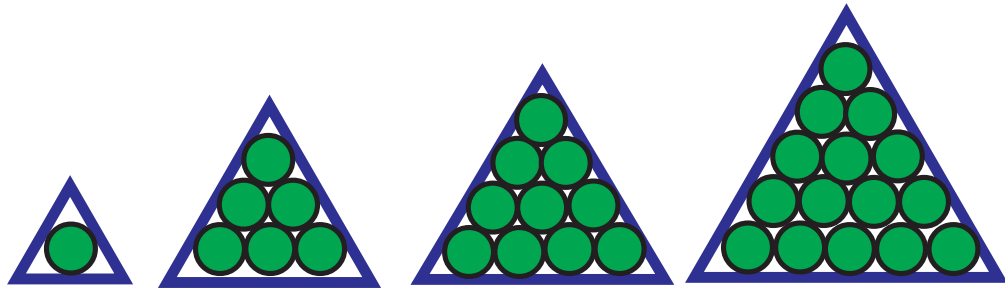
less $<$ than

Regional Center II, August 2006

not \neq equal

Regional Center II, August 2006

Algebraic Thinking Word Wall



triangular numbers

Regional Center II, August 2006

Data Analysis and Probability Word Wall

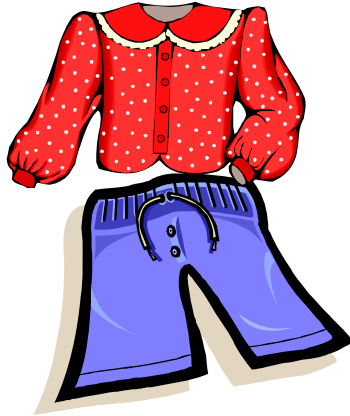
median

Regional Center II, August 2006

$m + e + a + n$

Regional Center II, August 2006

combinations



Regional Center II, August 2006

Range (R-e)

Regional Center II, August 2006

m o o d e

Regional Center II, August 2006