

MELL

Presenters:

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IS VOCABULARY IMPORTANT?

○ Metaphysical Conceit

An extended metaphor that runs throughout an entire poem

Metaphysical Conceit highly ingenious kind of conceit widely used by the metaphysical poets, who explored all areas of knowledge to find, in the startlingly **esoteric** or the shockingly commonplace, telling and unusual **analogies** for their ideas. Metaphysical conceits often exploit verbal logic to the point of the grotesque and sometimes achieve such extravagant turns on meaning that they become absurd.

Knowledge limited to a small group

Drawing a comparison in order to show a similarity in some respect

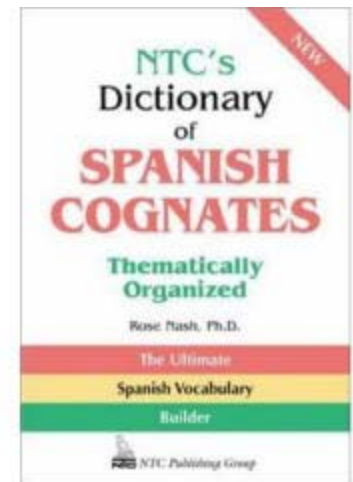
TEACHING TAKS VOCABULARY

- It's a long list:
 - Which words do my students need to know?
- Approaches
 - Teacher Awareness of appropriate terminology
 - Integrate translation of these words into everyday activities for ELL students
 - Create a deep understanding of vocabulary through hands-on activities
 - Establish whole-unit connections between concepts



INTEGRATING TRANSLATION EVERYDAY

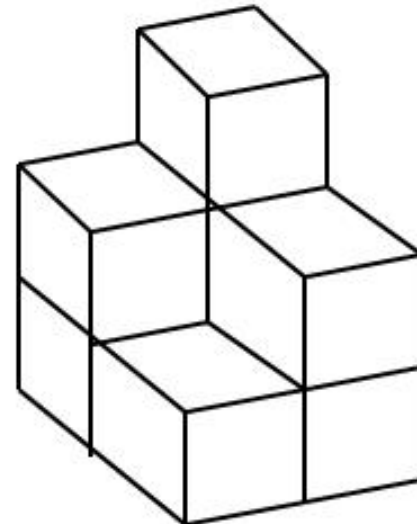
- Finding the correct translations
 - Textbooks and Online Translators are often incorrect
 - Find a Spanish teacher or student to help you
 - *NTC's Dictionary of Spanish Cognates Thematically Organized* (Paperback) - by Rose Nash
- Format questions like TAKS
 - Take release questions and change up the numbers
- Only translate **key** Math Terms
- Include multiple-choice questions
 - Students need to practice multiple-choice skills all year long



EXAMPLE 1: 3FORE GRADE 9

Tuesday 1

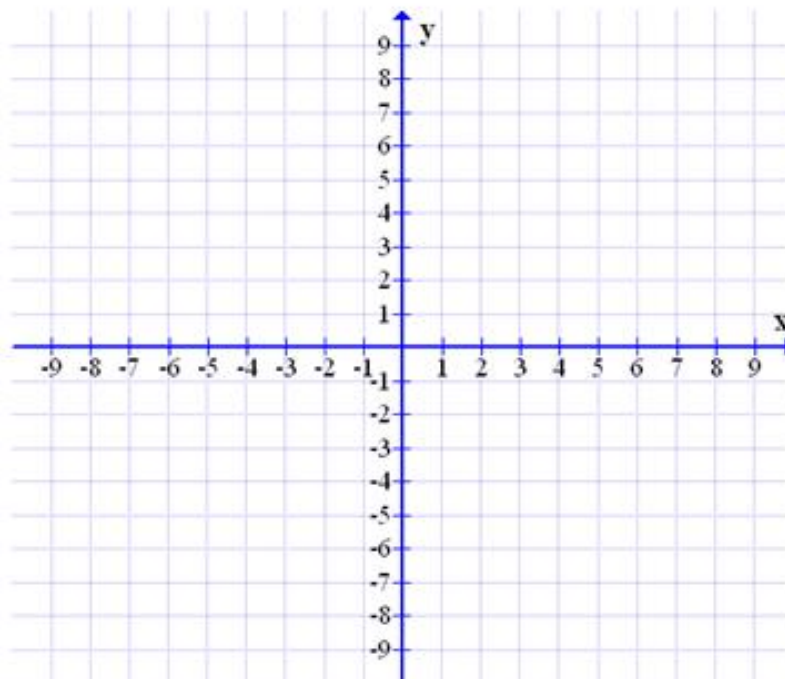
Draw the top side view (*la vista lateral de arriba*) of the three dimensional figure (*figura tridimensional*) shown. Include the number of cubes (*cubos*) in each stack.



EXAMPLE 2: 3FORE GRADE 9

Wednesday 2

What is the slope (*la pendiente*) of the line that contains the points $(-6, 2)$ and $(4, -6)$?



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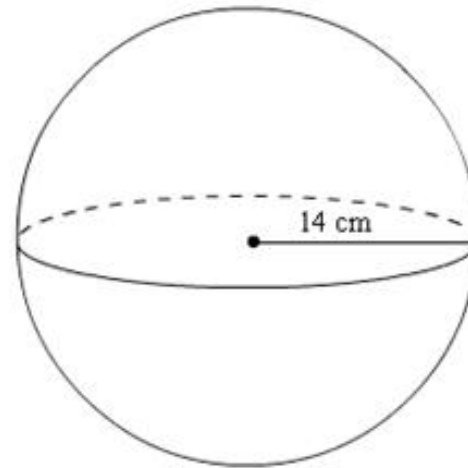


EXAMPLE 3: 3FORE GRADE 9

Tuesday 2

Given the 3 dimensional drawing shown below, what shape (*forma*) would be represented in a view from below (*en una vista de abajo*)?

- A. Circle
- B. Oval
- C. Ellipse
- D. Hyperbola



HANDS-ON ACTIVITIES: MATH MAN!

- How can you really use vocabulary?
- Assess students understanding on a deeper level



HANDS-ON ACTIVITIES: MATH MAN!

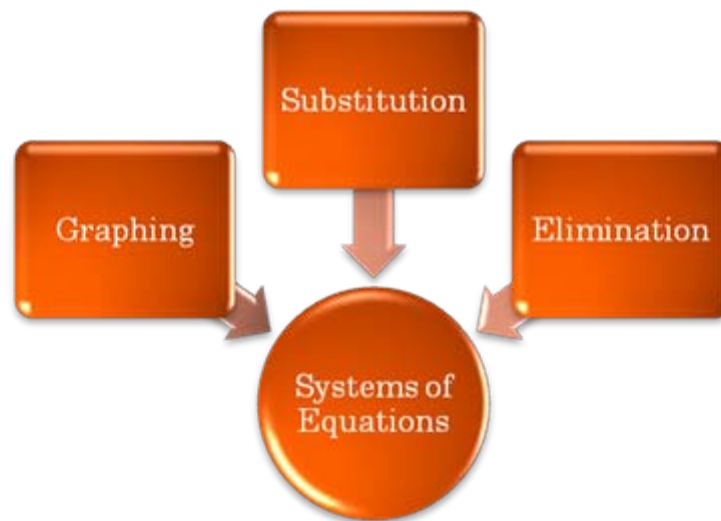
○ Word List:

- Point
- Line
- Plane
- Ray
- Segment
- Endpoint
- Collinear
- Coplanar
- Midpoint
- Congruent
- Segment Addition Postulate
- Angle Addition Postulate



WHOLE-UNIT CONNECTIONS

- **Assignment:** Organize the terms in your packet conceptually (create a mind-map).
- A little **COLOR** goes a long way!
 - Group similar concepts or strands by **COLOR**
- Think 2-D! Not just linear!
- Use small chunks of information



WRITING IN MATH CLASS

- Summaries related to vocabulary
- Writing assignments must be **specific**
 - **Example:** Explain the process of solving a system of equations by graphing. Include the words: system, equation, intersection, and point.
- Writing assignments must be **GRADED**
 - If you don't grade it carefully, the students won't take it seriously
 - At first, they will make a lot of **noise**, but eventually, they will see the benefit (*and so will you*).
 - Summary comes *before* Assignment!



BASIC SUMMARY WITH VOCABULARY

Summary:

We learned today about solving inequalities and doing the profit equation.

$$P = R - C$$

Profit = Revenue - Cost

- Correct spelling is important, but not the main focus of the exercise.
- Your grading questions:
 - Does the student understand the concepts?
 - Will the student be able to perform the skill?



REFLECTION SUMMARY

Summary:
Throughout these notes we discussed dilation. In using dilation, you must use scale factor. Then we learned glide reflection which I had trouble with at 1st, but now I understand.

- This type of summary is designed to help students take responsibility for their learning.



SPECIFIC SUMMARY WITH VOCABULARY

Summary!

To find the dist. btwn a point & a line or 2 // lines, you have to find the length of the \perp bisector seg.

1st you plot & if the intrsctn is intergers, then it is easy — Find the dist. btwn the 2 points.

If the intrsctn isnt intergers, then u need 2 find the equatn of the \perp & solve algebraically, then use the distance formula.

- This is what makes math teachers hearts flutter.
- **Perfect!**



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