

Anchor Charts for Synonyms: A Vocabulary Strategy

ALL GRADE LEVELS

GUIDELINE KEY

This resource is related to the following ELSF Guidelines:

SUBJECT

MATH

AREA OF FOCUS

I

II

GUIDELINE

1

3

6

SPECIFICATION

1B

3B

3C

6B

6C

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:

Math Word or Phrase	Part of speech, definition, and use in a sentence	Other ways to express this concept
Map	<p>verb. a mathematical relation such that each element of a given set is associated with an element of another set. <i>Ex: Map the angle ABC onto another location in the plane.</i></p> <p><i>Related to the noun map, but has a different meaning</i></p>	move, locate, place, put



Transformation	noun. a copy of a geometric shape. <i>Ex: A transformation of the triangle was made across the y-axis via reflection</i> <i>Related to the verb transform: change</i> <i>Notice the root is formed with the prefix trans</i>	a duplicate, a reproduction, a replication
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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.