

A. Uncovering the Language for Math Video Transcript

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[Maria to interviewer] So before we taught this math lesson, there was another math lesson that I taught, which was very foundational, um, basic math, not math skills, but um, terms, math terms that they were able to practice, identify, match, um, create simple sentences with. And the focus of that lesson was really just to get the foundation of math terms, cardinal numbers, ordinal numbers, how do you use them, when to use them. So then this is the next lesson after that, which is, how do we use the language of math to explain an equation? The process used to solve an equation.

[Maria in class] Yes, I can explain the approach used to solve an equation, right? So what we are focusing on is math, right? And math is used to count, to measure things, to compare, to show relationships and properties. But what we are focusing on today is this. We will learn the language to explain the process used to solve an equation. So what is the language of math that we use to explain? Okay?

So what we're gonna do right now is I'm gonna read this to you, and I want you to tell me what you see. So in here I said first subtract 6 on the left and 6 on the right. So $2n = 6$. Next, divide 2 on each side. So $n = 3$. What words am I using to give the order of the steps?

[speaking in Spanish] ¿Qué palabras uso para dar el orden? What words am I using?
[student unintelligible] What is it, David? [student unintelligible] Okay, David said "First," and then? [student] Next. [Maria] Next, yes. Right? First. Next. These are called sequence words. Can everyone say sequence? [students] Sequence. [Maria] Words. [students] Words. [Maria] First. [students] First. [Maria] Next. [students] Next. [Maria] Then. [students] Then. [Maria] This tells me the steps I use. Okay? And look, they're right here. [pointing to board] First. Next. Then. What are they called? [students] Sequence words. [Maria] Sequence words. Okay.

What about, what words explain how many I have. How many? [students murmur] Six. [Maria] Six. Two. Three. Thank you. Yes. Right? [pointing to board] 6, 6, 2, 6, 2, 3. What are these called? Do we know? What are they called? [speaking in Spanish] ¿Cómo se

llama? Do you remember? Cardinal numbers. 1, 2, 3, 4, 5, 6. Right? And you could keep going. 7, 8, right? Again, they're right here.

And then the last thing I wanna ask you is this. What words am I using to explain the math I used? [student] Subtract. [Maria] Subtract. [student] Divide. [Maria] Divide. [student] Equals [Maria] mul-, Equals. [student] Add. [Maria] Add. Yes. [student unintelligible] [Maria] Subtract, good. These are our math terms that we're gonna be using. Okay? [Speaking in Spanish] Estos van a ser los términos de matemáticas. [Maria]. Add, subtract, multiply, divide, equal. All of these things you can find on our chart right here, right? If you say, "Miss, I don't remember." Right here. Sequence words, cardinal numbers, math terms. These are gonna be used to explain the process used to solve an equation, right? This is the language of math. [Speaking in Spanish] El lenguaje que usamos en matemáticas. Okay?

[Maria to interviewer] And so I made sure to explicitly model, yes, I solved the equation, but I had students also name and notice what they saw me do. And they were able to identify sequence words, cardinal numbers, um, and those math terms. And after me explicitly modeling on how I would do that, I allowed them to then come together with a partner and talk about it together. And, and I know even though many of them still may not be able to say the full sentence or completely understand the explanation or the process, I know that they can still identify the words when I'm explicitly modeling. So if I'm asking them, "Hey, what are the sequence words that we're using? Here are the sequence words." I will give them the sequence word. And, and you saw it in the anchor chart that the words were there for them to see. So I know that the kids can match those words, even if they don't know what they mean yet. They're still able to match and identify that first, next, they are sequence words, and they're able to identify 1, 2, 3, those are cardinal numbers, right? And th-, that is an asset. A lot of people might think, "Hey, well that may be too simple." But it's not, because based on my students' language level or where they should be on, especially on, in the PLDs, that it says where they're at in the, at, at the end of level one, this is where they should be. And what we were doing was rigorous enough for them.



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