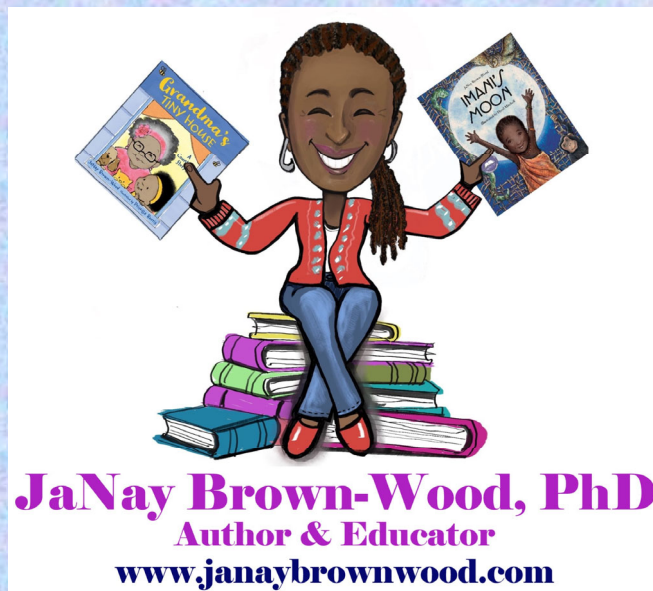


# Adding Diverse Books to your Mathematical Practice



EARLY MATH SYMPOSIUM  
JUNE 23, 2023

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janay@janaybrownwood.com



Reach out if you'd like me to come speak to your kids, families,  
teachers, libraries, or community members!

## Adding Diverse Books to your Mathematical Practice



**JaNay Brown-Wood, PhD**  
Author & Educator  
[www.janaybrownwood.com](http://www.janaybrownwood.com)

EARLY MATH SYMPOSIUM  
JUNE 23, 2023

1

## JaNay Brown-Wood, Ph.D



### Educator

- Former Professor of Early Childhood Education and Child & Adolescent Development
- Degrees in Psychology, Child Development, and Education



2

## JaNay Brown-Wood, Ph.D



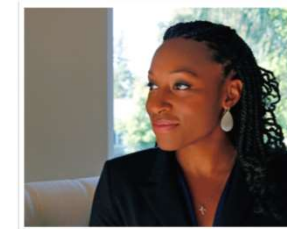
### Researcher/Scholar

- Conduct research investigating the lack of diversity in children's books and how it influences children's development and academic outcomes

3

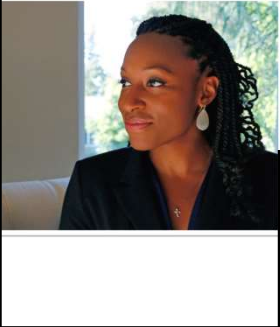
## JaNay Brown-Wood, Ph.D

### Mother and a Wife



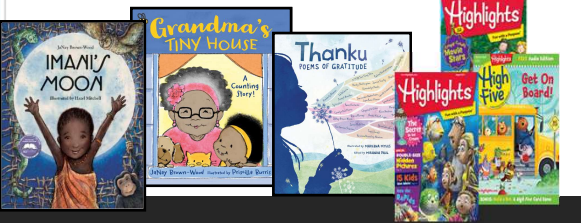
4

# JaNay Brown-Wood, Ph.D



**Children's Author**

- Write books and poetry for children
- Work to help children feel represented on the page



5



6

# JaNay Brown-Wood



**2022 Titles**

7

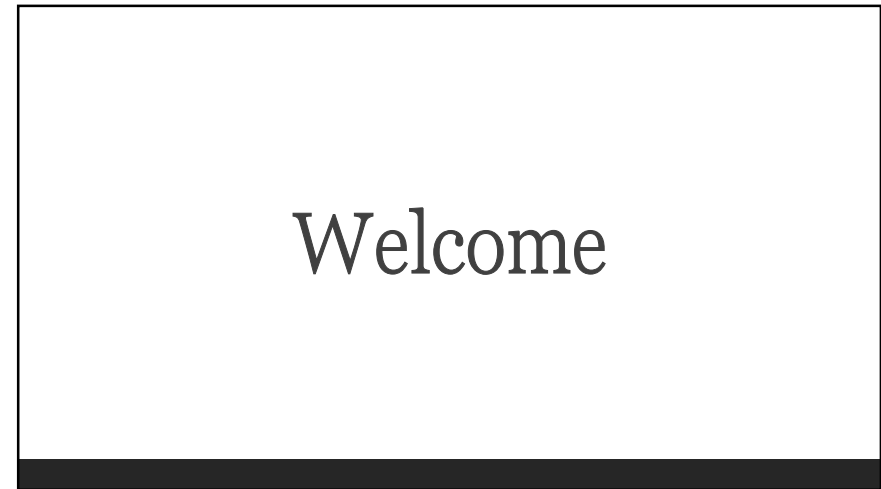
# 8 coming out in 2023!



8



9



10

### Agenda for Today

- ❖ Welcome
- ❖ Thinking about past experiences
- ❖ What does research and theory say
- ❖ Math Considerations
- ❖ Math + Literacy
- ❖ Math + Literacy + Diversity
- ❖ Utilizing Books and Materials
- ❖ Additional Resources

11

To start off, I want you to think back on an experience from your past that made a lasting impression on you.

12

When you think of that experience, how does it make you feel?

FEEL FREE TO SHARE IT IN THE CHAT

13

When I think about this for myself...

14

**Mrs. Welch**

**5th/6th Grade**

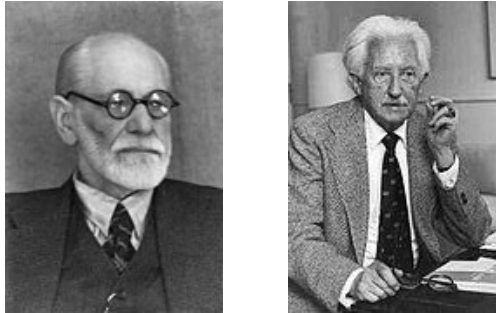


15

Our past experiences affect us in lasting ways.

16

## Freud and Erikson



Royalty free image from commons.wikimedia.org

17

## Attachment Theory



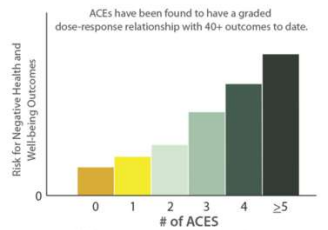
Royalty free image from commons.wikimedia.org

18

## Adverse Childhood Experiences (ACES)

ACES can have lasting effects on....

-  Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)
-  Behaviors (smoking, alcoholism, drug use)
-  Life Potential (graduation rates, academic achievement, lost time from work)



[https://commons.wikimedia.org/wiki/File:Lasting\\_affects\\_of\\_Adverse\\_Childhood\\_Experiences.png](https://commons.wikimedia.org/wiki/File:Lasting_affects_of_Adverse_Childhood_Experiences.png)

19

Our past experiences affect us in lasting ways!

20

That is true about our relationship with literacy and math, too!

21

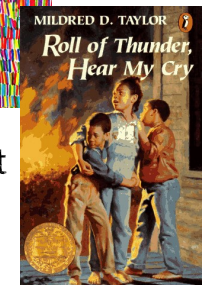
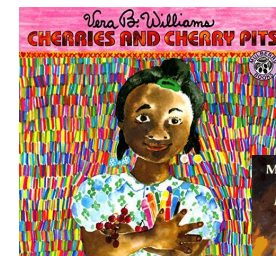
A young JaNay



22



23



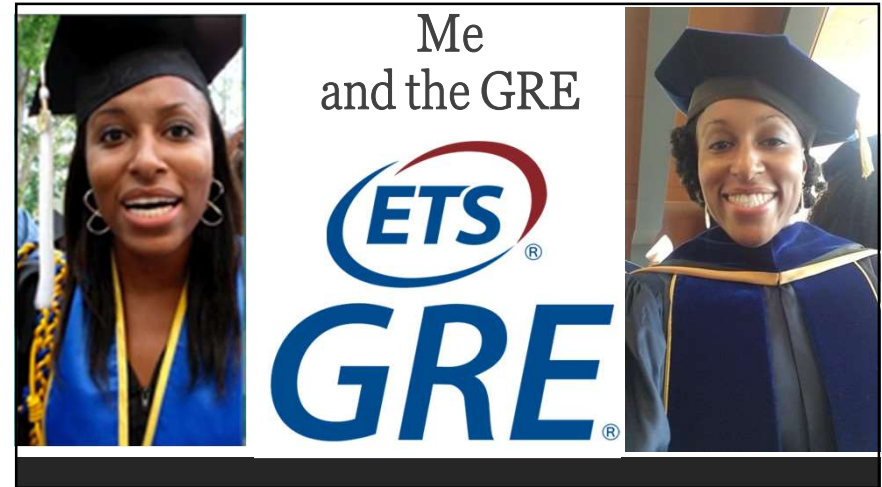
I couldn't connect AND I hated reading! So instead, I wrote

24



And what about math?

25



26

So many hard feelings about math...

Rock It Out Addition

INCORRECT

523 + 174 = 697

375 + 124 = 499

16.  $\frac{3}{4} \cdot \frac{1}{2} = \frac{3}{8}$

17.  $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$

18.  $\frac{1}{4} \cdot \frac{1}{2} = \frac{1}{8}$

19.  $\frac{1}{2} \cdot \frac{1}{4} = \frac{1}{8}$

20.  $\frac{1}{2} \cdot \frac{1}{4} = \frac{1}{8}$

27

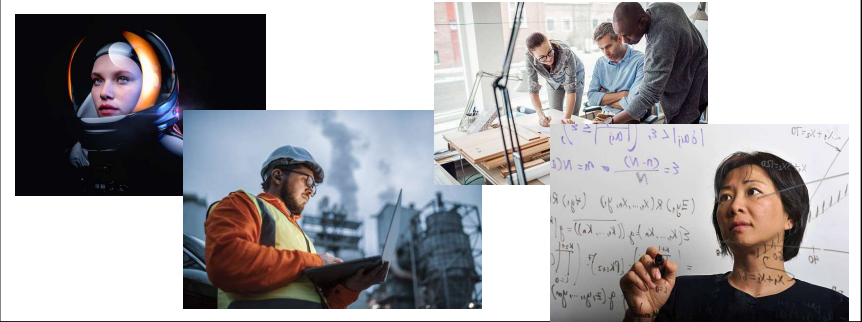
I was not confident in math so I moved away from it!

28

What might my story have been if I had found a love for math?

29

Maybe I would have been...



30

So many memories of math being this...

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3-digit Addition Without Regrouping Student 2

Rock It Out Addition

Directions: Use your addition strategies to find the sum for each addition problem below.

|                       |                       |                       |                      |                       |
|-----------------------|-----------------------|-----------------------|----------------------|-----------------------|
| 1. $130 + 23 = 153$   | 2. $47 + 29 = 76$     | 3. $312 + 0 = 312$    | 4. $58 + 1 = 59$     | 5. $28 + 12 = 40$     |
| 6. $154 + 86 = 240$   | 7. $406 + 128 = 534$  | 8. $128 + 13 = 141$   | 9. $13 + 409 = 422$  | 10. $409 + 80 = 489$  |
| 11. $375 + 501 = 876$ | 12. $423 + 199 = 622$ | 13. $222 + 100 = 322$ | 14. $59 + 38 = 97$   | 15. $59 + 32 = 91$    |
| 16. $428 + 421 = 849$ | 17. $109 + 92 = 201$  | 18. $008 + 77 = 77$   | 19. $211 + 22 = 233$ | 20. $206 + 181 = 387$ |
| 21. $137 + 142 = 279$ | 22. $523 + 174 = 697$ |                       |                      |                       |

MATH DRILLS: MULTIPLICATION

1.  $2 \times 2 = 4$

2.  $4 \times 8 = 32$

3.  $5 \times 7 = 35$

4.  $7 \times 0 = 0$

5.  $3 \times 4 = 12$

6.  $3 \times 6 = 18$

7.  $6 \times 1 = 6$

8.  $2 \times 3 = 6$

9.  $6 \times 7 = 42$

10.  $4 \times 5 = 20$

11.  $7 \times 8 = 56$

12.  $4 \times 6 = 24$

13.  $8 \times 9 = 72$

14.  $5 \times 8 = 40$

15.  $2 \times 4 = 8$

16.  $3 \times 7 = 21$

17.  $5 \times 6 = 30$

**INCORRECT**

31

Math is so much more than this!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3-digit Addition Without Regrouping Student 2

Rock It Out Addition

Directions: Use your addition strategies to find the sum for each addition problem below.

|                       |                       |                       |                      |                       |
|-----------------------|-----------------------|-----------------------|----------------------|-----------------------|
| 1. $130 + 23 = 153$   | 2. $47 + 29 = 76$     | 3. $312 + 0 = 312$    | 4. $58 + 1 = 59$     | 5. $28 + 12 = 40$     |
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14.  $5 \times 8 = 40$

15.  $2 \times 4 = 8$

16.  $3 \times 7 = 21$

17.  $5 \times 6 = 30$

**INCORRECT**

32

This doesn't have to be  
the association children  
build with math!

33

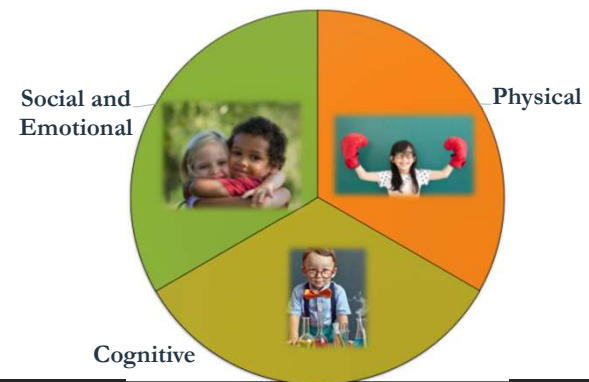
We can begin to help them  
develop a LOVE for math  
and we can use books to  
help this!

34

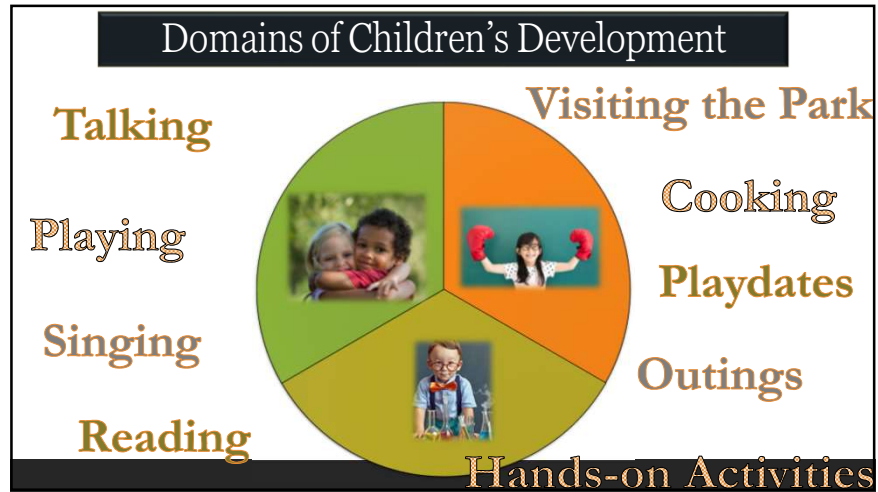
What does theory and  
research say?

35

### Domains of Children's Development



36



37



38

### What does Theory say?: Piaget's Cognitive Development Theory

Piaget theorized that early childhood is a time influenced by egocentric thinking

- **Egocentrism:** The difficulty of young children to take or fully understand the perspective or viewpoint of others



39

Many of our understandings of the world start with self and extend outward.

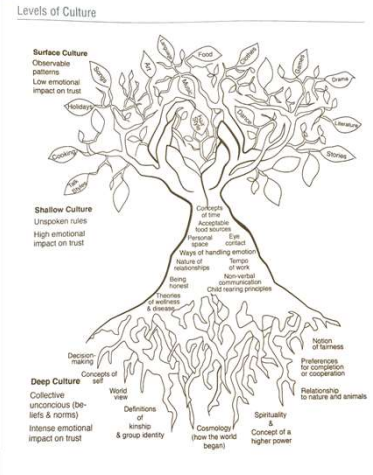
And our cultures and lived experiences are included in this!

40

## Hammond's Ideas of Culture

- There are three levels of culture
  - Surface
  - Shallow
  - Deep
- Culture
  - Is the lens our brains use to interpret the world and process information
- In order to learn new information we must meld it with our existing knowledge

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*



41

Important to keep this in mind when teaching children math, literacy, and other disciplines as well.

42

Literacy and Math are  
**EVERYWHERE!**

43

This includes the cultural practices of the children we teach.

44

# Thinking about Math

45

## Some Foundational Early Math Concepts

1. Number Sense
2. Representation
3. Spatial Sense and Patterning
4. Measurement and Estimation
5. One-To-One Correspondence
6. Problem Solving



46

## Some Additional Foundational Early Math Concepts

1. Number Sense
2. Representation
3. Spatial Sense and Patterning
4. Measurement and Estimation
5. One-To-One Correspondence
6. Problem Solving

All set the stage for  
and support cognitive  
development and  
mathematical  
thinking!

(Erikson Institute: <https://earlymath.erikson.edu/why-early-math-everyday-math/big-ideas-learning-early-mathematics/>;  
Zero to three: <https://www.zerotothree.org/resource/help-your-child-develop-early-math-skills/>)

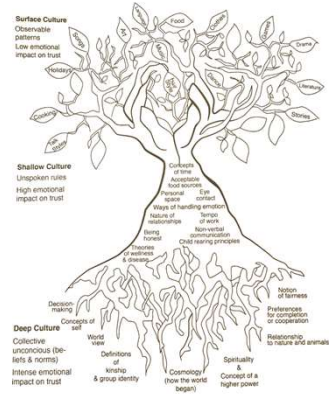
47

## What is Mathematical Thinking?

Children's abilities to think about and explore  
a range of mathematical concepts especially  
in order to solve problems.

48

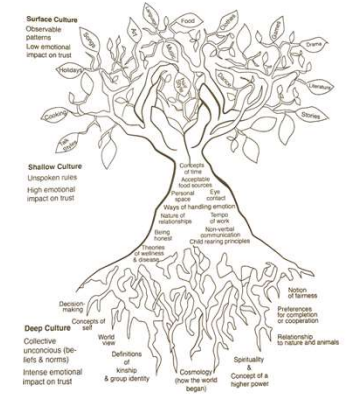
In what ways are we making math curriculum meaningful to our students?



Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*

49

In what ways are we building positive associations with math and our children's experiences?



Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*

50

# Merging Math + Literacy

## Research Suggests

- Association between amount of time engaged with reading, reading activities and reading gains
- Different factors influence children's interest to engage with a book:
  - Book topic
  - Physical characteristics
- Children have preferences for things they have more familiarity with



51

52

## Research Suggests



- Strong reading skills relates
- Increases in motivation and confidence
- Advancements in other academic and content areas such as
  - History
  - Science
  - Literature
  - Geography
  - Social Sciences
  - **Math**

(Gaddy, 2003; Grimm, 2008; Pianta, La Paro, Payne, Cox, & Bradley, 2002; Pianta, 2007; The U.S. Department of Education, 2003)

53

## Associations between math skills and literacy skills

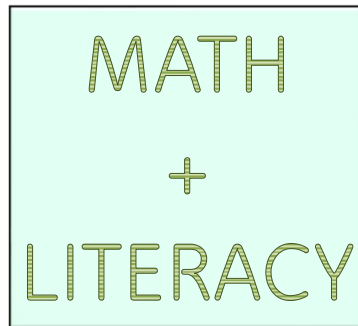
- Research suggests there is a strong, and often predictive, relationship between math and reading achievement across development
  - Early vocabulary skills supports budding numeracy skills
  - Early reading comprehension had positive relationship with application and comprehension of math concepts
  - Overlap with processes required for cognition—even shown with neuroimaging
  - Some correlations as high as .70 in K, 1, 2, and 3<sup>rd</sup> grade

Aiken, 1971; Carey, 2004; Grimm, 2008; Farakas et al., 2020; Monroe & Englehart, 1931; Cirino, Child, & Macdonald, 2018; Geary, 2010; Jordan, Hanich, & Kaplan, 2003; Korpipää et al., 2017

54

## Associations between math skills and literacy skills

- Math skills early in Kindergarten year were better predictors of later reading achievement than early Kindergarten literacy skills
- Strong relationship between math and reading skills with regard to difficulties as well



Carey, 2004; Duncan et al., 2007; Claessens, Duncan, & Engel, 2009; Claessens & Engel, 2013; Hecht et al., 2001; Hooper, Roberts, Sideris, Burchinal, & Zeisel, 2010; Paeani, Fitzpatrick, Archambault, & Janosz, 2010; Pupura et al., 2007)

55

## Associations between math skills and literacy skills

- Even as math and literacy skills develop, there is a relationship where math skills support reading skills, and vice versa
- And this persists through middle and high school

**Early literacy skills show connection to mathematical skills and ability**

Claessens et al., 2009; Claessens & Engel, 2013; Duncan et al., 2007; Michalczyk et al., 2013; Praet et al., 2013; Pupura et al., 2007; Simmons et al., 2008

56



Even with this being said,  
the relationship between  
early reading and math skills  
is still not fully understood

57

However, it is incredibly  
clear that there is a  
connection between the  
two!

58


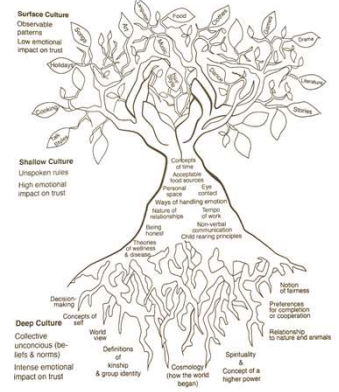
Thus, finding ways to  
connect the two is so  
important!

59

Merging  
Math + Literacy

60

In what ways are we making math and literacy curriculum meaningful to our students?

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*

61

In what ways are we building positive associations with math and literacy and our children's experiences?




Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*

62

Merging  
Math + Literacy + Diversity

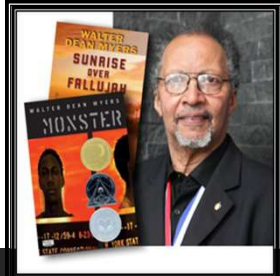
63

The Power of  
Representation

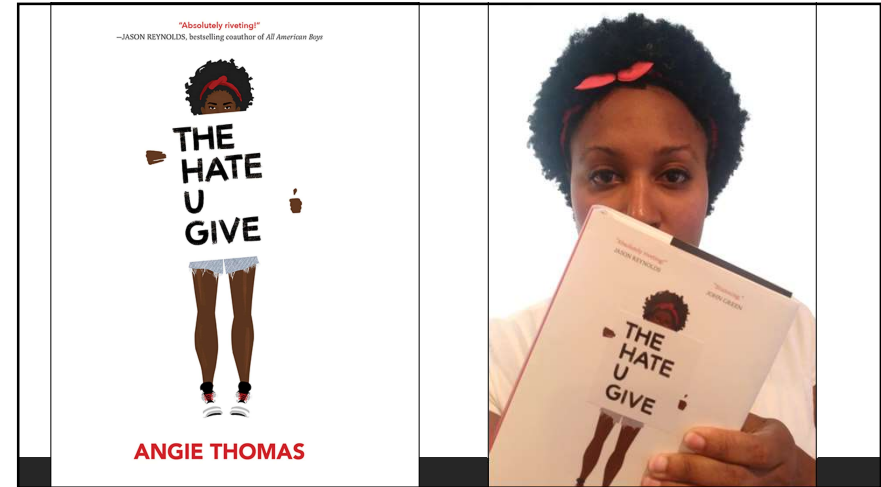
64

Walter Dean Myers said...

“Books transmit values. They explore our common humanity.”



65



66

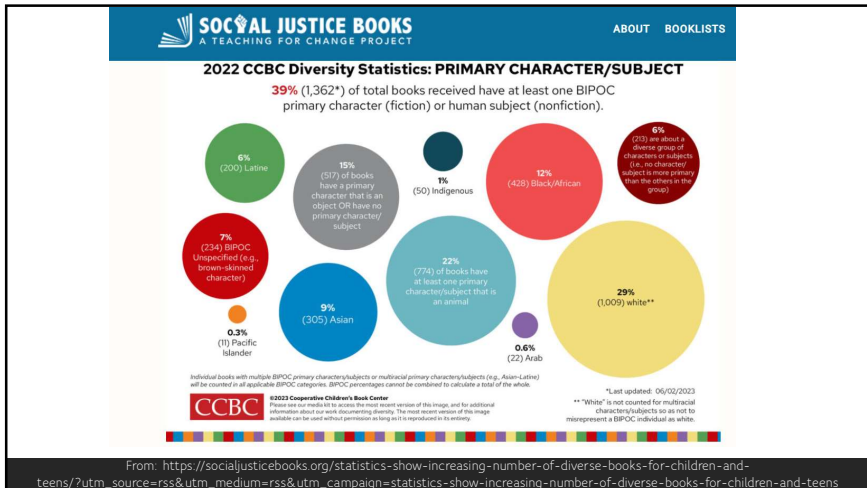
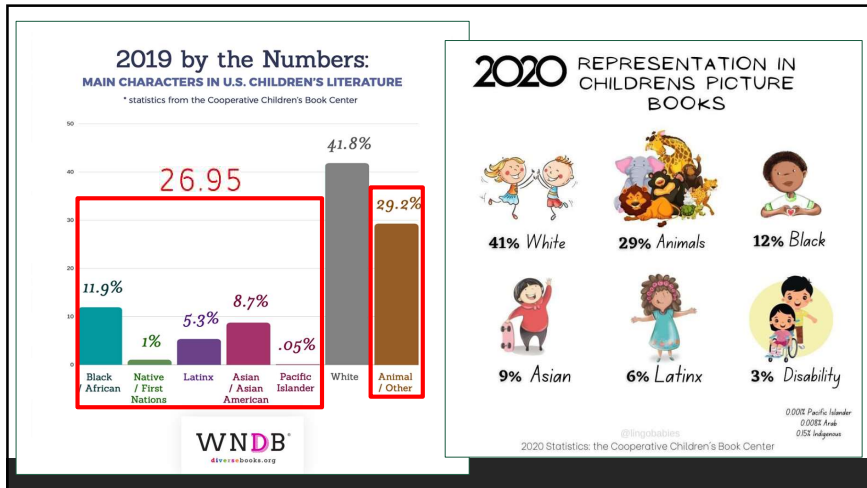
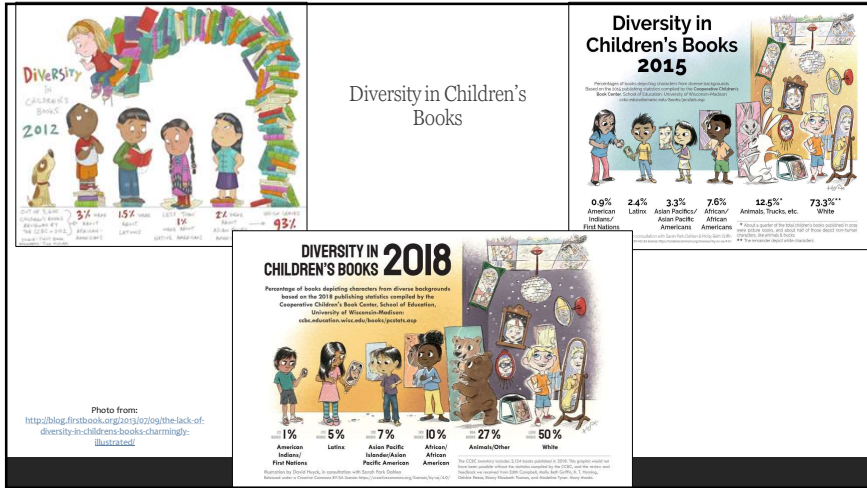
Representation is deeper than just the skin tone of a character, but this is a nice start.

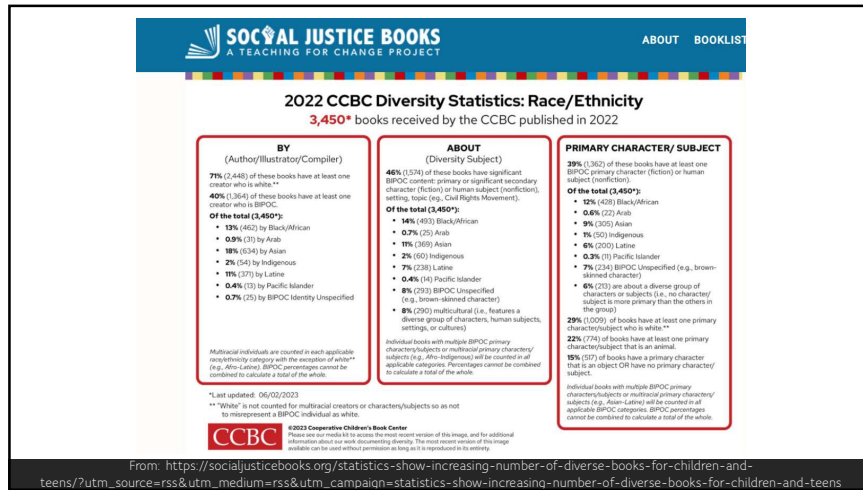
67

But research also shows:  
There is a lack of diversity in books published for children!

68

But research also shows:  
 There is a lack of diversity in books published for children!  
 This is important to think about especially since books are used to help support budding literacy skills!





73

## How the Lack of Diversity Affects Children

“When children cannot identify with a book or see their lives celebrated through stories, it may have a negative impact on their self-image. The message they get is that their lives and their stories are not important” (Willett, 1995, p. 176).”

“Seeing self is critical, but not seeing self is even more critical because children may feel marginalized” (Koss, 2015, p. 22)


74

This is why we must do more! This is why it is an equity issue related to teaching children and getting them excited about books and math!

75


## Walter Dean Myers said...

“Books transmit values. They explore our common humanity. What is the message when some children are not represented in those books?”



## Nancy Larrick says...

Although America is becoming increasingly diverse, there is a major lack of diversity in the children's books that are created, which gives a negative message to all the non-white children who are not represented (Larrick, 1965).



76

Books can be...

**Mirrors**

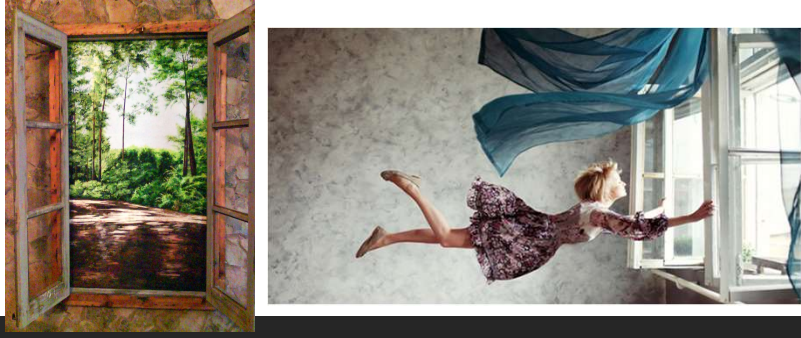


**Windows**                      **Sliding Glass Doors**


(Bishop, 1990)

77

Windows and Sliding Glass Doors give you a glimpse or help us step into another world (in an appropriate, realistic, meaningful way)




78



**Characteristics of Human Diversity**

- Age
- Disability
- Economic status
- Education
- Geographic location
- Organizational level
- Political affiliation
- Sexual orientation
- Ethnicity
- Family status
- First language
- Gender
- Lifestyle
- Physical characteristics
- Religion
- Work style or ethic



79



80



81

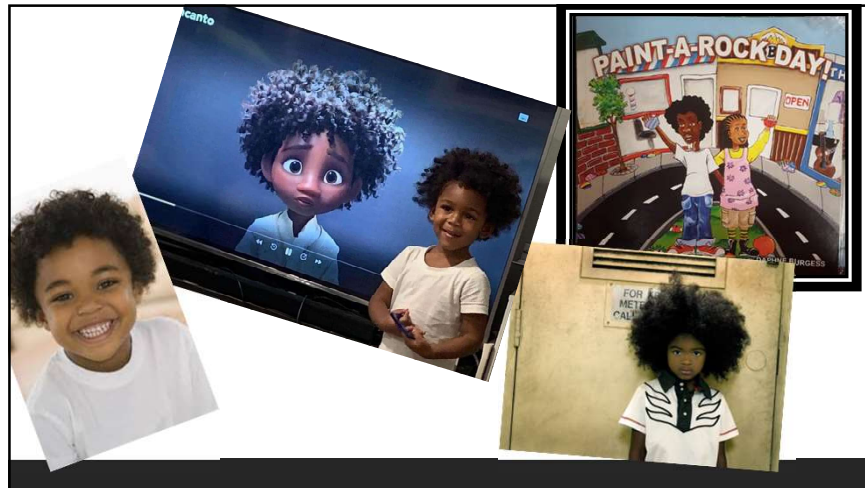
## Mirrors reflect us

“Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and the reader often seeks their mirrors in books” (Bishop, 1990, p. 1)





82



83



**We must help children find mirrors, windows, and sliding glass doors**

84

# Nation's Report Card for Reading Scores

## Results for Student Groups in 2019, 4th Grade

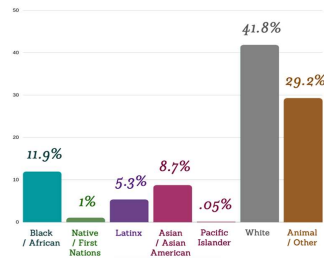
| Race/ethnicity used to report trends, school-reported | Average scale score | below Basic | at or above Basic | at or above Proficient | at Advanced |
|---|---------------------|-------------|-------------------|------------------------|-------------|
| White   | 230                 | 23          | 77                | 45                     | 12          |
| Black   | 204                 | 52          | 48                | 18                     | 3           |
| Hispanic  | 209                 | 45          | 55                | 23                     | 4           |
| Asian/Pacific Islander                                | 237                 | 19          | 81                | 55                     | 20          |
| American Indian/Alaska Native                         | 204                 | 50          | 50                | 19                     | 3           |
| Two or more races                                     | 226                 | 28          | 72                | 40                     | 11          |

### Score Gaps for Student Groups

- In 2019, Black students had an average score that was 26 points lower than that for White students.
- In 2019, Hispanic students had an average score that was 21 points lower than that for White Students.
- While 45% of White students scored proficient or above on Reading assessment, only 18% of Black students and 23% of Hispanic students achieved at that level.

## 2019 by the Numbers: MAIN CHARACTERS IN U.S. CHILDREN'S LITERATURE

\* statistics from the Cooperative Children's Book Center



WNDB  
diversitybooks.org

# Nation's Report Card for Math Scores

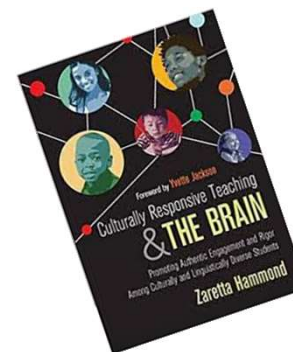
## Results for Student Groups in 2019

| Reporting Groups                     | Percentage of students | Avg. score | Percentage at or above NAEP Basic | Percentage at or above NAEP Proficient | Percentage at NAEP Advanced |
|--------------------------------------|------------------------|------------|-----------------------------------|--|-----------------------------|
| <b>Race/Ethnicity</b>                |                        |            |                                   |  |                             |
| White                                | 21                     | 250        | 89                                | 54                                     | 13                          |
| Black                                | 6                      | 224        | 67                                | 19                                     | 2                           |
| Hispanic                             | 58                     | 225        | 66                                | 20                                     | 2                           |
| Asian                                | 10                     | 259        | 93                                | 66                                     | 22                          |
| American Indian/Alaska Native        | #                      | †          | †                                 | †                                      | †                           |
| Native Hawaiian/Pacific Islander     | 1                      | 4          | †                                 | †                                      | 4                           |
| Two or more races                    | 5                      | 251        | 90                                | 54                                     | 15                          |
| <b>Gender</b>                        |                        |            |                                   |  |                             |
| Male                                 | 50                     | 236        | 76                                | 36                                     | 8                           |
| Female                               | 50                     | 233        | 74                                | 32                                     | 6                           |
| <b>National School Lunch Program</b> |                        |            |                                   |  |                             |
| Eligible                             | 60                     | 223        | 65                                | 19                                     | 2                           |
| Not eligible                         | 40                     | 252        | 90                                | 56                                     | 15                          |

### Score Gaps for Student Groups

- In 2019, Black students had an average score that was 26 points lower than that for White students. This performance gap was not significantly different from that in 2000 (33 points).
- In 2019, Hispanic students had an average score that was 25 points lower than that for White students. This performance gap was not significantly different from that in 2000 (27 points).
- In 2019, male students in California had an average score that was not significantly different from that for female students.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 28 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (26 points).

Thus, it's important to expose children to books that they can connect to and that can motivate them to continue to read which has associations to math skills.



“Our goal is to help culturally and linguistically diverse students easily reach a state of relaxed alertness—that combination of excitement and anticipation we call engagement... It is our responsibility to create the right conditions for optimum learning”

Hammond, 2015 p.50



Must be intentional in the materials  
we select!

89

As Rudine Sims Bishops states

“when children cannot find themselves reflected in the books they read, or when the images they see are **distorted, negative, or laughable**, they learn a powerful lesson about how they are devalued in the society of which they are a **part**”



90

Literacy and Math  
are  
EVERYWHERE!

Representation  
Matters!



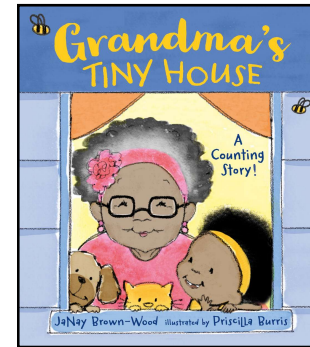
91

How do we make sure our  
Literacy books have  
Representation and Math?

92

Intentionality!

93

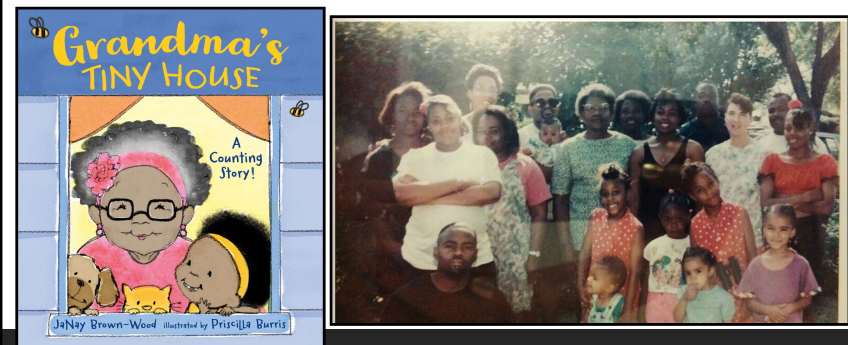


94

Now, take a moment reflect on this:  
Did anything in this book remind you of your  
childhood or your experiences? How?

95

A Direct Mirror to my Childhood

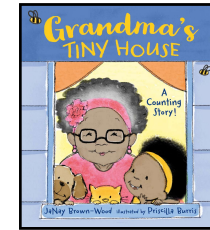


96

But still, something that so many others who don't look like me or who don't share my experiences— can still relate!

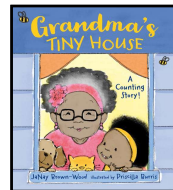
97

And what about the math?



98

### Activity



Based on what I read and told you about for *Grandma's Tiny House*

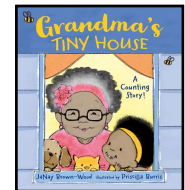
Based on what I read and told you about for *Grandma's Tiny House*

- What math related activities might you pair with this book?
- How can you use this book to offer hands on experiences for the kids you work with?

1. Number Sense
2. Representation
3. Spatial Sense and Patterning
4. Measurement and Estimation
5. One-To-One Correspondence
6. Problem Solving

99

### Some ideas?



Based on what I read and told you about for *Grandma's Tiny House*

- What math related activities might you pair with this book?
- How can you use this book to offer hands on experiences for the kids you work with?

1. Counting
  - 1-15
  - Counting family members in your home and comparing
  - Graphing family members
  - Using diverse family figurines in the block area and supporting conversations about this with kids as they play

100

## Some ideas?

Based on what I read and told you about for *Grandma's Tiny House*

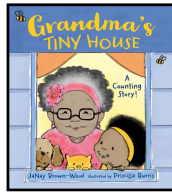
- What math related activities might you pair with this book?
- How can you use this book to offer hands on experiences for the kids you work with?

### Volume

- How many X can fit inside a Y  
(Blocks, marbles, etc.)

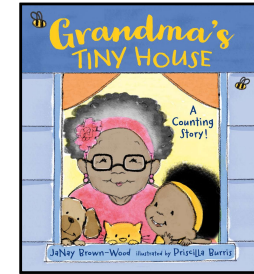
### Height

- Family members (and classmates) come in all different sizes. Let's measure!



## Grandma's Tiny House

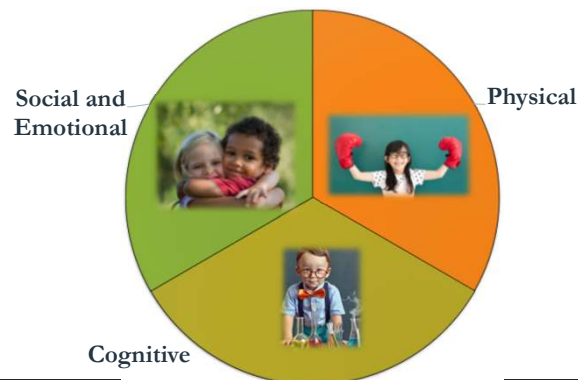
- This story incorporates
  - Literacy
  - Math
  - Representation



101

102

## Domains of Children's Development



103

What are you doing to find those books that support your children?

104

But we know representation is already difficult to find as is, how do we get this AND math?

105

## Storytelling Math

106

**Charlesbridge**

**What is Storytelling Math?**

Storytelling Math celebrates children using math in their daily adventures as they play, build, and discover the world around them. Joyful stories and hands-on activities make it easy for kids and their grown-ups to explore everyday math together.

Celebrate Math, Diversity, and the Power of Storytelling!

**Storytelling Math books:**

- Feature mathematically empowered characters of color
- Introduce children to important but often overlooked math topics
- Feature stories that kids will want to read again and again

107

**More Storytelling Math Books**

MEASUREMENT: **Lia & Luis** Who Has More?

PATTERNS: **BRACELITS** BOYS' BROTHERS

SORTING & CLASSIFICATION: **Animals** Would Not Sleep!

DIVISION & FRACTIONS: **Luna's Yum Yum Dim Sum**

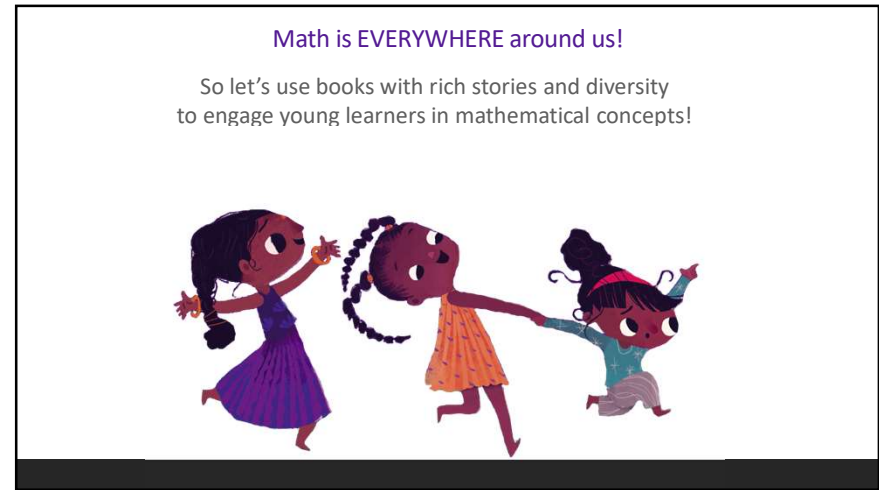
VOLUME & CAPACITY: **Look, Grandma! Ni, Elisi!**

COMING SOON! GEOMETRY & SPATIAL SENSE: **Again, Essie?**

108



109



110



111



112

## Some Foundational Early Math Concepts

1. Number Sense
2. Representation
3. Spatial Sense and Patterning
4. Measurement and Estimation
5. One-To-One Correspondence
6. Problem Solving



113

Center on finding books that represent your children then begin to think about how math is **EVERYWHERE** and work from there!

114

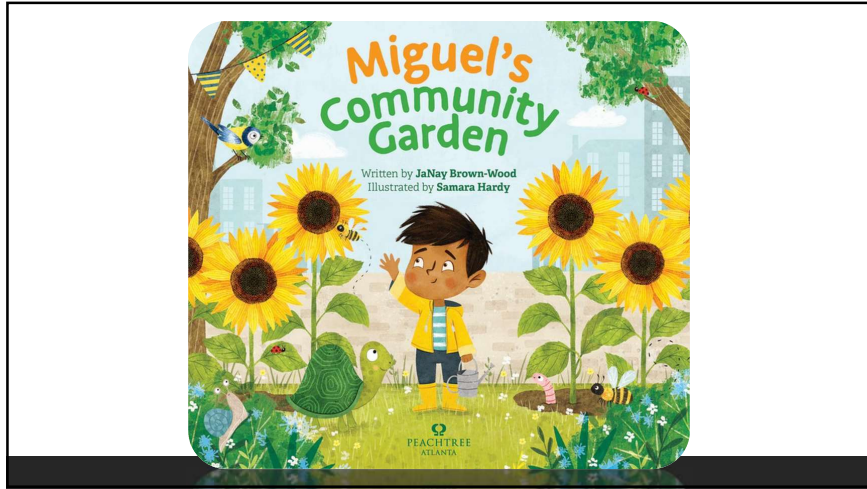
## Where in the Garden

115



Where in the Garden  
Compare and contrast

116



117



118



119



120

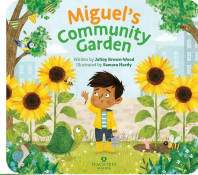



# Where is the math here?

121

## Where is the Math Here?

1. Number Sense
2. Representation
3. Spatial Sense and Patterning
4. Measurement and Estimation
5. One-To-One Correspondence
6. Problem Solving

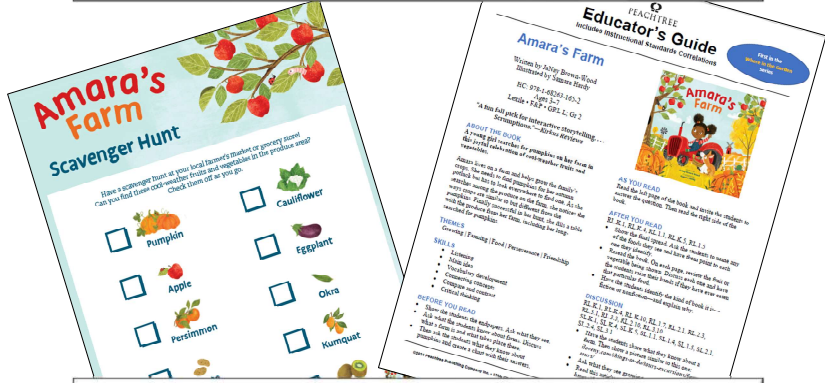
122

# Cooking with JaNay

UTILIZING SUPPLEMENTAL MATERIALS PROVIDED BY AUTHORS, PUBLISHERS, AND OTHERS

123

## Educator and Activity Guides



<https://www.peachtreebooks.com/book/amaras-farm/>

124

Kidsgardening.com

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**Kids GARDENING.ORG**  
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We support educators and families with grant funding, original educational resources, inspiration, and community to get more kids learning through the garden.

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Hands-on lessons and inspiration for all ages.  
READ MORE

**FOR CAREGIVERS**  
Our favorite gardening activities for kids and tips.

125

**Cooking with JaNay**

**Sunflower Seed Salad**  
(Serving size: 2-4)

**Ingredients**

- 2 heads romaine lettuce
- 3 cups fresh baby spinach
- 1 bell or orange bell pepper
- 1 large cucumber
- 1 cup sliced white mushrooms
- 1 cup shredded, roasted, and salted sunflower seeds
- 1 tablespoon lemon or lime juice
- 1 tablespoon olive oil

**Directions**

1. With adult help, cut, gather ingredients and cooking utensils.
2. Wash all produce in warm water.
3. Have adult helper gather romaine lettuce and cut off stem. Set leaves aside.
4. Break stem off of bell pepper and have adult helper cut in half.
5. Remove bell pepper seeds and ask adult helper to cut pepper into strips, at desired length.
6. Ask adult helper to slice off ends of cucumber and then cut it into half inch slices. The smaller portions, cut slices into fourths.
7. Measure out spinach and place in into a large bowl.
8. Tear washed romaine lettuce into bite-sized pieces and add to the bowl.
9. Add the bell pepper, cucumber, and mushrooms to the bowl.
10. Toss all the vegetables together using one large spoon.
11. Drizzle one tablespoon of lemon or lime juice and one tablespoon of olive oil to coat the salad.
12. Sprinkle on sunflower seeds.
13. Enjoy!

**Don't forget to try this recipe!**



126

Where is the math here?

127

What other ways may you engage mathematical skills in this activity?

128

## Activity

Find a **non-math themed** book in your environment

- Read it
- Ask yourself: does it have diversity?
- Now think about, what math related activities might I pair with this activity, even if it does not have any apparent math included?
- How can I make this hands on for the kids I work with?

129

## How'd that go?

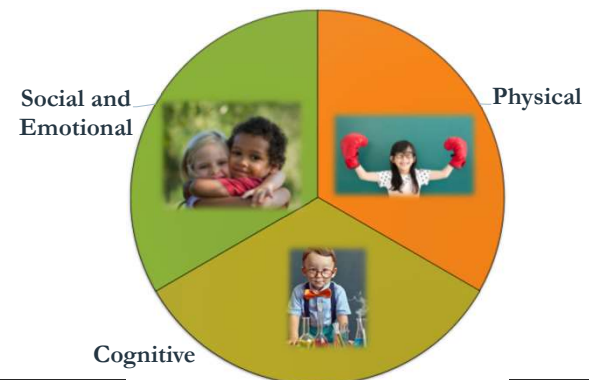
130

## Merging Math + Literacy + Diversity

CAN SUPPORT ALL DOMAINS OF DEVELOPMENT

131

## Domains of Children's Development



132

This may mean going back to skills and connecting seemingly “non-math” books and thinking outside the box!

1. Number Sense
2. Representation
3. Spatial Sense and Patterning
4. Measurement and Estimation
5. One-To-One Correspondence
6. Problem Solving



133

But the effort is so worth it!

134



135

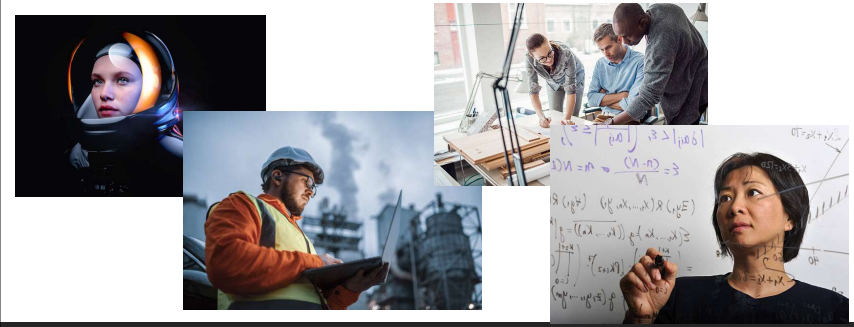
But also, igniting an interest in literacy and math by helping children to connect to it in a meaningful way!

136

Being intentional in including Math + Literacy + Diversity

137

You never know what your intentionality can bring



138

**Mrs. Welch** 5th/6th Grade



139

Your impact as teachers and advocates is IMMENSE and FAR-REACHING



140

Our kids deserve the opportunity to find their true passions no matter what it is!

141

Resources to Identify Diverse books

142

## List of Resources

- The Conscious Kid
  - <https://www.theconsciouskid.org/>
- #Disrupt Text
  - <https://disrupttexts.org/>
- American Indians in Children's Literature
  - <https://americanindiansinchildrensliterature.blogspot.com/>
- Children's Book Council Diversity
  - <http://www.cbcdiversity.com/>
- First Books
  - <https://firstbook.org/>
- We Need Diverse Books
  - <https://diversebooks.org/>

143

We Need Diverse Books

W<sup>N</sup>D<sup>B</sup>  
diversebooks.org

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LitUp

APPLY TO LITUP

144

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WINDiv.org  
diversebooks.org

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## Resources

### General Resources

- [Where To Find Diverse Books](#)
- [Resources for Race, Equity, Anti-Racism, and Inclusion](#)
- [COVID-19 Resources](#)
- [Diverse-owned Bookstores](#)
- [Cultural Accuracy Reading](#) from Kevin Anderson & Associates

### Diverse Book Subscription Boxes

- [Black Girl MATH@ic](#)
- [BlackKIT](#)
- [HUES Book Box](#)
- [Jamba Book Club](#)
- [Just Like Me Box](#)
- [Little Feminist](#)
- [marginsbox](#)
- [OurShelves](#)
- [Shift Book Box](#)
- [The Equal Opportunity Book Box](#)
- [Toka Box](#)

### Banned Books Resources

### For Parents, Educators, and Librarians

- [Resources for Parents, Educators, and Librarians](#)

### Where To Find Diverse Books

- [Where To Find Diverse Books](#)

### Resources About #OwnVoices

- [Why We Need Diverse Books Is No Longer Using the Term #OwnVoices](#)
- [Pride Book Fest: Owning Our Voices](#) with Becky Albertali, Ashley Woodfolk, Rod Pigufo, and Sophie Conzales in conversation with Steven Salvatore
- [I Know I'm Late](#) by Becky Albertali
- [Late to the Party](#) by Rod Pigufo

### For Booksellers

145

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diversebooks.org

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## Resources for Parents, Educators, and Librarians

HOME » RESOURCES » RESOURCES FOR PARENTS, EDUCATORS, AND LIBRARIANS

### Resources for Parents, Educators, and Librarians

- [Resources for Banned Books Week and Beyond](#) from We Need Diverse Books
- [Heartdrum Educator Guide to pair](#) with Native children's books from the Heartdrum imprint of HarperCollins
- [CBC Diversity Reading Lists](#)
- [Where To Find Diverse Books](#)
- [Diverse-owned Bookstores](#)
- [OurStory](#)
- [Cynthia Smith's Exploring Diversity in Children's Literature Page](#)
- [How To Start a Social Justice Book Club for Educators, Librarians, or Parents](#) from We Need Diverse Books
- [Banned Book FAQ](#) from the American Library Association
- [Banned in the USA: Rising School Book Bans Threaten Free Expression and Students' First Amendment Rights](#), a detailed report from PEN America
- [SCRWI Connects](#) Digital Directory for Remote Learning Resources
- [How Educators \(and Parents\) Can Talk About Inclusive Language with Young People](#) from We Need Diverse Books
- [How to Engage Children in Accessible At-Home Learning](#) from We Need Diverse Books
- [Racial Literacy Key Terms](#) from The Conscious Kid
- [Racial Trauma and Ways to Cope](#) from The Conscious Kid

146

## Math Picture Books

- <https://dremc.stanford.edu/news/40-childrens-books-that-foster-a-love-of-math/>
- <https://www.weareteachers.com/picture-books-about-math/>
- <https://www.teachingexpertise.com/classroom-ideas/picture-books-about-math/>
- <https://imaginationsoup.net/the-biggest-list-of-the-best-math-picture-books-ever/>

147

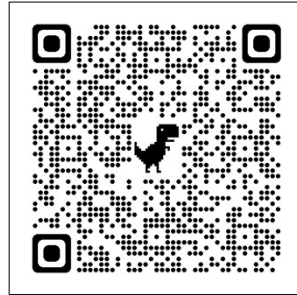
Additional References available upon request

148

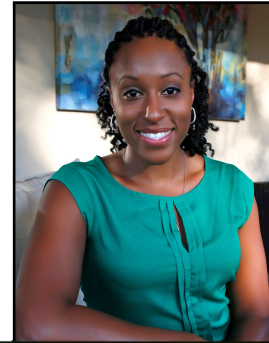
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