Innovations in Thinking and Learning
Suzie Milinovich – Vocabulary in a Mathematics Classroom

SUZIE: These are the terms that have been recorded through our conversations. These are the terms that we have used, as a class, as learners in this community, to communicate what we found when finding 20% of the number. Have a look. Does that look about right? Does it look familiar to you? Maybe you used them? Okay.

I'd like to invite you to look at this Word Cloud. And this Word Cloud is directly from experts when they are discussing and justifying their thoughts when describing the same -- or similar theories -- to what we've done in class. So have a look at this Word Cloud. I'll give you some think time, if you have something to share. You'll have time to discuss, okay?

So does anybody have any response to this? Okay, I'll give you the time to discuss. I think Kyle started with his hand up first, so let's start with Kyle, and then you go ahead with the discussion.

STUDENT: I was going to say that I was looking at the words in there, and I found a bunch of them that, like, our class has said during a number talk, or, like, when we're with a buddy and we're working on math.

STUDENT: A lot of the things up there, like you've said we've said, and are very common things that people say in mathematical conversations. So, like, "multiple" and stuff like that, that's a really common word for people to use in a mathematical conversation.

STUDENT: Miss Milinovich, what did you say is the difference between the two bunches of words?

SUZIE: Great question. And I'm glad you asked because I have another Word Cloud that shares the common words that we have actually used. Take a look at this. This is the Word Cloud with the combined words. And the ones that are highlighted are the ones that we had in common with the experts in the Ontario curriculum.

How can we now, knowing this and all of the opportunities, use this information? Go ahead.

STUDENT: Could I go first? We could try to expand our vocabulary a little more. Because I see that we only have four in common, which is a good number, but I think

we could expand our vocabulary. Like, use better words. If you know what I mean? Like . . . Drake?

STUDENT: So, like, more describing words. Not just regular words. We could use more describing words to make each other understand more.

STUDENT: Or use words that mean the same. Like, sometimes we use words that mean the same as some of the words up there. Like, the word "same," we could say "equivalent" instead. And if we start using words that mean the same thing, then we'll start having more highlighted numbers, and that will be expanding our vocabulary like we said.

If we see a word that means the same thing, but one of them is on here and one of them isn't, we use the one that's on here. Or if we just -- we could just, like, look at these and see how we could use these, and put them in if it's possible. "Equivalent," right there. Zero-point-two is equivalent to 1/5. Or "decimal." Zero-decimal-two. "Denominator." One-over-five; the five is the denominator. "Numerator," the one is the numerator. So those are a few that we could just look at, and then just use them.