

*Teaching  
Reading  
in*

# *Mathematics*

2ND EDITION

A Supplement to  
*Teaching Reading in  
the Content Areas*

*If Not Me, Then Who?*

(2nd edition)

*by Mary Lee Barton*

*Clare Heidema*

## ***Teaching Reading in Mathematics*** **2nd Edition**

### ***A Supplement to Teaching Reading in the Content Areas If Not Me, Then Who? (2nd Edition)***

MARY LEE BARTON AND CLARE HEIDEMA

*Teaching Reading in Mathematics* explores the distinct challenges of reading in the context of mathematics. The authors of this companion to the *Teaching Reading in the Content Areas* (TRCA) Teacher's Manual begin by examining what research says about the role of the reader, the role of climate, and the role of text features for reading in mathematics. Further, they explain strategic processing as effective readers of mathematics use it and discuss strategic teaching in mathematics that incorporates reading to learn mathematics. Many of the book's principles derive from the latest recommendations of the National Council of Teachers of Mathematics.

*Teaching Reading in Mathematics* revisits most of the successful vocabulary, informational text, and reflection strategies introduced in the *TRCA* Teacher's Manual. It includes expanded mathematics examples and discussion of the use of these strategies in mathematics instruction. In addition, it includes vocabulary and informational text strategies specific to concerns of reading in mathematics, such as reading symbols and word problems. For example, the "Cue Cards" activity asks students to match mathematics expressions to the verbal language used to read them, and "Word Problem Roulette" asks students to collaborate on problem solving and then to communicate their thought processes and solutions in writing.

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