
ALYSON WORRALL, University of Lethbridge
Incorporating Children's Literature in the Mathematics Classroom

Books written for children should not be restricted to their traditional place in a Language Arts program. In this session, I will present a number of ways in which these books— those purposefully written for use in Mathematics and others, such as folk tales—can be used to support learning outcomes in provincial programs of study for Mathematics. What makes a good book for use in Mathematics? What activities can be built around such books? What cross-curricular connections can be forged through the use of children's books in Mathematics? These are some of the questions that will be addressed during the session.

This session has been presented to undergraduate education students at the University of Lethbridge as part of the Faculty of Education annual literature fair, and using children's literature in the Mathematics classroom is part of an undergraduate course in curriculum methods that I teach to pre-service education students who have little to no Mathematics background. While the focus will be on K-9 classrooms, I will also make suggestions for how literature can be used in the senior high Mathematics classroom. Communication is a vital process in Mathematics and having students talk about Mathematics and appreciate that it is not an isolated subject are some of the benefits of using children's literature in Mathematics.