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Reading a classic novel

In the nineteenth century, some writers trained their readers to understand more about the lives of others. In those days before television and the Internet, books were one of the most important ways of **persuading** people to think about the rest of the world.

In Chapters V and 17 of his novel *Hard Times*, Charles Dickens describes Coketown, an industrial city in the north of England. Read his description of Coketown to these students.

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it: ... It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went to and out at the same hours, with the same staid upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next.

... The streets were hot and dusty on the summer days, and the sun was so bright that it even shone through the heavy vapour sleeping over Coketown, and could not be looked at steadily. Smoke emerged from low underground passages into factory yards, and sat on steps, and porches, and ceilings, wiping their sootily visages, and consuming coal. The whole town seemed to be living in oil. There was a stinging smell of hot oil everywhere. The steam engines alone with it, the flames of the furnaces were solid with it, the walls throughout their many stories round and crinkled by ... their inhabitants, working with heat, tilted languidly in the dust. But no temperature made the intolerable heat elephants were used at noon were. Their warlike heads were up and down at the same rate to hot weather and cold, wet weather and dry, hot weather and cold. The universal motion of their shoulders on the walls, was the universal Coketown had to show for the shadows of trailing smoke, while, for the summer heat of summer, it could offer, all the year round, from the doors of Monday to the right of Saturday, the white of death and wheels.

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10th Grade Weekly Math Homework

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THIRD QUARTER

9 Weeks of Spiral Math Homework!
 *Covers ALL Common Core Standards
 *Pacing/Correlation Chart included!
 Here is how they work...

Students complete one column each night. **SAVE Paper!**

Everything you previously taught is reviewed each night

The **CURRENT** skill being taught is at the bottom

ONLY skills that have been taught are included

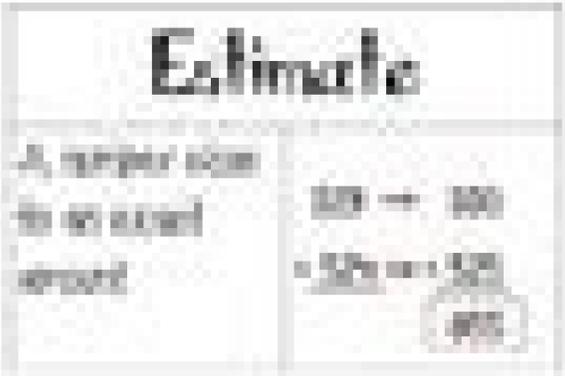
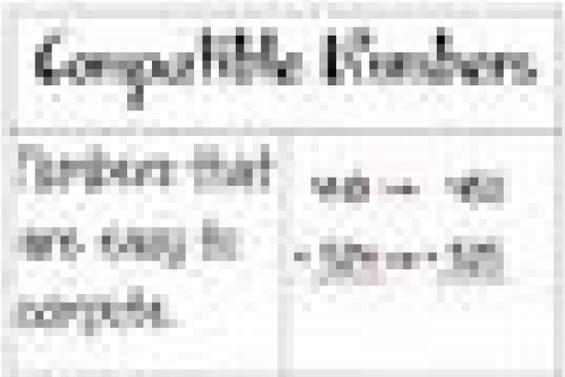


Name _____ Date _____

Learning About Earthquakes

Complete the survey

1. earthquake	14. grabber
2. disaster	15. alarm
3. disaster	16. alarm
4. earthquake	17. disaster
5. disaster	18. alarm
6. earthquake	19. disaster
7. disaster	20. earthquake
8. earthquake	21. disaster
9. disaster	22. earthquake
10. earthquake	23. disaster
11. disaster	24. earthquake
12. earthquake	25. disaster
13. disaster	26. earthquake



Have students turn and talk with a partner, explaining what each new math word means. Show how the novel math words fit together with concepts they already know. Notice that Ms. Williams acknowledged and repeated back Eduardo's observations about the rhombus, which reaffirms that he already has some knowledge about shapes. His teacher then builds on this knowledge by rephrasing his everyday language using the correct math words: rhombus instead of diamond and vertex instead of corner. The fence hugs the perimeter of the yard. One problem I solved was... Students need to learn the two (or more) different meanings for certain math words. Celebrate the fact that students learned new words and grew their ability to communicate mathematically. 3) Set up a classroom math word wall and individual math word banks. They might struggle to understand and use correct, precise words when expressing their ideas in all content areas, including math. Re-teaching and reviewing: When the unit is over, review all the new math words you taught. She says, "I took this one and turned it like this, so now it's the other. The water spill was a foot wide. Use a graphic organizer for students to record and reinforce their understanding of math words. AND, if you make it down to the bottom of the post, you'll find my FAVORITE resource that I use to help build my math word wall. Language in the math classroom When you think of learning new vocabulary words, English Language Arts class comes to mind first, right? We call these shapes that look like diamonds a rhombus. They finally understand and remember what those math words mean, like decimal point. The fact that almost 50% of children with math disabilities ALSO have reading disabilities! So not only do many of our struggling math students have a hard time understanding the meaning of math words, but they also have a hard time with expressive and receptive language. A double whammy, but later I'll show you that all is not lost. When we read a number aloud that has a decimal point, we don't call it "decimal point," we say "and." Oy vay! You know what else makes teaching math words so difficult? Help students by growing their prior knowledge. Ms. Williams: It does look like a diamond. In the surrounding boxes, they list the definition, characteristics, and provide examples and non-examples. How many pretzels will each friend get?" Instead of figuring out what all those words mean, Alice narrows her focus to the numbers. For example, Ms. Williams is introducing parallelograms to her class and calls on Eduardo to share his thinking: Ms. Williams: What can you tell me about this shape, Eduardo? What else do you notice about the rhombus? For example, don't say this; Perimeter is the measure of the boundary of a closed geometric figure. At the end of a lesson, have students answer specific prompts in their math journals. No. But more importantly, did Alice have the chance to engage in critical thinking and flex her problem-solving skills? Let's take a walk around the perimeter of our classroom. Thank you very much for your cooperation. Based on your experiences in the classroom, you probably already know that students with math disabilities- especially those who are also English language learners or have language disabilities- will have an especially hard time learning new math words. Then I timesed the top and the bottom, which gave me the answer." Does that sound like something some of your students might say? Think of the fence around the school yard. Teaching tip: Model the correct use of math language. You should be careful to use precise math language as you talk about math ideas with your students and rephrase new math words. Teaching tip: Research on word learning has found that teaching vocabulary in context works better than teaching definitions in isolation. You can always draw an image directly on the cardstock. They wrote the math vocabulary word on one side of the index card and the definition or a picture on the other side. What I like about personal word banks is that each student in my class had a unique collection of words. Then I multiplied the two numerators and the two denominators, which gave me the quotient." Sure does sound a lot more mathy, right? 5 high impact strategies to teach math vocabulary: 1) Start with what they know and use student-friendly definitions. As students write about what they learned in math class and how they solved specific problems, they are reflecting on the newly taught math concepts. Let's count each vertex together. YOU matter and there are actionable strategies YOU can implement to grow your students' knowledge of math words. You can increase children's exposure to math words by: Pre-teaching: At the beginning of a new unit, tell students the new words they'll be learning throughout the unit. Her use of precise language conveyed her understanding of the procedure and helped me get an insight into what she was thinking and doing. Use the new words in conversations you have with students. As you introduce each new word, show an image and explain what it means. Will students fully learn what these words mean after you pre-teach them? But more importantly, I understand what Alice did. My struggling students tended to use a lot of vague words: "things" "this one" "like this"- instead of exact math language. Other years I've had students create math dictionaries on index cards, which they keep on a ring. My go-to resource is Mathisfun.com. MY FAVORITE MATH WORD WALL RESOURCE Ok, I did promise you earlier in this post that I would share my favorite math word wall resource. Sometimes it can be hard to get good images to use as part of your word wall. Our students with math and reading disabilities CAN learn to understand and use math words correctly, with the right supports. She chooses an operation based on an arbitrary metric, then voilà! She has an answer. Alice might think, "32 is bigger than 8, so maybe I need to subtract. Try to show the meaning in context and have students draw or act out the meaning, as much as possible. Add the new math words to your classroom word wall and/or students' individual word walls. No. But they will begin to develop foundational knowledge that you can build on when you delve deeper into the unit. Knowledge is built on prior knowledge. Where should we start? Two ways to solve this problem are... 32 minus 8 is 24." Is it the right answer to the word problem? Who can repeat back what perimeter means? Eduardo: It's blue and has 4 sides and 4 corners. Have students draw pictures that show examples and non-examples of each math word. No two students are the same and no two students are trying to learn the same math words. The examples and non-examples that students draw in the Frayer Model are especially powerful ways to reinforce what a word means and doesn't mean. Scroll down to the bottom to get a FREE copy of our place value arrow cards. Example of how to use the Frayer Model: Journaling is a great way to reinforce the use of math language. As educators, we know firsthand how tricky math vocabulary can be for our students- especially using exact, precise math words correctly. Words they thought they knew, like face, mean something else once math class starts. If math language isn't explicitly taught, children learn to disregard math words and only pay attention to the numbers. They keep their Frayer Models stored in a math journal or binder and can access their own personal math dictionary whenever they need to. They also have practice writing and thinking about new math words they just learned. Encourage your students to use the word wall or their own personal graphic organizers to incorporate correct math vocabulary words in their journals. In addition to the Frayer Model shown below, you can use Venn Diagrams, semantic maps, word banks, etc. Frayer Model The Frayer Model is my favorite graphic organizer that I like to use when teaching math vocabulary. For example, let's say you give Alice the following problem: "Nancy has 32 pretzels to share with 8 friends. We already know the area is 8 square units..." 2) Explicitly teach new math words and give students multiple exposures to math words. When we teach vocabulary in Language Arts class, we don't expect students to understand the words on their own. SCROLL DOWN TO THE BOTTOM TO GET YOUR FREE COPY OF OUR MATH VOCABULARY TOOLKIT Do the bolded words mean the same thing in the following examples? I also have my students create their own personal word walls or word banks. Some years I have students fill out a graphic organizer (like the Frayer Model, which we'll see below) for each new math word. For example: Today in math, I learned... We review new vocabulary words many times before we expect students to know them. For example, "Let's take a look at the area, or inside space, of the shape. I like to print my math vocabulary cards on thick cardstock, like this one. The third cup was roughly two-thirds full of water. It does have 4 corners and we call the corners of a shape a vertex. drumroll:: Not only do they list the words students should be learning in each grade, but they created cards, with definitions and images, that you can print and post on your word wall. Here's an example: So now that we've covered 5 actionable ways to reinforce math vocabulary in your classroom, tell me what's missing! How do you help your struggling students learn new math vocabulary? He placed an even number of spoons on the even surface of the table. If he takes one away, there will be 3 spoons left on the left side. Same goes for the math class. In order to continue enjoying our site, we ask that you confirm your identity as a human. In this post, you will learn 5 actionable ways to improve your students' math vocabulary- 5 strategies that you can implement today and that work for students with disabilities. Teaching: Teach math words through explicit instruction. Using correct math words can seem like learning a new language! While this is true, you should also know that YOU are an important factor in students' learning. Ms. Williams: Nice job noticing the rhombus' 4 sides. Eduardo: It looks like a diamond. Using more precise language, Alice might have said, "I took the second fraction and turned it upside down, so it became the reciprocal. Well, for a few reasons: We use language to communicate. You can also do a google search for "royalty free stock images" or search for images on Teachers Pay Teachers, which has some low-cost clipart. Once you set up your word wall, don't let it sit there, gathering dust! Make your word wall come alive with these 7 activities: Scroll down to the bottom to get a FREE copy of our word wall activities checklist. Let's say you're working with Alice and you ask her to explain the steps she took to solve a fraction division problem. [Disclaimer: Some of the links below are affiliate links, which means I may get paid a commission if you purchase through those links, which comes at no cost to you.] Math vocabulary words that are relevant to the current unit should be displayed visibly in the classroom. In other words, don't show a word and its definition and expect students to memorize the meaning of the word. Instead, say this: Perimeter is the distance around the outside of a shape. Using the right math language helps us to have a conversation and understand what the other person means. They need to understand and use these hard to say words, like quadrilateral. Let students use their own informal language to describe math concepts and ideas when you first introduce them. Each vocabulary card should include the word in large font along with a meaningful image and simple definition (sometimes I leave out the definition if the image makes it clear what the word means.) Struggling to come up with kid-friendly definitions of a math word? We'll get into what those supports are later, but first: Why should we focus on teaching math vocabulary? But now they learn that we sometimes use different words in different contexts. We isolate the words, help students sound them out, provide definitions, and give examples. In the Frayer Model, students write the word in the center of the graphic organizer. This is a great way to differentiate for different levels of learners. 4) Use graphic organizers. If you look up the word in their search bar, you'll usually find a kid-friendly definition and image. No. If math vocabulary is so important, how do we teach it? We tend to think of math as all numbers, but there's actually quite a bit of language learning that goes on in the math class, too. Think about the special education students in your class. The kids were rough-housing and banged a foot into the table, which knocked over the cup. Pull out those images and examples you used when you pre-taught the words. Instead, the best approach is to introduce new vocabulary directly through explicit instruction, in the context of meaningful math examples, and indirectly through conversation. Hopefully, some of the strategies above will help you teach math vocabulary and help your students learn new math words. If you want to learn more about vocabulary instruction, two of my favorite books are: (note that these books aren't specific for math vocabulary instruction, but you can apply the knowledge in the books to teaching math words) But before we go, I have one last resource to share with you... Math words need to be made explicit to students, defined, and shown in context, with examples. Students need to hear novel math words and practice using the words themselves many times before the words become part of the child's own language. But they won't absorb new math words automatically just by hearing the words during your lesson.

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