


WRITING: A POWERFUL TOOL FOR LEARNING MATH

National Council of Teachers of Mathematics
 Annual Meeting and Exposition
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THE POWER OF WRITING AS A WAY OF LEARNING AND KNOWING




“Whatever we well understand we express clearly, and words flow with ease.”

Nicholas Boileau (1636-1711)



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To raise achievement in mathematics for every student and effectively implement the Common Core State Standards in Mathematics & Science in every classroom.

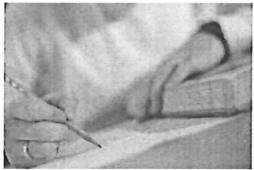


By adapting what we know works in our reading programs and applying it to mathematics instruction and creating language-rich classroom routines.

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Why Write? Writing can: (1)


- Demand participation;
- Help to summarize, organize, relate, and associate ideas;
- Provide an opportunity to define, discuss, or describe an idea or concept;



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Why Write? Writing can: (2)


- Encourage the personalization, assimilation, and accommodation of the concepts being taught;
- Provide an appropriate vehicle to express and focus on negative feelings and frustrations as well as to emot and rejoice in the beauty of learning mathematics concepts (Azzolino, 1990).



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Why Write? Writing can: (3)

- Help students understand writing in the context of mathematics, and provide a context for learning to interpret word problems;
- Refine students' language regarding mathematics.


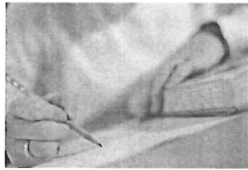


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Why Write?

For teachers, writing can:

- Provide an open window on where the class stands;
- Help diagnose error patterns in students' understanding of mathematics;





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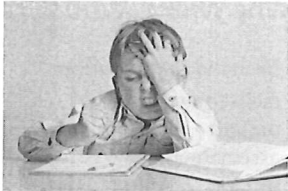



Why Write?

For teachers, writing can:

- Provide evidence of where and why a student has failed to make connections;
- Show the beliefs and attitudes that students hold about mathematics. (Drake and Ampaugh, 1994)






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Let's Write--Introduction

- Numeric autobiography—playful approach to how numbers play a role in our lives
- Select your favorite number—How does it appear in your life?
 - Columba—Three—3 degrees, 3 children, 3 dogs, lived in 3 states, worked long-term for 3 institutions, 1 out of 3 girls growing up, 3 in my street address, etc.


- Drake—Zero—Favorite book (*Zero: The Biography of a Dangerous Idea*, Charles Seife); number of relatives; my favorite candy bar

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The Critical Role of Purposeful Writing in the Mathematics Classroom


- 1) Opportunity to organize and clarify concepts;
- 2) The benefits as a diagnostic tool; and
- 3) An opportunity to clear up misunderstandings or misconceptions.



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Graves Process Model: The Vocabulary of Writing

• Pre-Writing	• Getting Ready
• Drafting	• Getting it Down
• Revising	• Getting it Right
• Editing	• Checking it Out
• Publishing	• Going Public



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Prewriting
Listening
Brainstorming
Categorizing
Outlining
Charting, thinking about audience
Clarifying the task

Drafting
Composing sentences
Organizing ideas into paragraphs
Choosing words
Following conventions of form

Sharing/Responding
Share work to gain feedback
Peer editing
Reading/writing workshop

Revising/Editing
Re-writing for readers' benefit
Reorganizing for effect
Improving sentence structure and diction

Publishing
Sharing orally
Posting on bulletin board
Mailing or delivering
"Publishing" in class, school or other publication

Stages of the Writing Process (Graves, 1983)

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Recursive Model of the Writing Process

Bill Hays and Jo Ann Brewer
The Informed Reading Teacher:
Research-Based Practice

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Organize and Clarify Concepts for Understanding and Retention (OCCUR)

(Wellman, Columba, Kim & Moe, 2012)

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Types of Writing: *Informal* [OCCUR]

In-Class	Focused; Free
Main Activities	
Reading Logs	
Journals	
Letters	

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Types of Writing: *Formal* [Writing Process]

Proofs
Process Papers
Summaries of Journal Articles
Solutions to Journal Problems
Research Papers
Lecture Notes


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• Let's examine some of these types of writing in more depth...

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Journals-One Minute Paper

One of the most effective ways students can use writing as an aid to learning is to keep a running account of what is going on each day in a particular class.




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Many names:

- Learning log
- Content journal
- Diary
- Jotter book
- Project journal
- Class journal
- Writer's notebook
- Process journal
- Double-entry notebook
- Applications journal
- Dialogue journal
- Response journal
- Math/science notes


Who keeps a journal?




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What is a journal?

- A record of your thoughts
- Others should be able to read it
- A reflection, an observation an experience you've had, a peeve, an insight, a significant memory, etc.



Dear Mr. Henshaw,
Beverly Cleary
(1983)




Originally published in 1947

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Why keep a journal?

1. Research has shown that writing a journal helps you to become a better writer. Writing is a skill and like any skill it needs to be practiced.
2. Keeping a journal helps you become more aware of yourself as a person.
3. It helps achieve detail in writing.
4. It becomes a resource file for essays you might want to write later.
5. Finally it shows you that writing can be fun.




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If math were a sound, I think would be a stream gurgling. The reason I do is this you see, your basic math, addition, subtraction, multiplication, and division, they type of math might be represented by the open stream. Now other kids streams feed into this which is why the more detailed math, which starts off and builds upon your basics. As the math gets harder and harder, with more and more details, that gets into the sound of places which are louder than basic streams.

and if you even kept on going further with harder math, sometimes it gets so loud and so many steps that it might even be the sound of the ocean crashing against the beach, kind of a threatening sound, that is why I think math is the sound of a stream gurgling.

Just +




What does mathematics mean to me? 7th grader

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Emoting the joy of mathematics...

3/11/13

The math quiz was easy because math comes real easy for me. I pay attention in class so I knew what I was doing. It was on days, weeks, etc. temperatures. It was easy for me. I do my homework so I know what I'm doing.




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Developmental & ELL's

- When we position ourselves more as guides instead of gatekeepers, our adolescent learners gain writing skills and knowledge in mathematics.
- Examining our students' writing reveals emerging trends and master of concept or gaps in their learning and/or misconceptions.
- As teachers, we have all seen students who can give back a correct answer without understanding the content. If a student is unable to write an explanation, it does not mean they have a lack of understanding. Beautiful essay, but little in way of content.
- Early adolescents at a complex stage in their emotion and social development. Climate is significant in providing an optimal environment to meet the developmental needs of adolescents.
- Writing activities allow students to show they understand concepts by expressing them in another format and also provide practice in the correct use of standard English.

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A Variation— The One Minute Paper




- What is it?
 - Students write answers to one or two questions for one minute
- What questions?
 - What was the main point of today's activity?
 - What are the most important questions remaining unanswered?
 - What was the muddiest point?

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Thinking Breaks—Another Variation



- **Thinking Breaks.** An open-ended format for a pause in discussion or problem solving for students to record their thinking.

Thinking Breaks
Thinking Break: <i>In 1795 France adopted the metric system of measurement.</i>
Thinking Break: <i>In 1866 metric units were made legally acceptable in the US</i>
Thinking Break: <i>Dual systems continue to be used in the US.</i>



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Advantages: One-Minute Paper/Thinking Break





- Only a few minutes of class time
- Immediate feedback: Have you really accomplished your objectives for this topic?
- Encourages active participation
- Easily read, tabulated and analyzed

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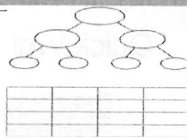
When to use 1-Minute Paper/Thinking Break?

- After completing a topic
- During a topic—on-going assessment
- To help students identify patterns
- To help students articulate their thinking and understanding
- To help students identify interesting and important points

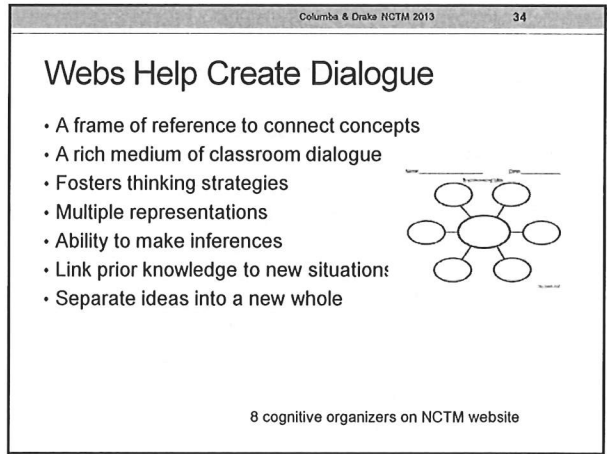
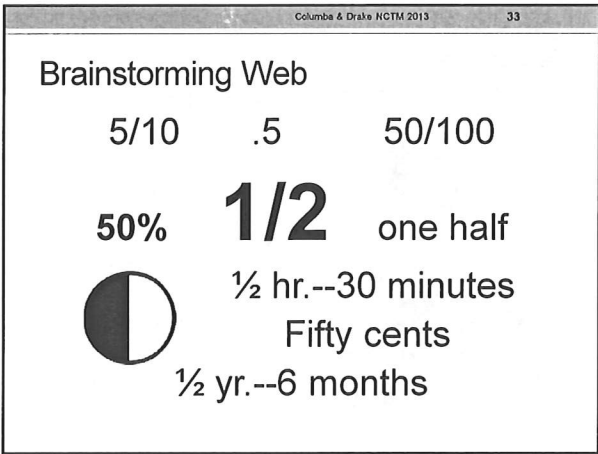
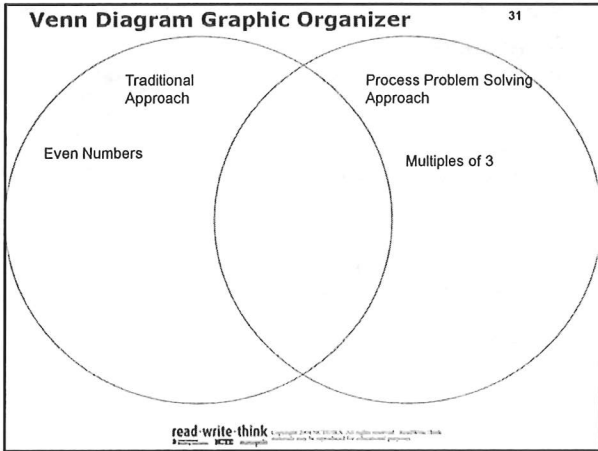


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Cognitive Organizers



- Concept organizers, nonlinguistic representations, or concept maps are graphical representations of relationship between and among terms or concepts
- Help students to make sense integrating new ideas into their existing knowledge
- KWL chart, KWHL chart, Venn Diagrams, Inquiry Charts, Double-entry logs, Content Biographies/Autobiographies (numeric autobiographies), Brainstorming Webs



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Quick Writes

- Designed to give students the opportunity to reflect on their learning or to stimulate their thinking with short open-ended statements. Quick Writes can be used at the beginning, middle, or end of a lesson and are intended to take only a few moments.
- **Entrance/Exit Slips.** This learning to write technique eases the students into writing with just a few sentences at the beginning (Entrance) or at the end (Exit) of the class. Entrance slips help to focus students' attention on the topic for the day and to access prior knowledge. Exit slips help to assess the learning for the day and to determine if there were any misconceptions. Sticky notes, index cards, and half sheets of paper work well as entrance/exit slips.
- **Entrance Slip**
 - What did you learn from last night's homework assignment?
- **Exit Slip**
 - What are three things you learned in class today?

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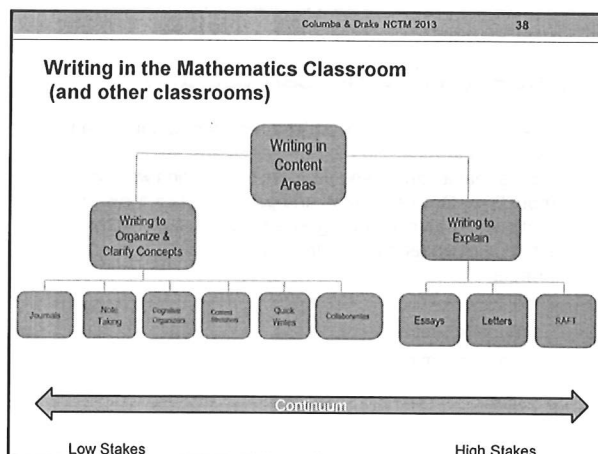
59 Prompts NCTM website

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Writing to Explain


Writing in Mathematics

- Typically more formal or extended selections of writing
- Often this type of writing is "published"
 - Ready to deliver to the public or the teacher
 - Producing a public version of text
- Usually includes the following: substantial, planned, authoritative, conventional, audience centered, revised, edited, and assessed for a grade
- Such as letters, essays, RAFT model (role, audience, format, and topic)

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A word of caution: The emphasis of the writing in the mathematics classroom is to promote concept development and to provide feedback—not to grade writing skills...





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"I am never as clear about any matter as when I have just finished writing about it."

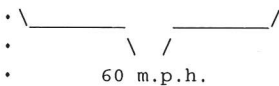
James Van Allen (1991)
Physicist and Author

This is our goal as mathematics teachers.

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MPH Problem:

- 30 m.p.h. | "X" m.p.h.
- 1 mile 1 mile
- 
-
-
- A person drives one mile at exactly 30 m.p.h. How fast does he have to drive a second mile to average 60 m.p.h. for the two mile trip?
-
- Hint: The answer is NOT 90 m.p.h.!

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Student "A": What can you tell?

- If 30mph is 1/2 as fast as 60mph and the distance is 1/2 of the distance then:
-
- $1/2 \times 1/2 = 1/4$ (30mph is equal to 1/4 the total average speed), therefore: $30 = 1/4s$; $s = 120$
-
- The average speed for the second mile is 120 mph
-
- I don't really know if this is correct - but it looks good.
-
- How is it that I can multiply mph by distance? Doesn't mph already imply time (speed) over distance? I don't feel as if I could give a good explanation of this to a student - I don't remember getting a good explanation of these concepts in school. I do remember mph questions - I usually got them wrong.

Student "B": What can you tell?

- When trying to solve this problem we started out trying to find the difference with the number 60 and 30. Now I believe that it can be solved using information we know about time. Driving 60 mph and going 1 mile = 1 minute. That's as far as my thinking extended. I've learned that I'm not good at understanding the logic of setting up a formula.
-
- 60mph = 1 min
- 30mph = 2 min

Thank you for your attention and participation.

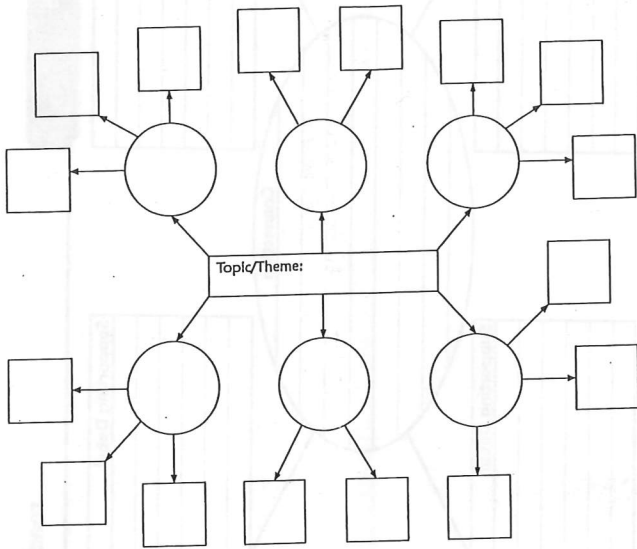
Wishing you a terrific NCTM conference, great writing, and good teaching!



Name: _____ Date: _____

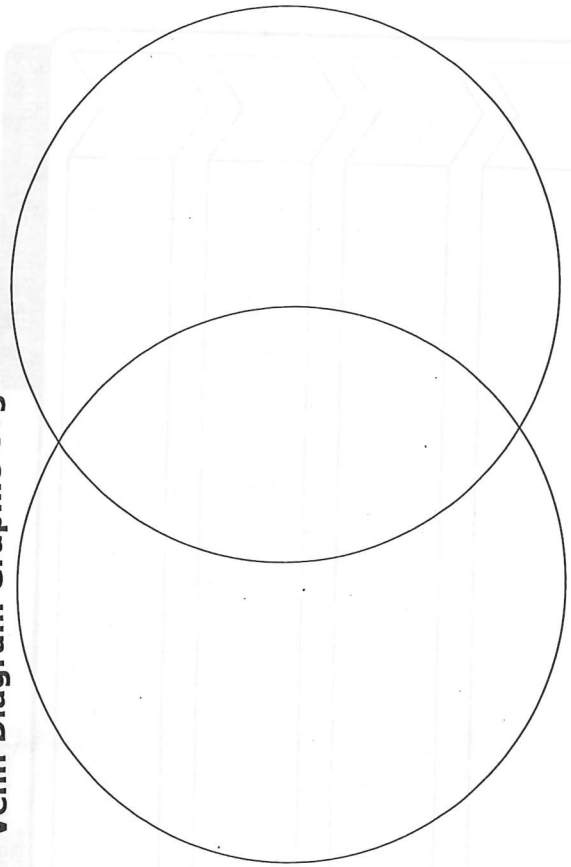
Concept Map

The concept map below is a way for you to show relationships between words and concepts. An arrow connecting two words shows that those words are related in some way. You can add more arrows and more bubbles to the map as needed. When you're done, you can group words that go together with a circle or box.



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Venn Diagram Graphic Organizer

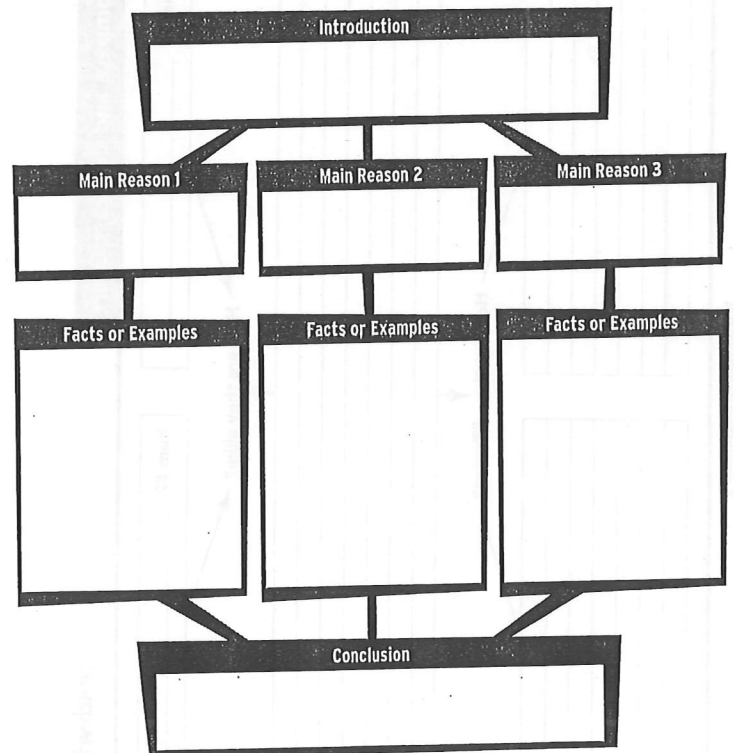


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PERSUASION MAP

by: _____

topic: _____



Connection Web

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A central oval labeled "Connection" is connected by four lines to four rectangular boxes, each labeled "Supporting Detail". Each box contains five horizontal lines for writing.

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K-W-L-S

Name: _____ Date: _____

Topic: _____

K
(What I know or think I know)

W
(What I want to know)

L
(What I learned)

S
(What I still want to know)

A large grid with three columns and three rows. The columns are labeled with K, W, L, and S. The first row is for writing, and the second and third rows are for writing.

Guided Comprehension in the Primary Grades (Second Edition) by Maureen McLaughlin. © 2010 by the International Reading Association. May be copied for classroom use.

Sequence of Events Chart

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A vertical sequence of four downward-pointing arrow shapes, each containing a horizontal line for writing.

Compare and Contrast Chart

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A chart with two columns labeled "Item #1" and "Item #2". Each column has a box for the item name and a large area with horizontal lines for comparison. Arrows point from the "How are they alike?" question to the top of both columns, and from the "How are they different?" question to the bottom of both columns.

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Thinking Breaks

Thinking Break

Thinking Break

Thinking Break

Brainstorming Web

1/2

59 writing prompts for math teachers

Prompts for math journals (assessing disposition)

- My best experience with math was when _____.
- My worst experience with math was when _____.
- I love math because...
- I hate math because _____.
- I want to become better at math so that I _____.
- Is math your favorite subject? Why or why not?
- What did you like most about your math class last year? What did you like the least?
- People who are good at math _____.
- One mathematics activity I really enjoy is _____ because _____.

- When I study for a test, I _____.
- When it comes to math, I find it difficult to _____.
- When I hear someone say math is fun, I _____.
- When I see a word problem, the first thing I do is _____.
- Then I _____.
- Does mathematics or math class scare you in any way?
- Draw a picture of a mathematician and describe what a mathematician does.
- Explain how you feel about mathematics now as compared to before you took this class.

Prompts for learning logs (assessing learning)

- My three personal goals for this term are _____.
- Explain everything you know about _____.
- What is a _____? Write all you can about _____.
- Find something that you learned today that is similar to something you already knew. Write about these similarities.
- How would you use what you learned today in your life?
- The main idea today's lesson was _____.
- Write a definition in your own words of a _____.
- What is the most significant thing you learned this week?
- What questions are still unanswered at the end of this week?
- Last week in math I learned _____.
- My favorite part of math last week was _____.
- The hardest part of math last week was _____.
- This is how I used math this week (outside of school) _____.
- Describe any discoveries you made about mathematics today, this week/month/year.
- Give two examples of situations in which you have used, seen or can find the concept of _____, OUTSIDE of this classroom.
- I want to learn more about _____.
- I wish I knew more about _____.
- I need more help understanding _____.

Entrance Slip.

Entrance Slip

What did you learn from last night's homework assignment?

Exit Slip.

Exit Slip

What are the three most important things you learned in class today?

- My math grade now is _____ because _____.
 - What was your grade on the exam/quiz/project? If you were not satisfied with your score, what can you do to improve? If you were happy with your score, what did you do well?
 - Write instructions for a (insert grade level here) grader to follow when (adding fractions, finding percentages, calculating averages, etc.)
 - How would you describe a _____?
 - The difference between _____ and _____ is _____.
 - Compare and contrast the terms _____.
 - What patterns do you notice in _____.
 - You know several ways to _____ (solve an equation, add fractions, etc.) Which method is your favorite? Why?
 - Make a list of objects or figures in the room which have _____.
 - How can you tell?
 - Write a letter to your teacher explaining what you understand about _____, and what is still giving you trouble.
 - Write and solve a word problem whose solution involves _____.
 - Describe practical uses for _____.
 - Write _____ possible test questions for this unit.
 - Write a letter to a student who will be taking this class next year, giving some advice about this class.
- Prompts to use for problem-solving (assessing process)
- The most important part of solving a problem is _____.
 - Describe the process you undertook to solve this problem. (Problem needs to be provided.)
 - I knew I was right when _____.
 - Tips I would give a friend to solve this problem are _____.
 - Could you have found the answer by doing something different? What?
 - What strategy did you use to solve this problem and why?
 - Was this problem difficult or easy? Why?
 - Were you frustrated with this problem? Why or why not?
 - Where else could you use this type of problem solving?
 - What would happen if you missed a step? Why?
 - What other strategies could you use to solve this problem?

