

**SESSION GOALS**

1. To understand the importance of integrating literacy across all content areas
2. To be able to apply literacy skills and concepts into your math classroom
3. To be able to incorporate picture books and novels into your math classroom to support math content and various aspects of hidden curriculum
4. To be able to integrate informational texts into math curriculum

**NOTES**

Outline	Notes
<p><b>Why literacy in math?</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Components of Literacy</li> </ul>	
<p><b>Start Small!</b></p> <ul style="list-style-type: none"> <li>▪ Language Development</li> <li>▪ Picture Books</li> </ul>	
<p><b>Think Bigger!</b></p> <ul style="list-style-type: none"> <li>▪ Novels</li> </ul>	
<p><b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>▪ Why?</li> <li>▪ How?</li> </ul>	

## Resource Guide

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Carroll, L. (2003). *Alice's adventures in wonderland and through the looking-glass*. New York: Barnes & Noble Classics.

ISBN: 1-59308-345-9

Approximant Cost: \$7.95

Einhorn, E. (2008). *A very improbable story?* Korea: Charlesbridge.

ISBN: 978-1-57091-872-8

Approximant Cost: \$7.95

Ellis, J. (2004). *What's your angle, Pythagoras? A math adventure*. Korea: Charlesbridge.

ISBN: 1-57091-150-9

Approximant Cost: \$7.95

Enzensberger, H. M. (1997). *The number devil: A mathematical adventure* (M. H. Heim, Trans.). New York: Owl Books.

ISBN: 0-8050-6299-8

Approximant Cost: \$13.68

Neuschwander, C. (1997). *Sir cumference and the first round table: A math adventure*. Korea: Charlesbridge.

ISBN: 1-57091-152-5

Approximant Cost: \$7.95

### Other Books in Series:

- *Sir Cumference and the Dragon of Pi: A Math Adventure*
- *Sir Cumference and All the King's Tens: A Math Adventure*
- *Sir Cumference and the Sword in the Cone: A Math Adventure*
- *Sir Cumference and the Great Knight of Angleland: A Math Adventure*
- *Sir Cumference and the Isle of the Isle of Immeter: A Math Adventure*

Pappas, T. (1991). *Math talk: Mathematical ideas in poems for two voices*. San Carlos, CA: World Wide Publishing.

ISBN: 0-933174-74-8

Approximant Cost: \$8.95

Pearsall, S. (2006). *All of the above*. New York: Little, Brown and Company.

ISBN: 0-316-11526-6

Approximant Cost: \$5.99

Reimer, W. (1994). *Mathematicians are people too: Stories from the lives of great mathematicians*. Pearson.

ISBN: 9780866515092

Approximant Cost: \$27.75

Scieszka, J., & Smith, L. (1995). *Math curse*. New York: Penguin Books USA Inc.

ISBN: 0-670-86194-4

Approximant Cost: \$14.39

## Presentation References

- Faber, S.H. (2006). *How to teach reading when you're not a reading teacher* (Rev. ed.). Nashville, TN: Incentive Publications.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Robb, L. (2003). *Teaching reading in social studies, science, and math*. New York: Scholastic.
- Rubenstein, R.N. & Thompson, D.R. (Oct. 2002). Understanding and supporting children's mathematical vocabulary development. *Teaching children mathematics*. The National Council of Mathematics.
- Vacca, R. T., & Vacca, J. L., (2002). Vocabulary and concepts. In *Content area reading: Literacy and learning across the curriculum* (7th ed., pp. 160-189). Boston: Allyn & Bacon.