

Commitments for Teaching and Learning Through Mathematizing Read-Alouds

When we mathematize read-alouds, we are committed to:

- 1. Celebrating the joy and wonder of children's ideas**
- 2. Expanding ideas of who gets to ask math questions and broadening ideas about whose mathematics is valued by emphasizing diverse perspectives**
- 3. Exploring stories and how they can be a playful context for children to think mathematically**
- 4. Hearing children's thinking and listening to understand their reasoning through lively discussion**
- 5. Providing opportunities for children to generate their own mathematical questions to explore and problems to solve**
- 6. Broadening ideas about stories that empower children to think in mathematically powerful ways**
- 7. Encouraging children to make connections between stories, their own lives, and the world around them**
- 8. Investigating features of stories to support children's reading, language, and vocabulary development**
- 9. Supporting child and educator learning**

APPENDIX A: Open Notice and Wonder Planning Template

OPEN NOTICE AND WONDER

Book Title and Author

Read and enjoy the story.

As teacher and reader, what do I notice? What do I wonder?

Anticipate and mark intended places for pausing the story.

What do I anticipate will be interesting or curious to my students?

Where do I anticipate pausing to invite students to share? Why?

Place sticky note on the pages.

Plan for story launch.

With my stopping points in mind, how will I introduce the story using the cover? What might students notice and wonder on the cover?

Gather chart paper and different-colored markers.