

The Jabberwocky of Learning Mathematics

... or literacy factors that have a bearing on creativity

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Jabberwocky

‘Twas brillig and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe

...

By Lewis Carroll [Prof (maths) Charles
Dodson Cambridge University]



Proficiencies, Literacy and Creativity

	Number & Algebra	Geometry & Measurement	Statistics and Probability
Understanding			
Fluency			
Problem Solving			
Reasoning			



Creativity

- Mathematics is about Problem Solving and Problem Solving is a creative Process
- <https://nrich.maths.org/5784>



15 Counters

- Four students have 15 counters between them. All students have a different number of counters. How many counters might each student have?
- Sharing Counters task, p. 12 of Sullivan, P. (2018). Challenging Mathematical Tasks: unlocking the potential of all students. Melbourne: Oxford University Press



Time to be Creative

- P P P B

- Versus

- I R E

- <https://www.youtube.com/watch?v=TMBSw37eaE>



Which leads to problem Solving (Creativity)?

- Pose
- Pause
- Pounce
- Bounce

- Initiate
- Response
- Evaluation



Literacy and Mathematics

- Teachers speak 89% of class time (80%).
- Classroom Discussion
 - Effect Size 0.82
- Vocabulary Programs
 - Effect Size 0.67
- Self-verbalisation
 - Effect Size 0.64
- Teaching for Problem Solving
 - Effect Size 0.61

Hattie et al (2017). Visible Learning for Mathematics



TIMSS video study

- Teachers talked more than students, both in terms of the number of words and the length of utterances. The ratio of teacher to student words was at least 8:1. Most teacher utterances were at least 5 words long while most student utterances consisted of fewer than 5 words



Implication

- Was it all Jabberwocky to the children?



Alice

"It seems very pretty," she said when she had finished it, "but it's rather hard to understand!"

(You see she didn't like to confess even to herself, that she couldn't make it out at all.)

"Somehow it seems to fill my head with ideas--only I don't exactly know what they are! However, somebody killed something: that's clear, at any rate..."



Humpty

- Humpty goes on to meticulously explain each part of the poem.



Creativity?

- Less Teacher Talk



Catch 22

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Vocabulary



- Vocabulary knowledge begets comprehension (and vice versa)
- Students need 90-95% automatic word recognition to provide *necessary context* to allow for comprehension to occur

Hirsh, D. and P. Nation. 1992. What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language* 8, 2: 689-696.



Word Problems

- “70% of errors made by students on standard word problems could be attributed to lack of comprehension” (Clements, 2004)
- However
 - “There is significant research evidence that reveals that recognising words in isolation does not necessarily mean they will be recognised as quickly in connected text.” (Ehri, 1997)



Vocabulary

Worth Paying Attention To?

Marzano (2004) found that teaching *academic* vocabulary could positively influence standardized test scores by as much as 33%.

Cited in Kovarik, M (2010) Building Mathematics Vocabulary,
International Journal for Mathematics Teaching and Learning.



Marzano Six Steps to Effective Vocabulary Instruction

1. Provide a 'friendly' definition and explanation from teacher
2. Student uses the word
3. Create pictures, representations, graphics
Thinkboard, Frayer Board
4. Multiple exposures required
5. Revisit and consolidate
6. Define



Definitions: Help or Hindrance

Read

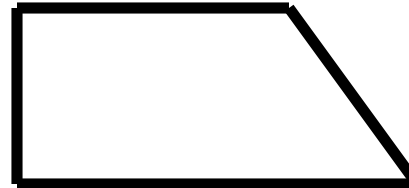
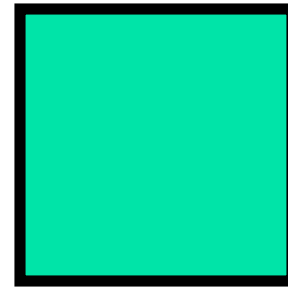
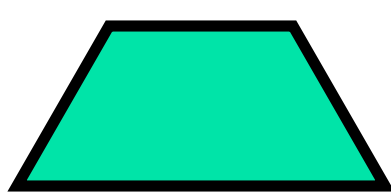
Annulus

Explain

Define

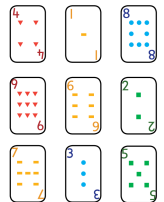

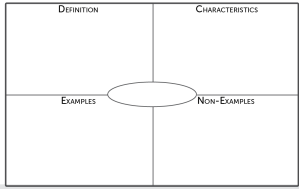
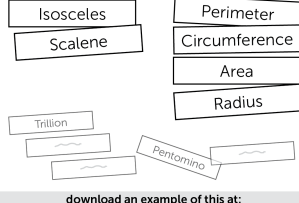
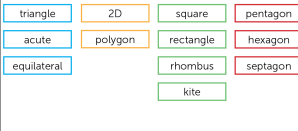

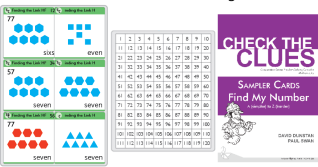


Definition of a trapezium



Menu

MATHEMATICS VOCABULARY ROUTINES MENU

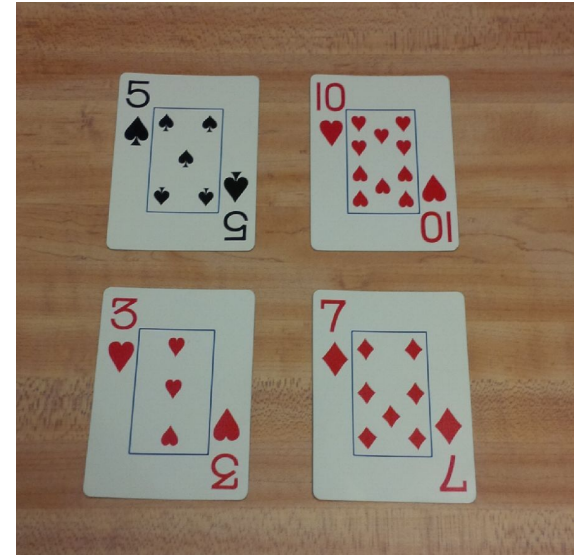
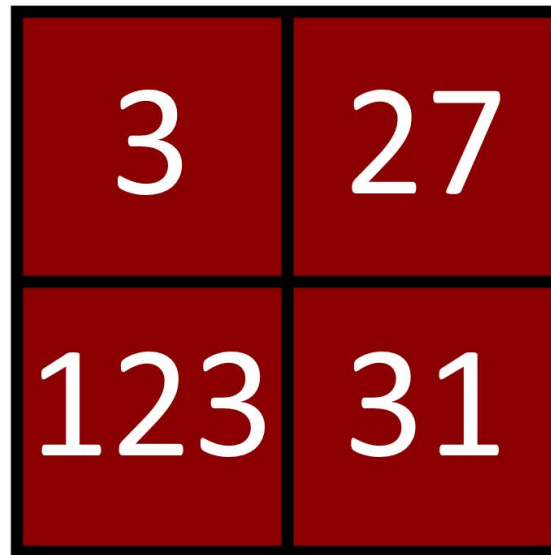
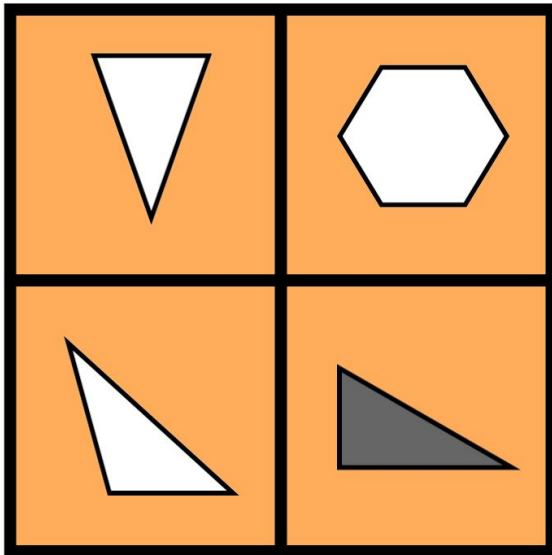
<p>1. Card Bingo</p>  <p>see page 33 of "Mathematics Games with School Friendly Cards"</p>	<p>2. Thinkboard (Graphic Organiser)</p>  <p>download this organiser at: http://www.drpaulswan.com.au/word-problems</p>	<p>3. Barrier Games (Oral Language/Written Instructions)</p>  <p>download 2 pages on Barrier Games at: www.drpaulswan.com.au/mathematics-literacies</p>	<p>4. Mystery Bag (Oral Language/Written Instructions)</p>  <p>download a fact sheet on the Mystery Bag at: www.drpaulswan.com.au/mathematics-literacies</p>
<p>5. Children's Literature</p>  <p>e.g: "The Greedy Triangle" by Marilyn Burns</p> <p>download the 6-page list of Children's Literature at: www.drpaulswan.com.au/mathematics-literacies</p>	<p>6. Frayer Board (Four Square) (Graphic Organiser)</p>  <p>http://www.drpaulswan.com.au/word-problems</p>	<p>7. Word Sort</p>  <p>download an example of this at: www.drpaulswan.com.au/mathematics-literacies</p>	<p>8. Word Wall</p> <p>Shapes</p>  <p>www.drpaulswan.com.au/mathematics-literacies</p>
<p>9. Which one doesn't belong? Talking in Mathematics</p>  <p>Website: http://wodb.ca/ https://www.youtube.com/watch?v=ACsc1Vj3ks</p>	<p>10. Check the Clues (Links Vocabulary, Comprehension and Problem Solving)</p>  <p>download Clues Number Board Set / Sampler Cards: www.drpaulswan.com.au/mathematics-literacies</p>	<p>11. My Word Book Activities</p> <p>Activities on pages 43 - 48 of My Word Book: Mathematics</p> <p>Free Downloadable Year 3 Flash Cards for words that have appeared in NAPLAN since 2010</p> <p>http://www.drpaulswan.com.au/book-extras</p>	<p>12. Other activities (Definition or matching)</p> <p>State Six: (At the start of a lesson state six words that will be used during the lesson)</p> <p>Newspaper/Magazine Search</p> <p>Vocabulary Games</p> <ul style="list-style-type: none"> - Prefixes / Suffixes - Root Words - Bingo - Taboo - Pictionary - Dice (e.g. Lolly Bowl) <p>a number of related downloads at: www.drpaulswan.com.au/mathematics-literacies</p>



Reasoninng Requires Literacy

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Which One Doesn't Belong?

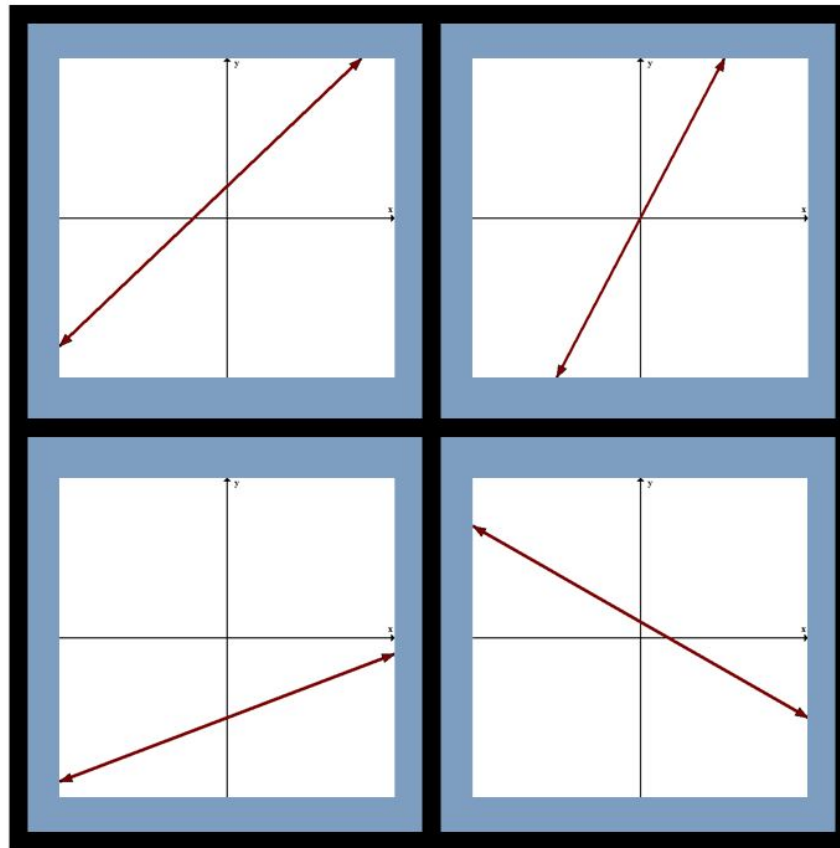


Christopher Danielson

<https://www.stenhouse.com/content/which-one-doesnt-belong>

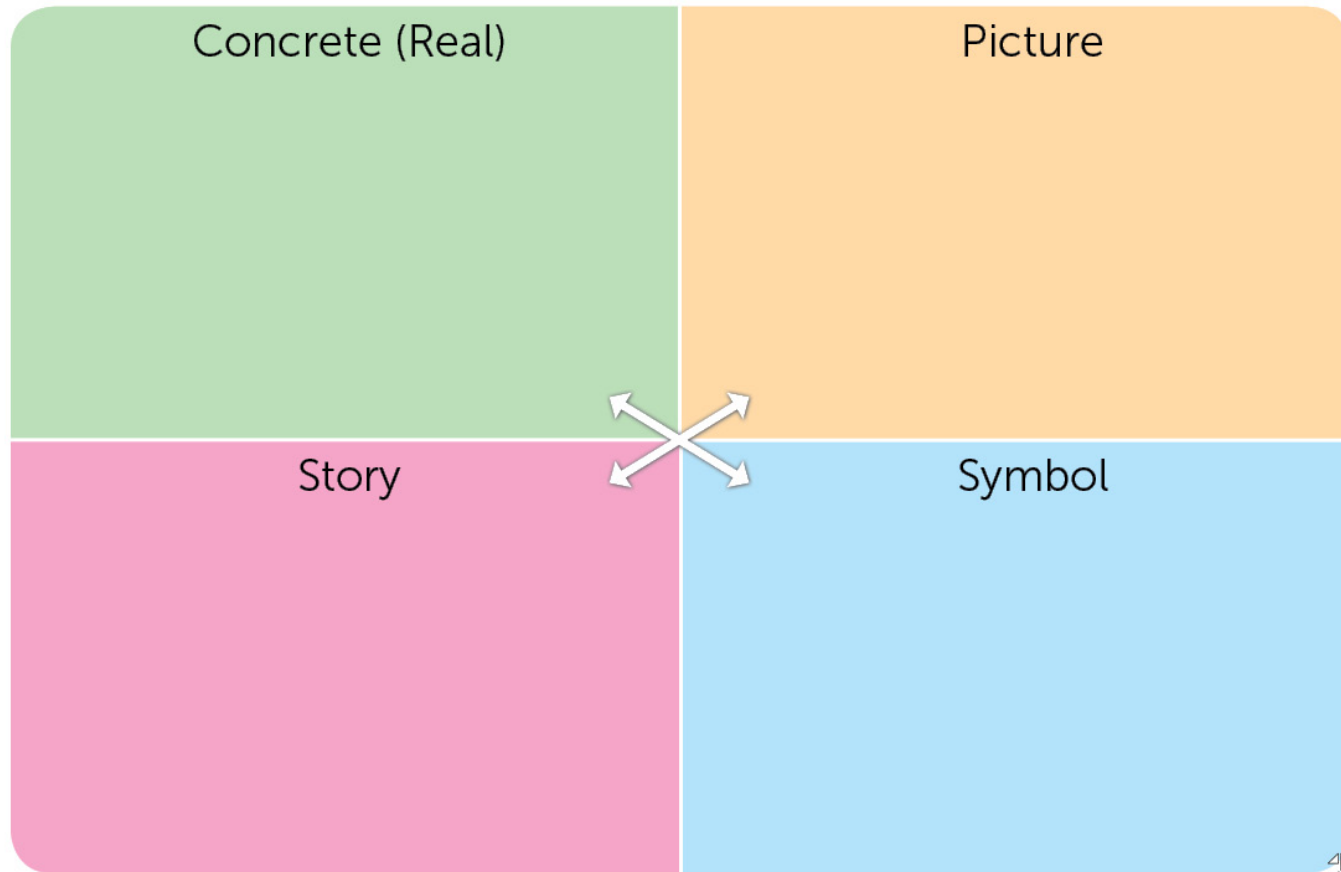


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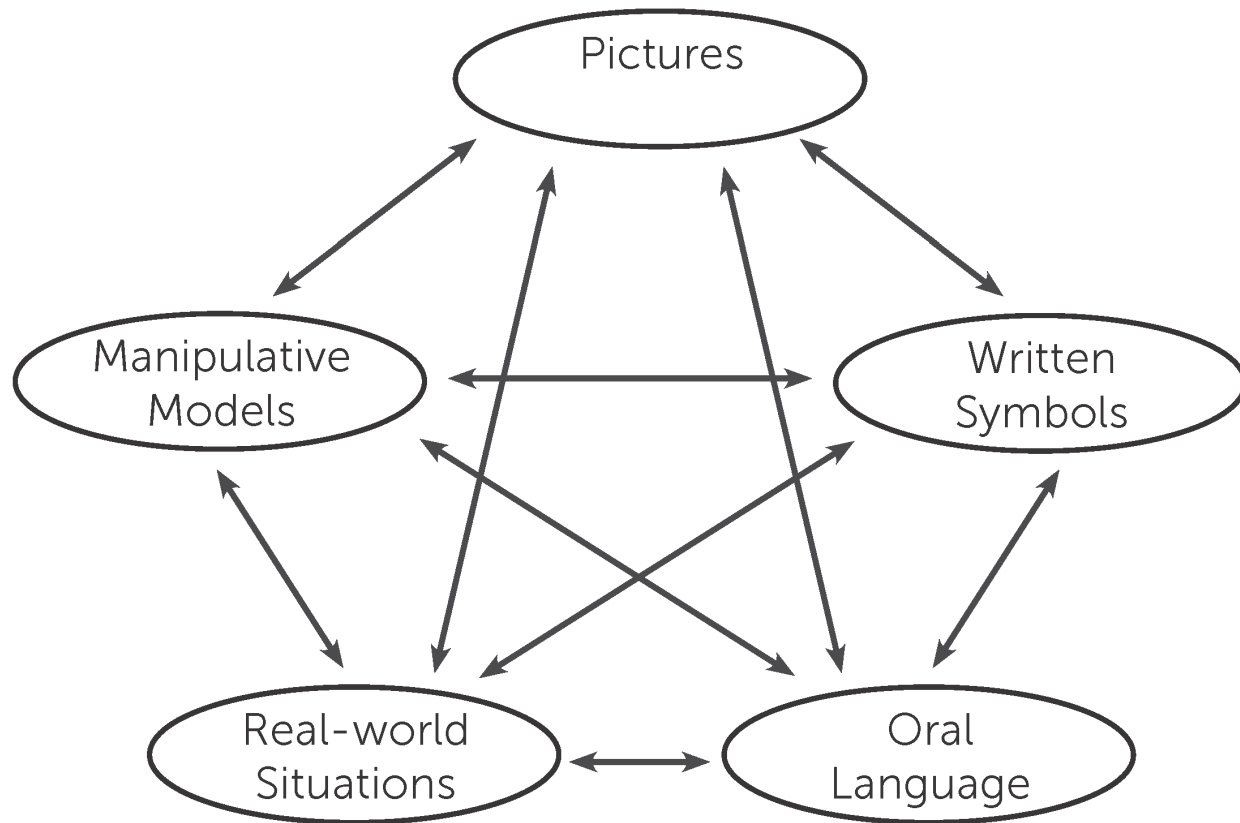


Thinkboard

THINKBOARD



Making the Links



Lesh, Post & Behr, 1987

FRAYER BOARD

DEFINITION	CHARACTERISTICS
EXAMPLES	NON-EXAMPLES

The diagram is a square divided into four equal quadrants by a horizontal and a vertical line. In the center, where the lines intersect, is a horizontal oval. Each quadrant is labeled with a word: 'DEFINITION' in the top-left, 'CHARACTERISTICS' in the top-right, 'EXAMPLES' in the bottom-left, and 'NON-EXAMPLES' in the bottom-right. The labels are positioned just inside the corners of the square, adjacent to the central oval.





Why NOT nine? Reasoning

	Scalene	Isosceles	Equivalent
Acute			
Right			
Obtuse			



Jabberwocky

- The word *jabberwocky* itself is sometimes used to refer to nonsense language
- A few words that Carroll invented in this poem (namely "chortled", "galumphing", and "vorpal") have entered the language..