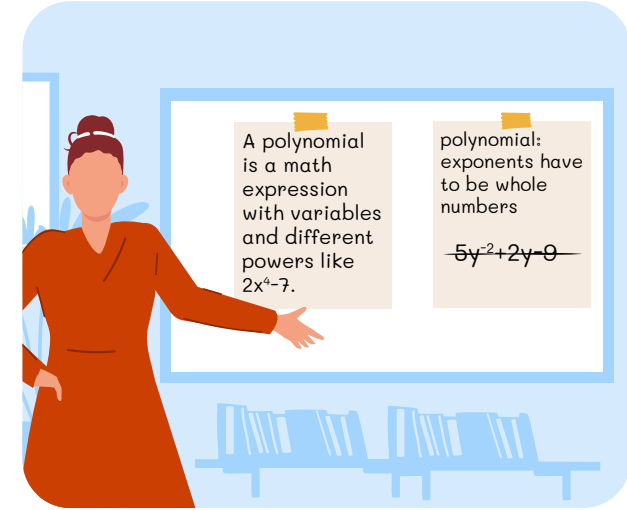
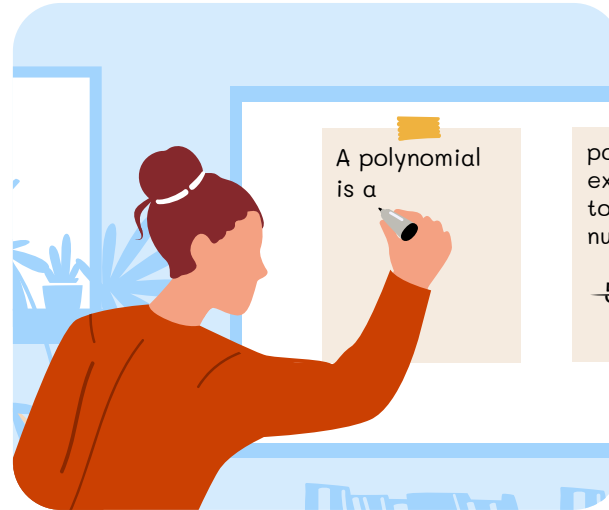
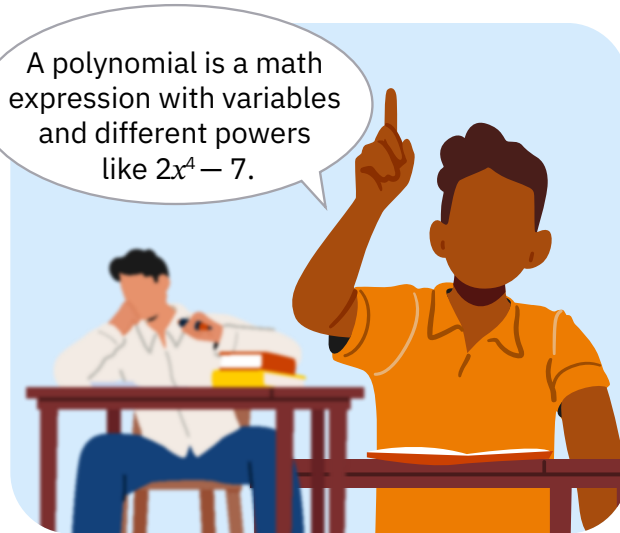


# In Other Words

## Let students define it in their own terms.

Have students reword a definition using more common language, a different formal definition, or other representations. Then, record their thinking and display it for the class.



### Why Try It



*This nudge helps students **share ideas** in their own terms, positioning their reasoning and representations as valuable. It emphasizes helping students truly **understand the meaning behind the words** rather than simply memorizing or repeating a given definition, supporting deeper conceptual understanding.*

### MLR 2: Collect and Display

When teachers capture student language, diagrams, and ideas, they help students make sense of their thinking and connect informal reasoning to formal math concepts. Displaying students' reasoning provides a common reference for the class, making the varied language used in discussions more consistent and clear.

### Teacher Notes

- Encourage students to define or display meaning in their own words or ideas. They should use all their linguistic resources, including non-English terms.
- Strategically choose one or two student definitions to display and revisit them over time.
- Avoid always selecting the same students' work.



### Caution

Do not over-correct definitions. Focus on the meanings students are generating and help refine their understanding naturally.