

# Contents

<b>Preface</b>	<b>viii</b>
How the Book Is Organized	viii
Special Features of the Book	ix
<b>Acknowledgments</b>	<b>x</b>
<b>Publisher's Acknowledgments</b>	<b>xii</b>
<b>About the Authors</b>	<b>xiii</b>
<b>PART I. Here's the Story: Fundamental Components for Developing Number Sense Using Children's Literature</b>	<b>1</b>
<b>Chapter 1. The Young Child and Mathematics</b>	<b>2</b>
Why Mathematics for Young Children?	2
Learning Mathematics in the Early Years	2
<b>Chapter 2. The Learning Environment</b>	<b>4</b>
Features of the Learning Environment	4
Summary	11
<b>Chapter 3. Why Integrate Children's Literature and Mathematics?</b>	<b>12</b>
Children's Literature and Learning Mathematics	12
Reasons for Integrating Children's Literature and Mathematics	12
Summary	16
<b>Chapter 4. Essential Features of the Investigations</b>	<b>17</b>
Design of Investigations	17
The Context	17
Important Mathematics	18
Supporting Children's Learning	20
Summary	21
<b>Chapter 5. Design of the Investigations</b>	<b>22</b>
Stages of the Investigations	22
The Six Stages	22
Summary	26

<b>PART II. Children's Literature and Number Sense Investigations</b>	<b>27</b>
<b>Unit I. Counting and Cardinality</b>	<b>28</b>
Cardinal Number One to Ten— <i>The Water Hole</i> (Graeme Base)	28
Subitizing— <i>Olly and Me 1•2•3</i> (Shirley Hughes)	34
Counting On— <i>Mouse Count</i> (Ellen Stoll Walsh)	39
Counting to Find How Many— <i>How Many Snails?</i> <i>A Counting Book</i> (Paul Giganti Jr.)	47
Counting Backwards— <i>Ten Little Fish</i> (Audrey Wood)	50
<b>Unit II. Whole Number and Operations Relationships</b>	<b>56</b>
Comparing Quantities and Numbers— <i>One Big Building:</i> <i>A Counting Book About Construction</i> (Michael Dahl)	56
Comparing Numbers— <i>How Many Snails?</i> <i>A Counting Book</i> (Paul Giganti Jr.)	62
Numbers That Make 10— <i>Ten Flashing</i> <i>Fireflies</i> (Philemon Sturges)	68
Odd and Even Numbers— <i>365 Penguins</i> (Jean-Luc Fromental)	74
Skip Counting by 2s, 5s, and 10s— <i>Two Ways to Count to Ten:</i> <i>A Liberian Folktale</i> (Ruby Dee)	82
Doubling Numbers— <i>Minnie's Diner: A Multiplying Menu</i> (Dayle Ann Dodds)	88
Equal Groups— <i>How Do You Count a Dozen Ducklings?</i> (Sean Chae)	94
<b>Unit III. Operations and Algebraic Thinking</b>	<b>99</b>
Equality and Equations— <i>Balancing Act</i> (Ellen Stoll Walsh) and <i>Equal Shmequal</i> (Virginia Kroll)	99
Decomposing Numbers/Word Problems— <i>Quack and Count</i> (Keith Baker)	107
Addition Within 20— <i>The Tub People</i> (Pam Conrad)	114
Subtraction Within 20/Word Problems— <i>What's the Difference?</i> <i>An Endangered Animal Subtraction Story</i> (Suzanne Slade)	121
Word Problems With Two or More Addends— <i>The Twelve</i> <i>Days of Summer</i> (Jan Andrews)	127
<b>Unit IV. Operations Within 100 and Place Value</b>	<b>133</b>
Representing Numbers to 100/Addition and Subtraction— <i>One is a Snail, Ten Is a Crab: A Counting by Feet Book</i> (April Pulley Sayre and Jeff Sayre)	133
Addition and Subtraction Within 100/Word Problems— <i>Centipede's 100 Shoes</i> (Tony Ross)	138
Numbers 10 to 19/Place Value— <i>Let's Count</i> (Tana Hoban)	143
Numbers 20 to 100/Place Value— <i>Let's Count</i> (Tana Hoban)	149

<b>Appendices</b>	<b>157</b>
Appendix A (1–4)—Unit I. Counting and Cardinality	158
Appendix B (1–12)—Unit II. Whole Number and Operations Relationships	162
Appendix C (1–5)—Unit III. Operations and Algebraic Thinking	173
Appendix D (1–8)—Unit IV. Operations Within 100/Place Value	180
Appendix E (1–2)—Duplicated Appendices	190
Appendix F—Learning Expectations Correlation Chart	192
 <b>References</b>	 <b>203</b>
 <b>Bibliography of Children’s Literature for the Investigations</b>	 <b>206</b>
 <b>Index</b>	 <b>207</b>