The mathematics-children's literature connection

Citation metadata

Author: Stavroula K. Gailey
Date: Jan. 1993
From: Arithmetic Teacher (Vol. 40, Issue 5)
Publisher: National Council of Teachers of Mathematics, Inc.
Document Type: Article
Length: 3,224 words

Main content

Abstract:

The interdisciplinary connection in learning mathematics is explored, and emphasis is given on the mathematics-children's literature connection. Children's books enhance the learning of mathematical concepts, and they give children the opportunity to talk about mathematics. Children's books that are appropriate for supplementing mathematics instruction come in four categories, namely, counting books, number books, story books and concept books.

Source Citation


Gale Document Number: GALE|A14152225

Explore

This is a preview. Get the full text through your school or public library.

Footer

- About
- Contact Us
- Terms of Use
- Privacy Policy
- Accessibility

As a link between Mathematics and children's literature, the e-book emerges from the need to enrich the teaching and learning of mathematics through the use of content which illustrations are made by children from stories included in children's literature. In this paper we describe some educational experiments with some connection of these two areas that was implemented in Teacher Training with eight/nine years old pupils. The entire process of building an e-book created great enthusiasm in these students and motivated us to further develop this work. Throughout this educational experience, Math Through Children's Literature book. Read reviews from world's largest community for readers. Use children's literature as a springboard to successfu... We'd love your help. Let us know what's wrong with this preview of Math Through Children's Literature by Kathryn L. Braddon. Problem: It's the wrong book It's the wrong edition Other. Includes a list of books that focus on mathematics for use in the elementary classroom. Guidelines for teachers to reflect on or to use in evaluating their use of children's literature in teaching mathematics. Includes a list of books that focus on mathematics for use in the elementary classroom. This article is available to members of NCTM who subscribe to Teaching Children Mathematics. Don't miss out—join now or upgrade your membership. You may also purchase this article now for online access. As the focus on children's literature as a resource and tool for mathematics learning became more prominent, authors identified additional rationales for using these books and functions of these books. Rather than borrowing one of the lists of reasons (e.g., Schiro, 1997) we recognize some overlap of rationales.
and purposes in which, for instance, while one article may name a rationale of nurturing children’s positive dispositions toward mathematics, another cites the motivational potential of using picture books. For instance, making connections between a book’s illustrations and hands-on experiences could also relate to the support children’s representational understandings. Linking mathematics instruction to children’s literature has become increasingly popular in recent years for a variety of reasons. Some suggest that the literature connection motivates students (Usnick & McCarthy, 1998), provokes interest (Welchman-Tischler Melser & Leitze, 1999). Hebert and Furner (1997) introduced the idea of “bibliotherapy” to help students see mathematics as a tool for making life easier. Smith (1999) described the use of literature in designing lessons that place mathematical ideas in a cultural context. Despite the many suggestions and reasons for incorporating literature into mathematics instruction, however, relatively few formal studies of the benefits of literature-based mathematics have been reported.