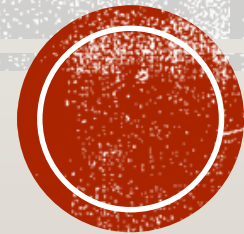


READING IN MATH



WHY DON'T READ IN MATH

- Students must be able to not only read from left to right, but also top to bottom (or vice versa with tables) and even diagonally.
- Mathematics texts contains more concepts per word, per sentence, per paragraph of any other kind of text
- People writing the text have limited classroom experience and right terse and compact.
- There is little repetition and normally words have precise meanings and connect logically to surrounding sentences
- Written above grade level for which they are intended (vocab and sentence structure)

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1016&context=mathmidactionresearch>



TEACH ABOUT TEXT BOOK

- Day 1-Reading guide
 - Learn about book structure first
 - “guided worksheet”
 - Headings and rephrase intro on what chapter is about
 - Vocab and key formulas
 - Objectives
 - Why important
 - -Come up with a good question and complete a problem
- Day 2-lecture and guided practice



Appendix A

Reading Guide

Name: _____ Date: _____



S.E.A.L.S. – Slow down, Examine vocabulary, Ask questions to yourself,

Look at examples carefully, Summarize text into your own words.

Chapter Heading ($\frac{1}{2}$ pt)

What You'll Learn (1 pts)

Section Heading ($\frac{1}{2}$ pt)

Connection, Integration, or Real World
Application – What is it about? (2 pts)

Why is it Important (1 pts)

Key Terms (2 pts) – Define terms

Formulas/ Properties/ Vocabulary



Star Problem – Show your work!

Explain the process! (2 pts)

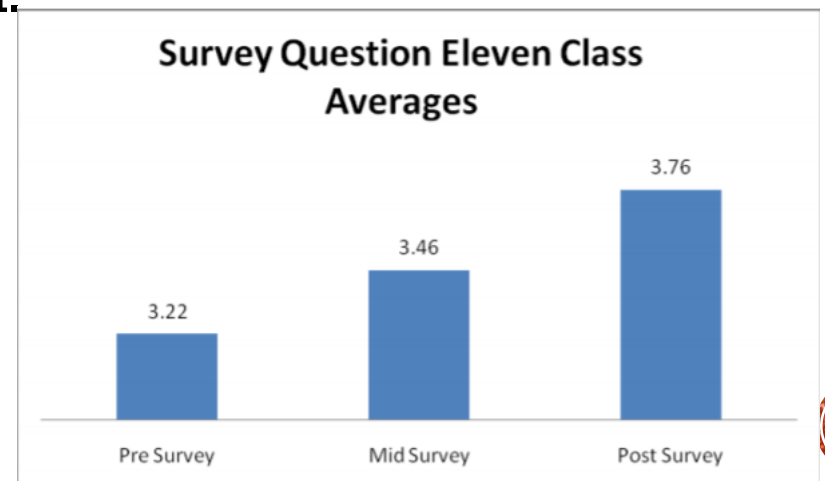
One Good Question after Reading (1 pts)

Look again at the section, can you find answers in the textbook to your questions?



FINDINGS OF THIS PRACTICE

- Every student suggested keep using reading guides and found them beneficial
- For students who are often absent, the understanding of those students and the likelihood of doing assignments increased on their own
- Students were also able to better participate and had similar understandings to those who were in class that day
- 11. Question 11 stated, “When I am gone for activities, the textbook and reading guide helps me understand the material that I missed.”



CONT...

- Students asked “When gone for activities, what methods have you used in the past to learn the material?”
- Pre-Survey: All responses were no method or “wing it”
- Post-Survey: I actually looked at the text and was able to follow exaples”
“I can teach my self and not get behind”



STUDENTS TEACH

- Process throughout year
- “Speaking and communicating mathematics is something totally different than doing mathematics.”-Dr. Wolf



