

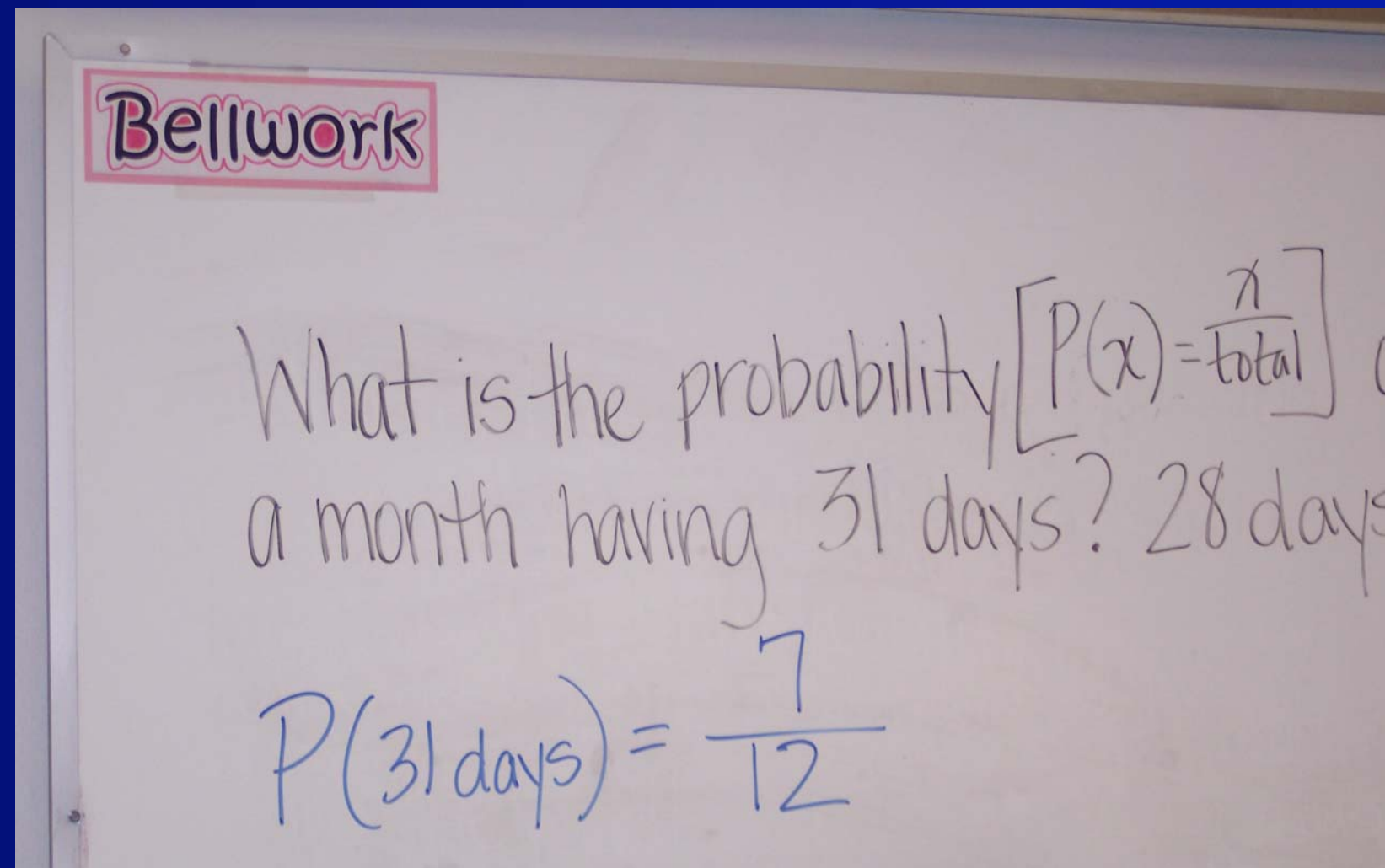
Teaching Reading in the Mathematics Content Area

Haines City Literacy Learning Academy

Deborah Elmore, Principal
Brystal Brower, Mathematics Teacher

Daily Bellwork

Relates to content or Focus Lesson



Posted Agendas

Part of Daily Bellwork

Gives students ownership of their learning

Bell-to-Bell work

Sunshine State Standard & Benchmarks that are being taught

Sample Algebra Agenda

January 23, 2006

Agenda

Bell Work

Silent Reading

8-7 Exponential Functions

8-7 Vocabulary

8-7 Class Notes

8-7 Classwork: p. 432 #1-14 all

8-7 Homework: Practice 9-8 Worksheet

Journal

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Incentives

1

LITERACY LEARNING ACADEMY @ HCHS

1

THIS NOTE IS LEGAL
TENDER FOR ALL OF
MS. BROWER'S STUDENTS



X103551651211

Ms. Brower

Treasurer



2005 SERIES

X103551651211



Ms. Elmore

Principal

1

ONE BROWER BUCK

1

Learning Notebooks

- Organized
- Bellwork
- Vocabulary & Formulas
- Class Notes
- Journals
- Work – to turn in
- Work – graded

Content Area Vocabulary

Word Walls

Vocabulary Lists

Content Area Vocabulary Assessments

Matching

Matching Place the letter from the word bank at the right in the space next to each definition.

- _____ 1. any number you can write as a fraction when the denominator is not zero
- _____ 2. all numbers (rational & irrational)
- _____ 3. all numbers, positive and negative
- _____ 4. a non-repeating, number that goes forever
- _____ 5. all numbers one and larger
- _____ 6. all numbers zero and larger

- a. Natural numbers
- b. Irrational numbers
- c. Whole numbers
- d. Real numbers
- e. Integers
- f. Rational numbers

Close

Fill-In-The-Blank Place the correct word from the word bank below into the space provided.

variable	inequality	additive inverse	algebraic expression
equation	open sentence	simplify	evaluate

7. In math, when you _____ you try to make the answer smaller.
8. The _____ is the opposite of a number.
9. A math sentence that does not use an equals sign is called a(n) _____.
10. A(n) _____ is a mathematical sentence that uses an equal sign.

Diagrams/Labeling

Labeling Label the following diagrams using the word bank below.

Exponent	Base	Power	Matrix	Element
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17. The figure above is called a(n) _____.

Word Walls

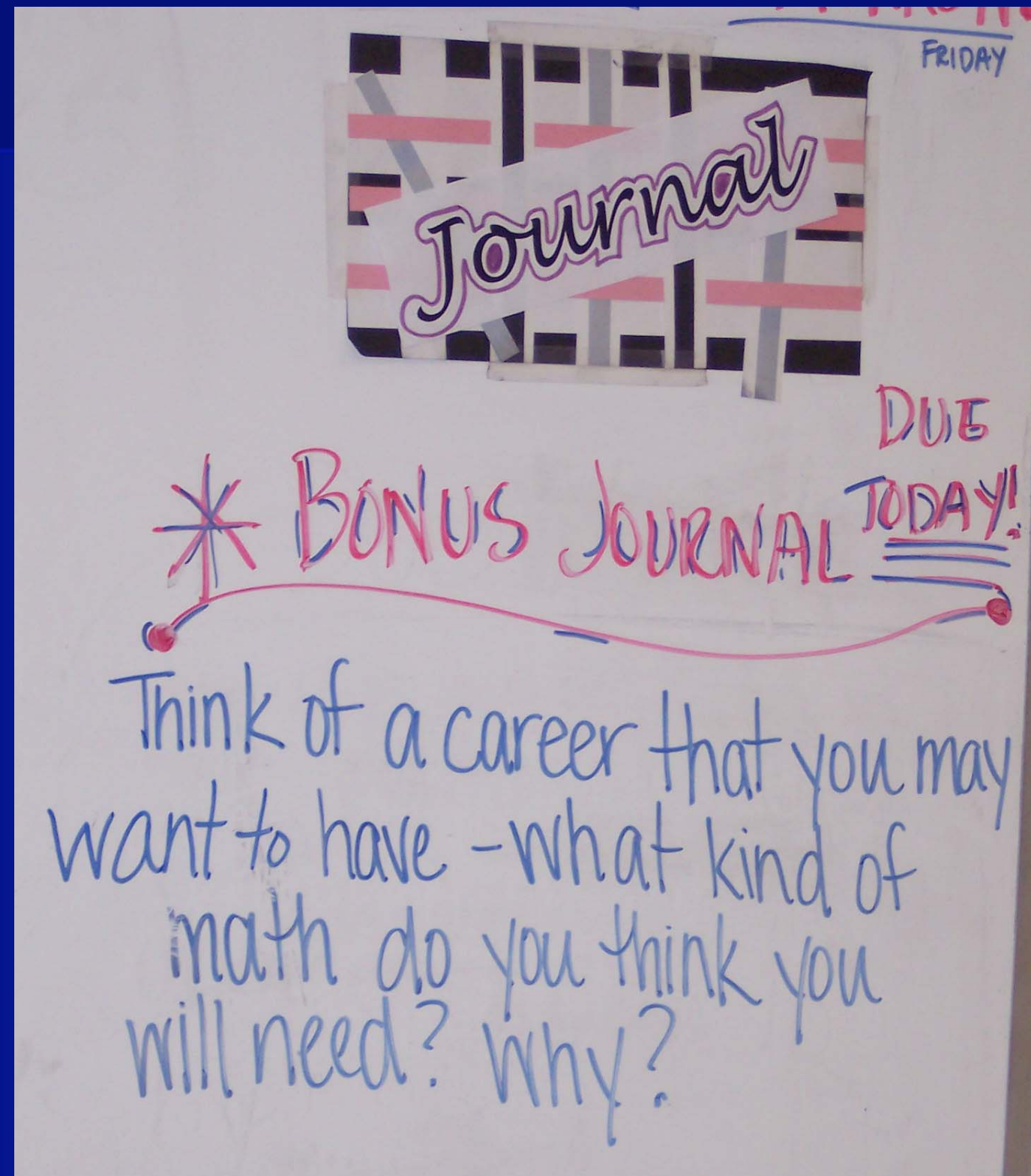
Vocabulary Lists

Journaling

Bi-Weekly

Reflections

Observations



Sample Mathematics Journals

What do you like the most about math? What do you like the least about math?

This is how I used math outside of school this week...

This is how I study for a math test...

What ways do you use to solve word problems? What do you do if you are not sure how to solve a word problem?

Describe a discovery you have made in mathematics.

People who are good at math....

My favorite math activity is...because...

This is what I know about graphing...

This is what I would like to learn about graphing...

Make a list of 20 different objects in this room that are symmetrical. Draw 5 and label the lines of symmetry.

How many squares are there on a checker board? Describe (in words) how you solved this equation.

How do you simplify a fraction?

Why can't you divide by zero?

Describe your feelings about showing your work....

Note Taking

- 2-Column
- Step-by-Step Directions
- Color Coded

- Pics of class notes in notebook

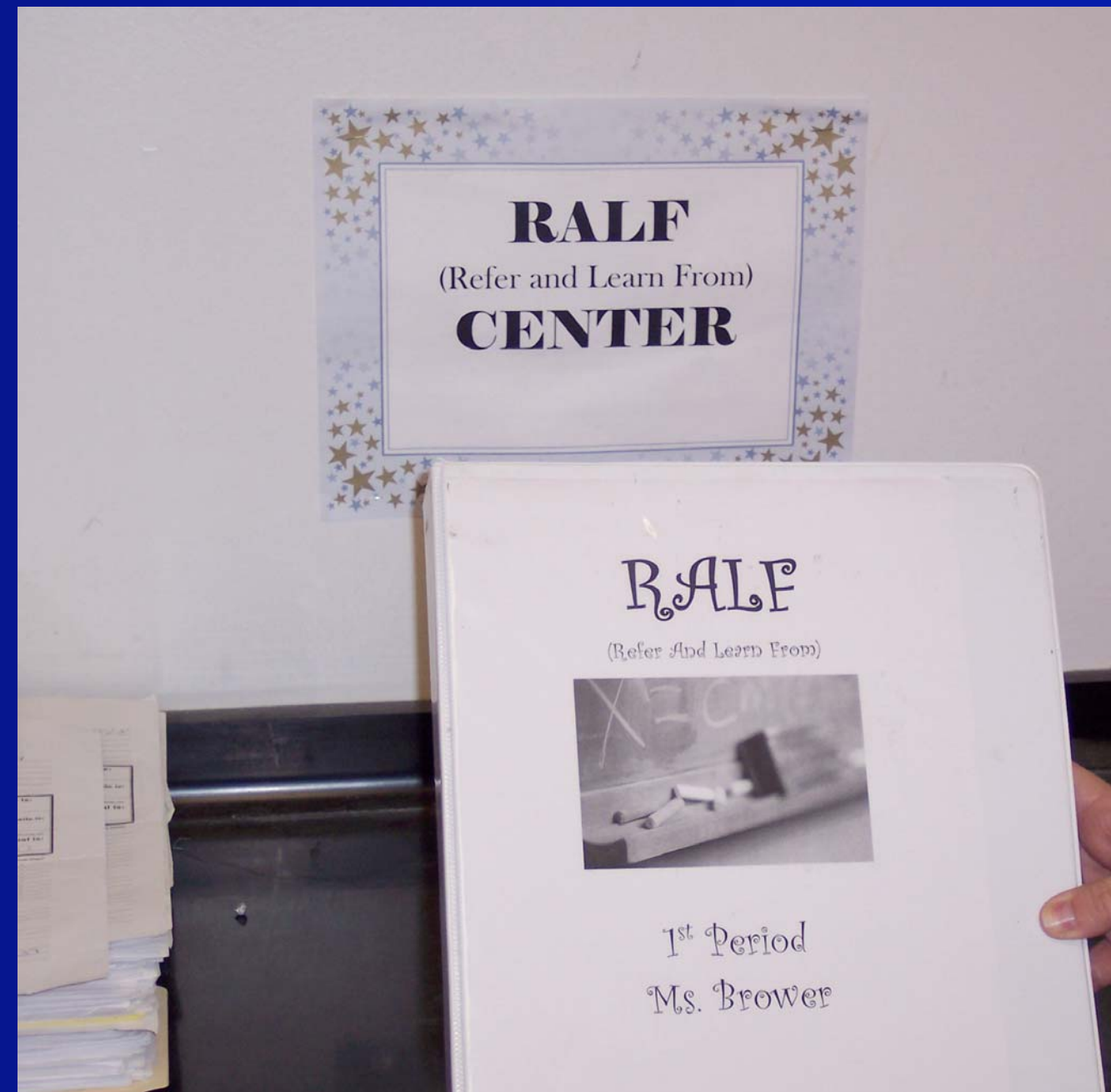
Graphic Organizers

Graphic Organizers

- Class posters

Graphic Organizers

Refer And Learn From (RALF)



School Wide Focus Lesson

Aligned with
standards

Math
&
Reading



Standards Based Assessment & Tracking

NUMBER SENSE, CONCEPTS, & OPERATIONS

CLASS:	FCAT PREP	TEACHER:	B.BROWER
STANDARD:	1. The student understands the different ways numbers are represented in the real world.		
BENCHMARK	1. Associates verbal names, written word names, & standard numerals with integers, rational numbers, irrational numbers, real numbers, & complex numbers.		
	2. Understands the relative size of integers, rational numbers, irrational numbers, & real numbers.		
	3. Understands concrete & symbolic representation of real & complex number in real-world situations.		
	4. Understands that numbers can be represented in a variety of equivalent forms including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, & logarithms.		

	LAST NAME	FIRST NAME	Diagnostic 1/10	L1 1/31	% +/-	L1 Retest 2/6	% +/-	L2 2/16				
1	Adi		37	29	-8	27	-2	72				
2	Alv		33	76	43	X	X	72				
3	Arr		22	66	44	93	57	72				
4	Cal		33	33	0	33	0	7				
5	Cal		25	62	37	86	24	80				
6	De		44	71	27	73	2	58				
7	For		13	62	49	86	24	44				
8	Hir		11	33	22	73	40	22				

Standards Based Assessment & Tracking

35	R		X	24	X	X	X
36	R		11	0	-11	X	X
37	Sa		25	38	32	88	50
38	Sa		71	76	4	86	10
39	Va		76	81	5	66	-15
40	Vi		33	52	19	X	X
41	W		27	62	35	X	X
# WITH MASTERY:			0	1	63.4 %	8	11.8 %
TOTAL NUMBER TESTED:			30	37		32	
% MASTERY			0%	3%		25%	

Works Cited

Vacca, Richard T., and Jo Anne L. Vacca. Content Area Reading: Literacy and Learning Across the Curriculum. 7th ed. Boston: Allyn and Bacon, 2002.