



Welcome!

- **Chat box:** Comment, chat with other participants, ask questions, ... you know chat.

Change

To:

All panelists ▼

to

To:

All panelists and attendees ▼

- **Q & A:** Use to send questions to the presenter(s) and moderator.
- **Raise Hand:** Presenters may ask you to raise your hand to participate. Wait for it!



Chat



Raise Hand



Q&A



Welcome

- A recording will be available on www.nctm.org/100
- A link to a certificate will be sent to all attendees tomorrow.
- Follow us on Twitter @NCTM @todosmath and share your thoughts about tonight's webinar using the hashtag #NCTM100
- Continue the conversation after the session on my.nctm.org



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TEACHERS OF MATHEMATICS
CELEBRATING 100 YEARS

Amplifying Language in Sense Making Routines

Nichole Lindgren

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Buncombe County Schools, Asheville, North
Carolina



Mathematics for ALL



Please take a moment to complete the three question survey.

<https://bit.ly/learnersurvey7-6>
(no spaces)



Thanks and Appreciation

NCTM

TODOS

You



Mathematics for ALL



TODOS: Mathematics for ALL

The mission of TODOS: Mathematics for ALL is to advocate for equity and high quality mathematics education for all students— in particular, Latina/o students.

<https://www.todos-math.org/>



Mathematics for ALL



Setting the stage for today's learning

Today's learning plan: Today's learning

goals:

- Experience and reflect on language development in a sense making routine
- Experience an authentic way to introduce vocabulary to students
- Identify language amplification





Setting the stage for today's learning

Today's learning plan: Today's learning

- Review the planning process and considerations
- Identify what to consider when planning a routine





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TOD
Mathematics



Sense Making Routines

- Activate metacognitive thinking
- Encourages agency
- Promotes flexible and creative thinking
- Values the thinking of others, seeing things from another perspective
- Opportunity for discourse, speaking and listening





What does it mean to amplify language?

Definition of amplify

- to **expand** (something, such as a statement) by the use of detail or illustration or by closer analysis
- to **make larger or greater** (as in amount, importance, or intensity) : INCREASE
- to **increase the strength** or amount of especially : to make louder

amplify. 2020. In Merriam-Webster.com. Retrieved June 22, 2020, from <https://www.merriam-webster.com/dictionary/amplify>





Before we begin...

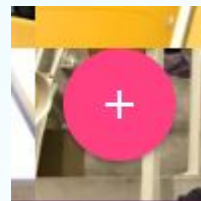
You should know:

- Lesson assumptions
- Format and structure



Two response options:

Type your response
(padlet) 



Speak your response 
(flipgrid*)

*you can cover your camera and only speak
if you prefer





Responding on Padlet

How could you describe where M is in the row?

M is...



Students browse: padlet.com/nichole_lindgren/wheresm

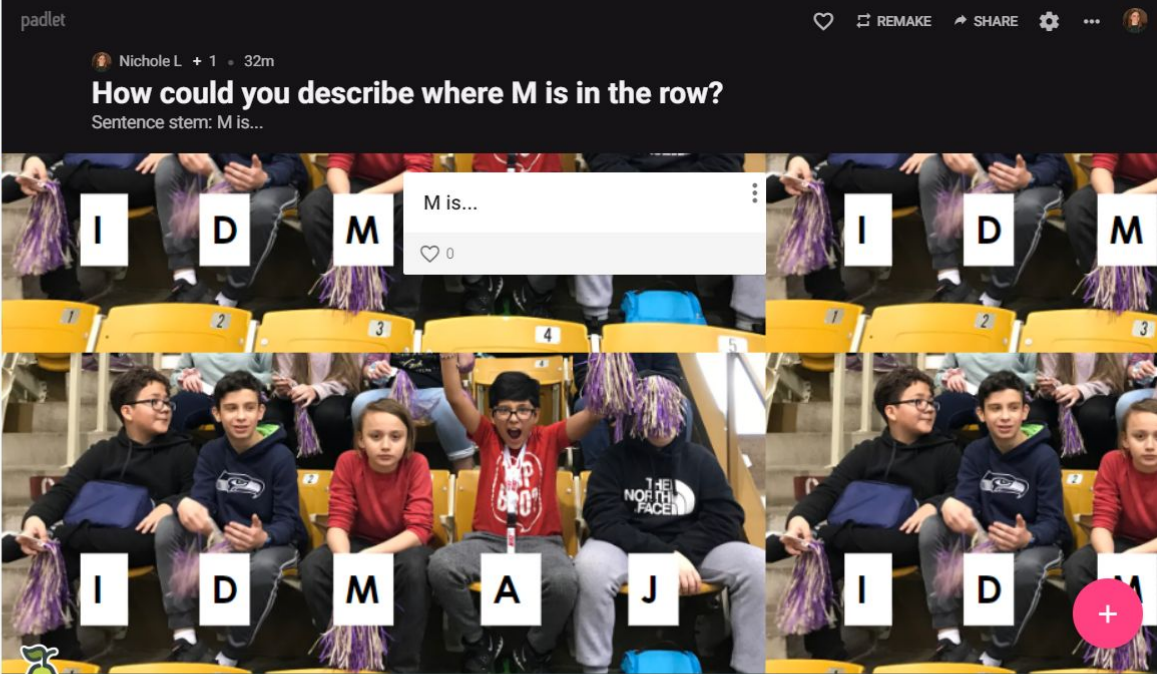


padlet

Nichole L. + 1 • 32m

How could you describe where M is in the row?

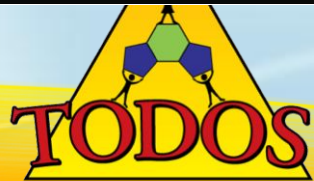
Sentence stem: M is...



Viewing padlet.com/nichol...




Slide 3/17







Responding on Flipgrid


How could you describe where M is in the row?
M is...




Students browse: flipgrid.com/d483flc6




Microsoft | [d483flc6](#) 



0 Responses 0 views [0.0h of shared learning](#)



 Viewing flipgrid.com/d483flc6





For consideration:

How would you describe the process that was used to support students with language and the mathematics in the sense making routine?

In what ways was language amplified?





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Number Line Sense Making Routine

Go to:



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Reflection

In what ways was language amplified?





What does it mean to amplify language?








Definition of amplify

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The Process

Part of the routine	Mathematics	Language
Connect to a familiar context		
Bridge context to mathematics		
Practice using the language		
Sense Making Routine		



Considerations for Planning

Choose → Anticipate

Familiar context → Familiar language

Bridge → Ways to amplify

Practice → Language for original routine





What else to consider:

- Partner talk
- Various sentence stems and frames
- Timing
- Other routines





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Revisit Amplify Language Definition

I used to think..., but now I think...



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Questions/Connections

- What questions do you have?
- What expertise can you share with our group that connects to these ideas?





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Thank you!

Nichole Lindgren -

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@m4thn3rd



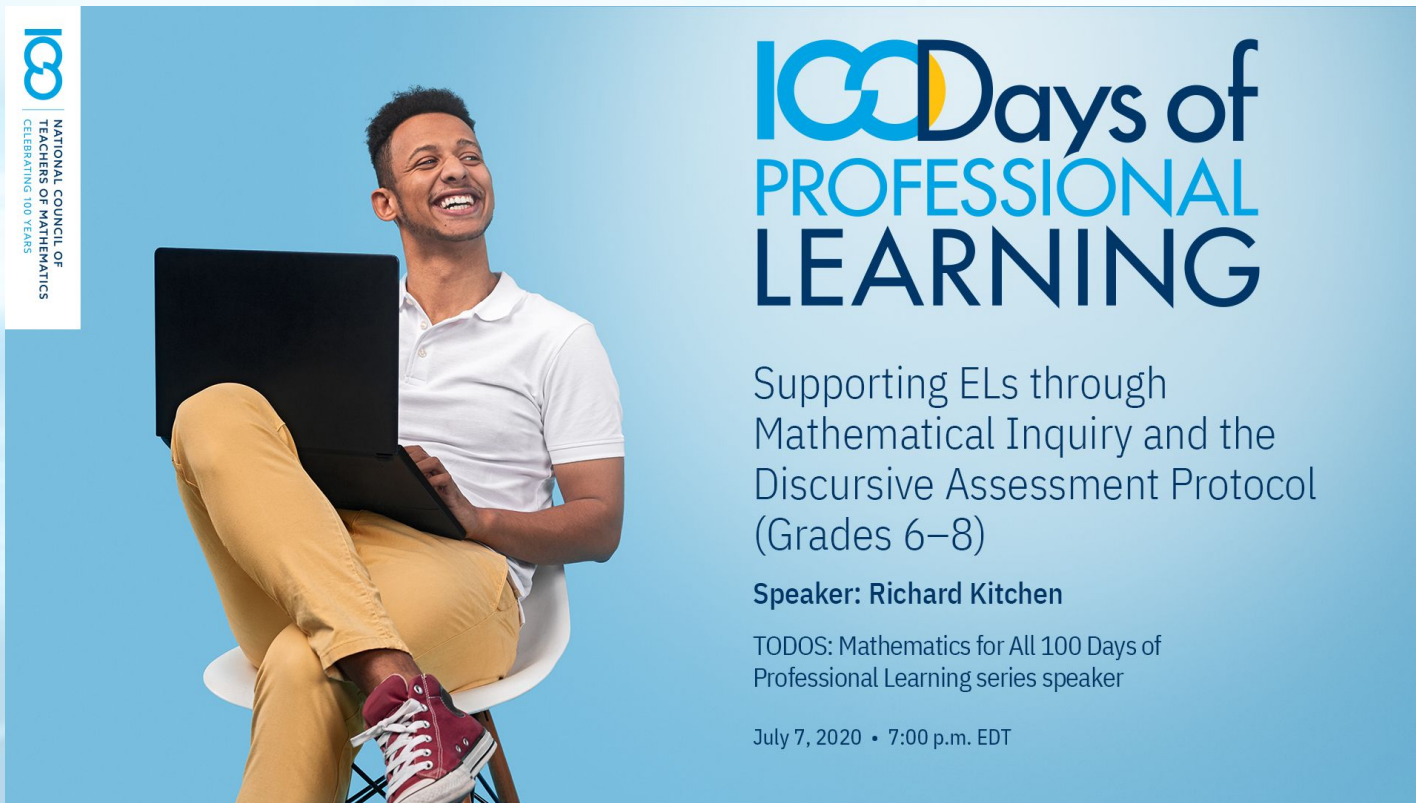
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Thanks!

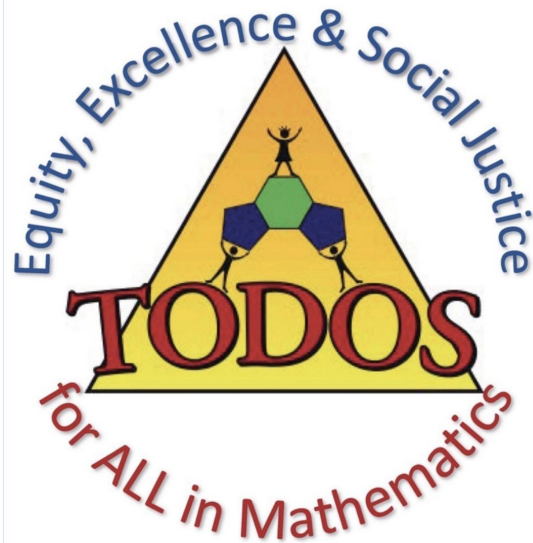
The next webinar will be...

A promotional graphic for a webinar. On the left, a man with short dark hair, wearing a white polo shirt, yellow pants, and red sneakers, is sitting on a white stool, smiling and looking up while holding a black laptop. The background is a light blue gradient. On the right, the text '100 Days of PROFESSIONAL LEARNING' is displayed in blue and black. Below this, the webinar title 'Supporting ELs through Mathematical Inquiry and the Discursive Assessment Protocol (Grades 6–8)' is written in black. The speaker's name, 'Speaker: Richard Kitchen', is listed below the title. Further down, it says 'TODOS: Mathematics for All 100 Days of Professional Learning series speaker'. At the bottom right, the date and time 'July 7, 2020 • 7:00 p.m. EDT' are provided. On the far left of the graphic, there is a vertical white bar containing the NCTM 100 logo and the text 'NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS CELEBRATING 100 YEARS'.

www.nctm.org/100

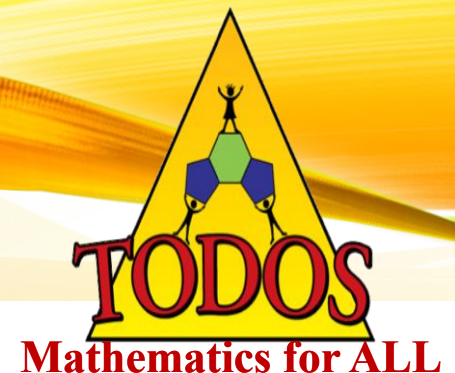
Our Why

**Equity, Excellence, and
Social Justice Matter
in Mathematics Education**



Announcing - New Position Statement

**The Mo(ve)ment to Prioritize
Antiracist Mathematics:
Planning for This and Every School Year**



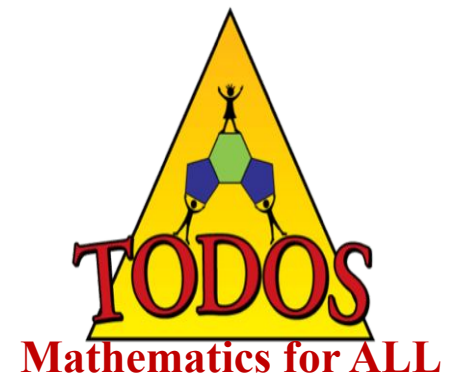
SAVE THE DATES!

June 28 - 30, 2021

TODOS Preconference and Conference

For K-12 teachers and coaches, college
and university faculty and administrators

K-16 Topics: Equity, Identity, Agency,
Access, Antiracism in Mathematics, . . .



YOU ARE INVITED to a FREE Webinar

The Changing Landscape of Mathematics Education

Friday, July 10

1 pm EDT (10 am PDT)

**Register at:
www.todos-math.org**

In light of current health and social issues, five panelists representing various positions in mathematics education will share their reflections and ideas on

- Priorities for mathematics teaching and learning in the fall and in the long term
- Actions mathematics education could and should be taking

PANELISTS

•Margarita Barraza • Marian Dingle
• Linda Fulmore • Rochelle Gutiérrez
•Lisett Sierra

Moderator: Luz Maldonado Rodríguez



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