PLANNING MATH INTERACTIVE READ-ALOUDS

**STEP ONE**
- Select the text you would like to use. Read the entire text.

**STEP TWO**
- Determine the math teaching point for the text.

**STEP THREE**
- Tag the pages that are aligned to the teaching point.

**STEP FOUR**
- Determine the think alouds and interactions for each tagged page.

PLANNING SMALL GROUP INSTRUCTION USING MATH TEXTS

**STEP ONE**
- Select the text you would like to use. Read the entire text. Determine the alignment to NCSKOS.

**STEP TWO**
- Determine the purpose for the text – reinforcement, remediation, or extension.

**STEP THREE**
- Determine how students will engage with the text – in a small group, with a partner, or individually.

**STEP FOUR**
- Select the math activity that is aligned to Common Core and the text.
WRITING TO INCREASE MATHEMATICAL UNDERSTANDING

**Gallery Walks**
1. Solve a problem and explain thinking.
2. Go to a neighbor’s seat when you hear the music.
3. Observe how your neighbor solved.
4. Write a note to leave for your neighbor:
   a. Compliment
   b. Question
5. Rotate to a new neighbor.
6. Share noticings as a class.

**Notice/Wonder**
1. Show high interest picture with many things to notice that can lead to a mathematical conversation.
2. Ask students to jot things they notice.
3. As a group, share noticings.
4. Ask students to jot things they wonder.
5. As a group, share wonderings.
6. Use the picture to enhance a math problem.
   [http://mathforum.org/pow/noticewonder/](http://mathforum.org/pow/noticewonder/)

**Other Writing Ideas**
- Anticipation Guides
- GIST Strategy
- Compare/Contrast Organizers
- Planning for Solving Problems
- Reflection Sheets
- Stop and Jot Moments
- Reactions to the thoughts of others
- Write, Discuss, Re-write

NCCTM Conference 2018 – Reading and Math Go Together Like PB&J
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