PDPD

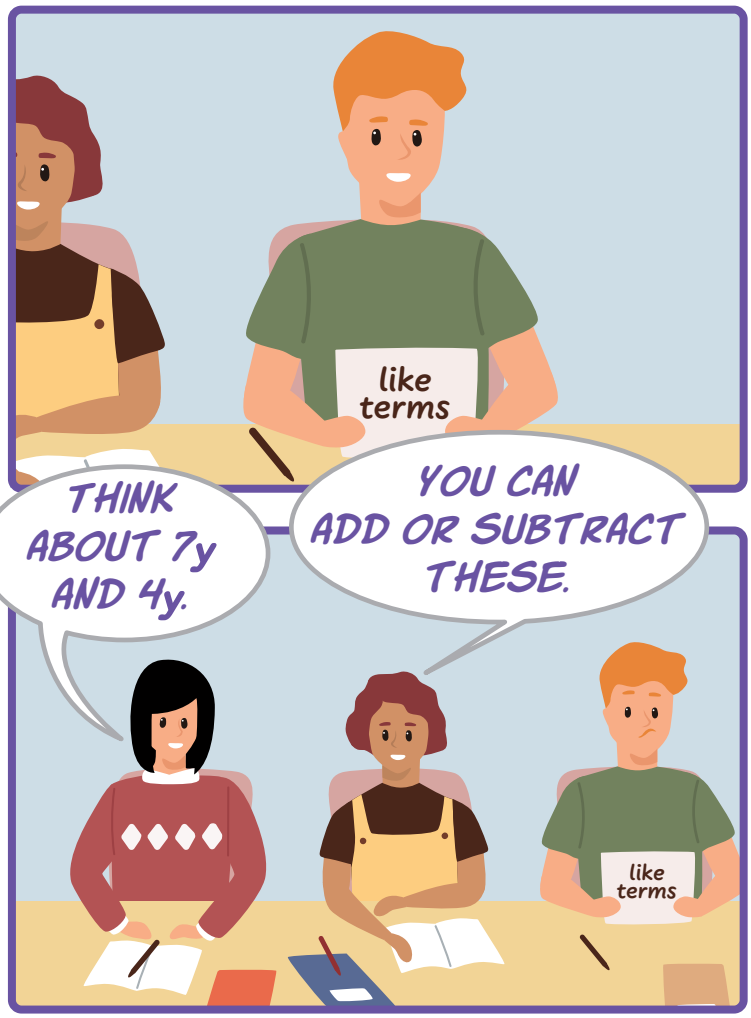
SAY MY NAME

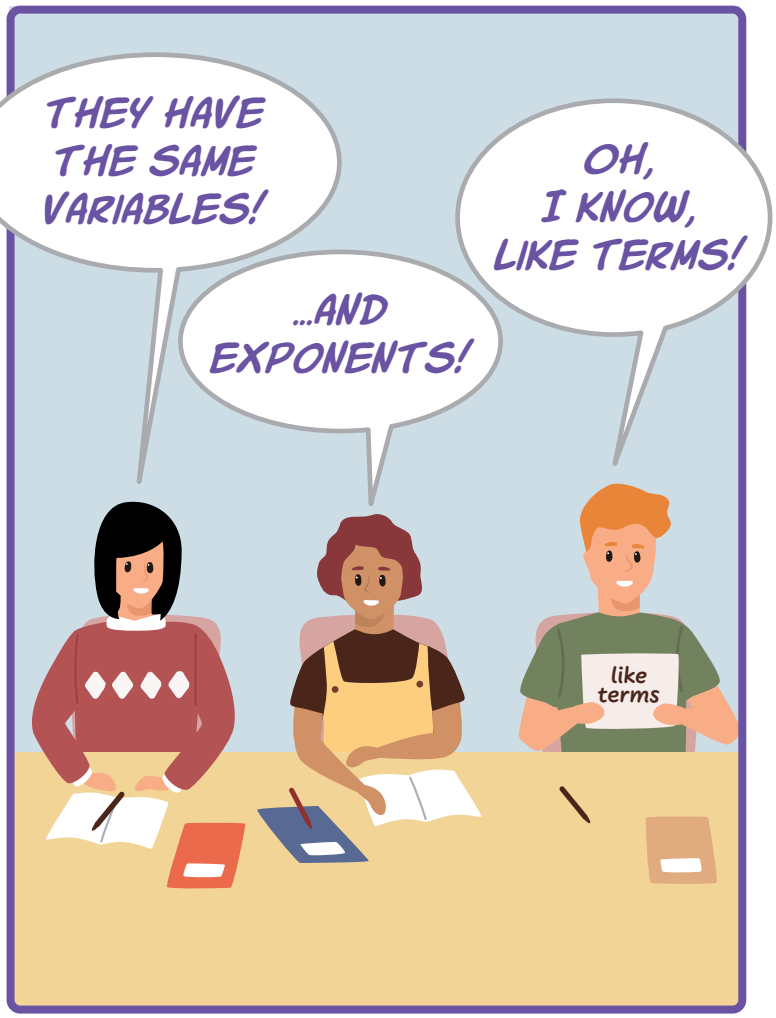
TRY IT

Provide cards with mathematical terms, symbols, or images. One student holds up a card without looking while classmates give clues until the term is identified.

WHY TRY IT?

- Encourages students to describe mathematical ideas in their own words
- Promotes explanation, refinement, and precise language
- Supports understanding of definitions and vocabulary





TEACHER NOTES

Students can describe terms and concepts in pairs or small groups. This strategy works especially well as a review activity focused on vocabulary and meaning. Encourage students to use gestures, multiple languages, or informal language without directly giving away the answer.

CAUTION Have correct definitions available so students can self-check and ensure their understanding matches the intended concepts.

Zwiers, J., Dieckmann, J., Rutherford-Quach, S., Daro, V., Skarin, R., Weiss, S., & Malamut, J. (2017). *Principles for the design of mathematics curricula: Promoting language and content development.* https://ul.stanford.edu/resource/principles-design-mathematics-curricula-and-mlrs

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