

1135-VC-219

Rebecca Metcalf* (rmetcalf@bridgew.edu) and **Sandra Ciocci**. *Math Language: A First Look at Understanding the Complexities in Elementary Mathematics Curriculum*. Preliminary report.

Mathematics educators maintain math language must be precise (accurate and consistent) and some assert that learning math language can be equated with learning a second language, implying a language that is not learned in the home, but at school. Specifically, it contains three distinct language elements: Symbolic language, content vocabulary, and academic language. To understand mathematics at a deeper conceptual level, students need to develop a strong understanding of these three elements. This is particularly true of pre-service elementary teachers. This session will focus on collaboration with a faculty member in the field of communication sciences and disorders and the subsequent language analysis of mathematics for elementary teachers' textbooks. Topics will include discussion of a rubric designed to analyze mathematical language, symbolism, and visual representations; findings from the analysis of top-selling textbooks in elementary mathematics; and implications for pedagogy. (Received August 12, 2017)