

Digital access links on pages 3-4

MATH GROWTH MINDSET READ ALOUDS



MATH READ ALOUDS

ABOUT THE RESOURCE

In this resource, you will find a collection of printables to go with read alouds that relate to math. Each of these read alouds could lead to a lesson about how your students feel about math. You can use the opportunities presented when reading each of these stories to discuss their views on math or to introduce the idea of a math growth mindset.

The read alouds are:

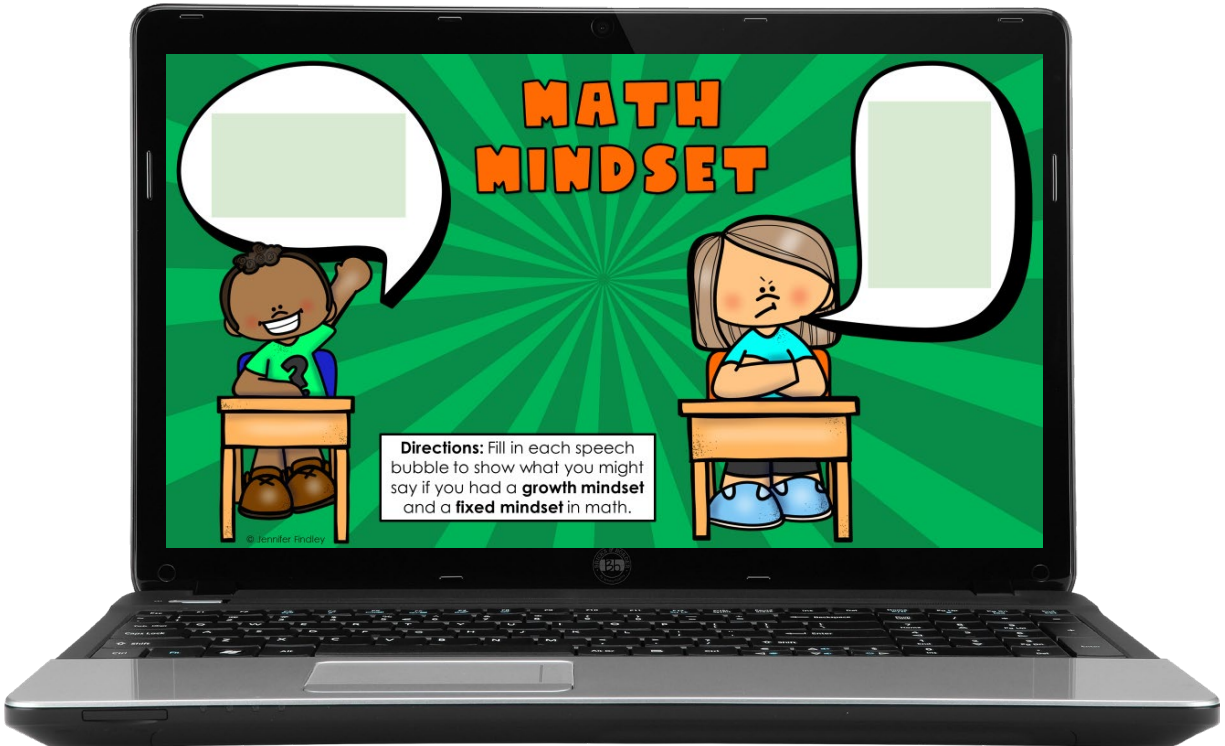
- *Counting on Katherine*
- *The Boy Who Loved Math*
- *Math Curse*
- *I'm Trying to Love Math*

The printables are:

- Math KWL Chart
- Math Feelings
- Growth Mindset Statement Sort

****In addition, I have included some printable and digital math surveys to get to know your students and understand more about their relationships with math!***

DIGITAL ACCESS

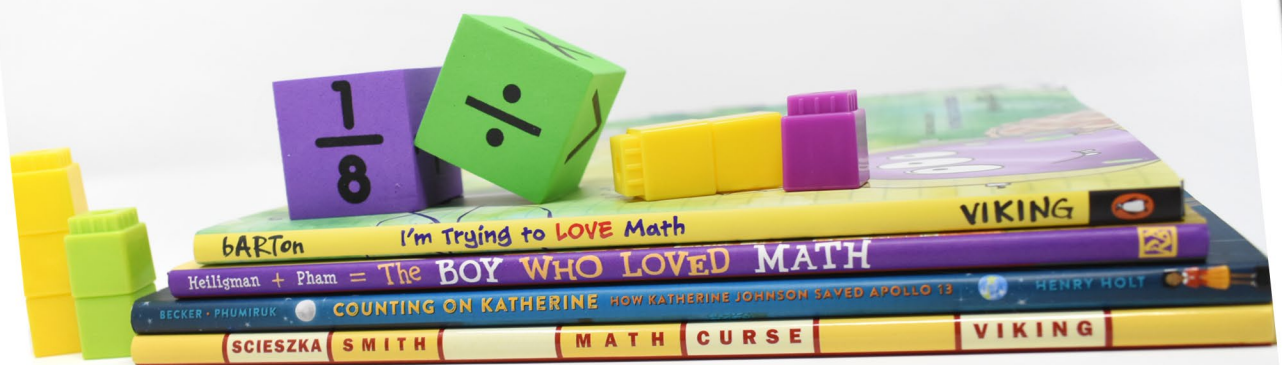


IMPORTANT INFORMATION ABOUT GOOGLE SLIDES

1. Make sure that you're logged in under the Google Account you want to use the file with, which is most likely your school account.
2. Click on the link in the table to access the version you want to use. The webpage will ask you to **make a copy**. By default, Google Drive will save your copy in your main drive, not a folder.
3. Each slide contains text boxes or moveable pieces for students to work with to record their answers. The students must be in "edit" mode (and not "present" mode).
4. Answer keys are included in this PDF, not in the Google Slides file.
5. To assign students pages from the Google Slides file, make a copy of your master. (You can do this by right-clicking on the file, or while the file is open, go to FILE > MAKE A COPY.)
6. Rename your new copy. Delete any pages you don't want to assign.
7. If you're using the file with Google Classroom, **make sure that you make a copy for each student**. Otherwise, all of your students will be editing the same copy.

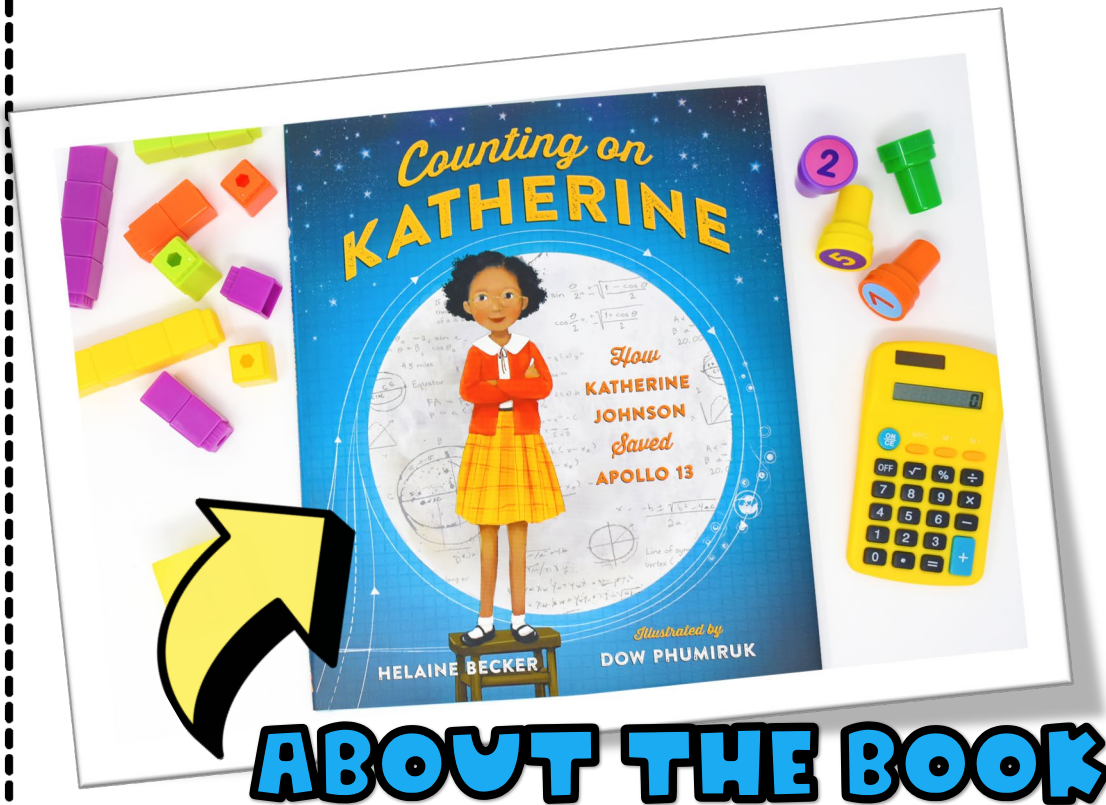
Title	Digital Access Link
Math Read Alouds	<u>Click here to make a COPY to your drive.</u>
Math Interest Surveys	<u>Click here to make a COPY to your drive.</u>

ABOUT THE BOOKS



MATH READ ALOUDS

COUNTING ON KATHERINE



ABOUT THE BOOK

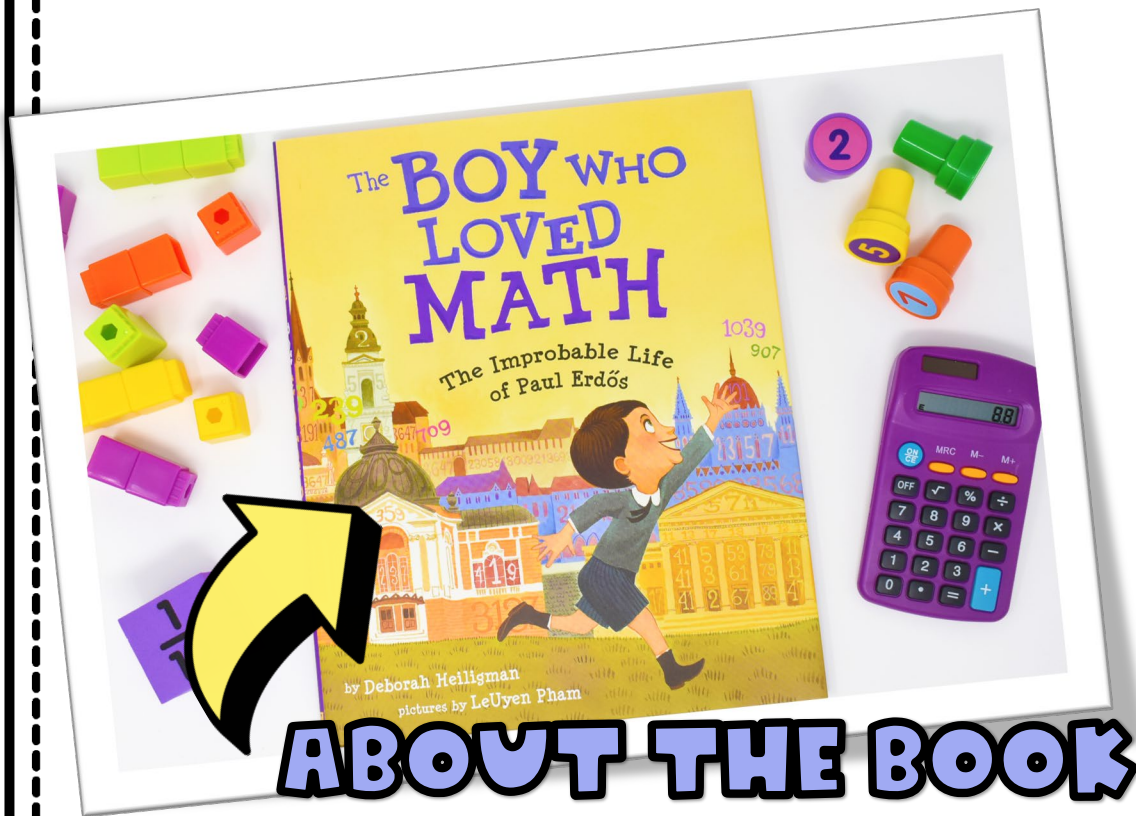
Counting on Katherine tells the story of Katherine Johnson, an African-American mathematician who worked for NASA during the space race. The story tells about how a young Katherine loved to count and calculate everything from how many steps there were on the road, to how many dishes she had washed. This passion and interest led her to becoming an expert mathematician at NASA! Katherine was definitely an unsung hero of the Space Race.

AFTER READING, USE THIS PRINTABLE...

Math Feelings on Page 17

MATH READ ALOUDS

THE BOY WHO LOVED MATH



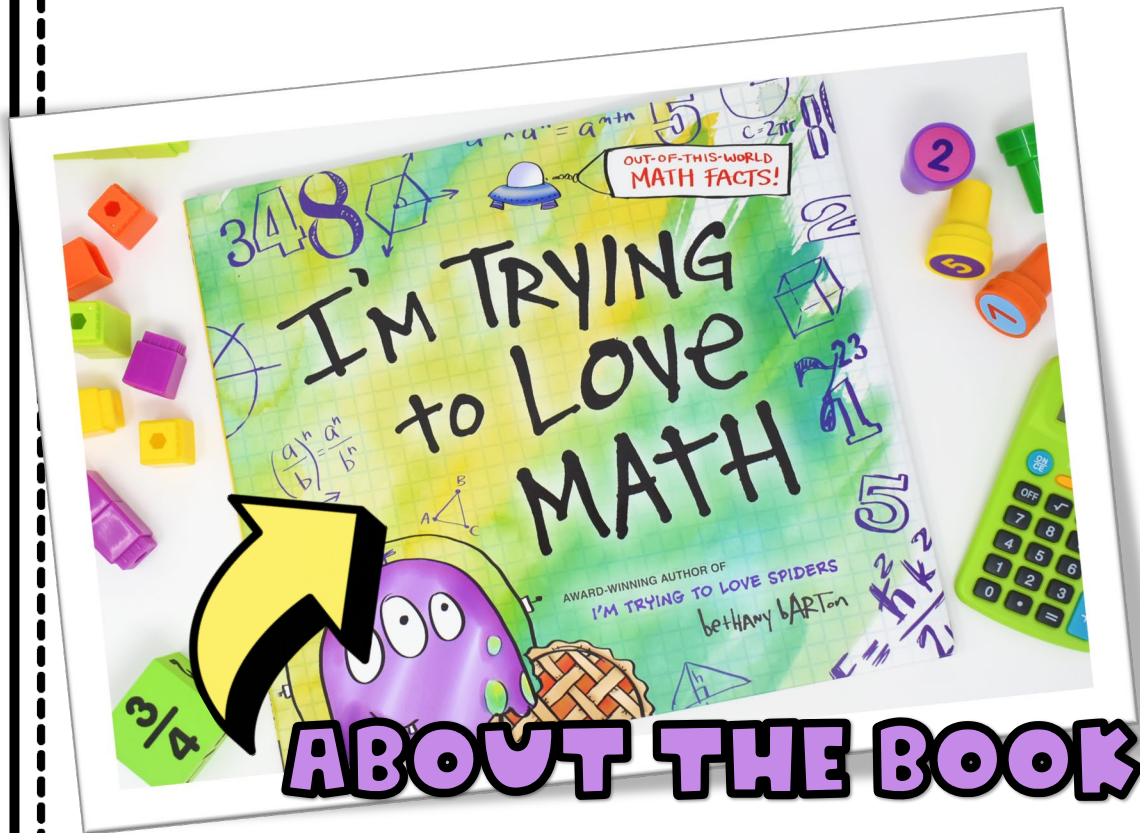
The Boy Who Loved Math tells the story of eccentric mathematician Paul Erdos. Math is not usually known for its humor, but the story of Paul Erdos makes it an exception. From being taught at home during WWI to becoming well-known as The Magician from Budapest, his life was fascinating from start to finish.

AFTER READING, USE THIS PRINTABLE...

Math Feelings on Page 17

MATH READ ALOUDS

I'M TRYING TO LOVE MATH



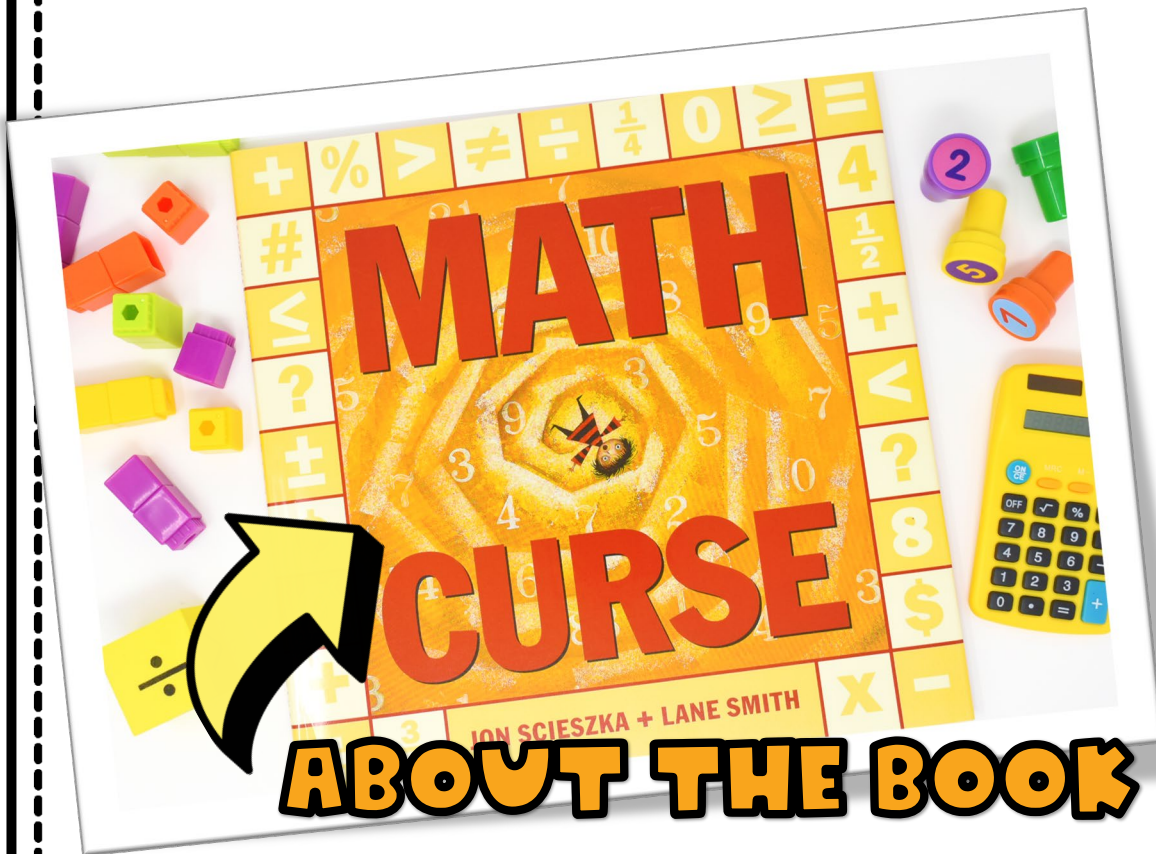
In this book, the narrator is on a quest to find something that will make math interesting, however, nothing resonated more than when 3-eyed purple aliens came into play! They rebuffed all of her arguments and she soon learned that math has many applications, like cooking, navigation, and music.

AFTER READING, USE THESE PRINTABLES...

Mindset Sort on pages 13-14
Math Quick Facts on page 23

MATH READ ALOUDS

MATH CURSE



Days where everything seems like a problem can be very frustrating. But it doesn't have to be this way! After her teacher tells the class, “You know, almost everything in life can be considered a math problem,” the narrator is convinced she is suffering from a math curse. This is a story about one girl becomes a “math zombie” and then learns to break the curse.

PRINTABLES

Name _____ Date _____

MATH KWL

MATH

I KNOW

MATH

I WANT TO LEARN

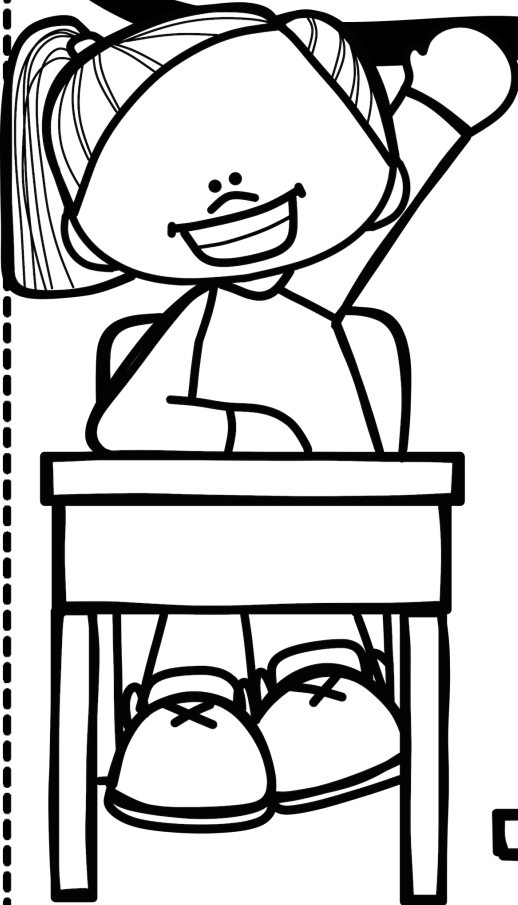
MATH

I DON'T KNOW YET

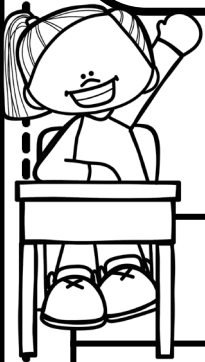
Name _____ Date _____

MATH MINDSET

Directions: Fill in each speech bubble to show what you might say if you had a growth mindset and a fixed mindset in math.



Name _____ Date _____



MINDSET SORT



GROWTH MINDSET

FIXED MINDSET

Name _____ Date _____

MINDSET SORT

Directions: Cut out the statements below. Sort them on the table based on whether they show a growth mindset or a fixed mindset.

Fractions are too hard for me.	Math is something that I struggle with, but I'm learning.
Fractions are difficult, but I always try my best.	I'll never understand decimals.
I don't understand division yet.	I'm not good at division.
Decimals are too hard to understand.	Decimals are new to me, and I'm just learning how to work with them.
I am learning how to add and subtract decimals.	I never understand what word problems are saying or asking me to do.
Multiplication facts are tricky for me to remember, so I'm trying new ways.	This word problem is confusing to me so I should read it again.
Multiplication facts are too much for me to remember.	I'm not good at math.
I need to learn a new strategy to help me learn my multiplication facts.	This way of dividing doesn't work for me, so I'm going to try a new way.
I don't know how to multiply and divide.	I need to pay attention more and look over my notes so that math will be easier for me.
In the past, math was difficult for me, but I am ready to try again.	I struggle with adding and subtracting fractions and will never figure it out.

ANSWER KEY

MINDSET SORT

Green = Growth Mindset

Red = Fixed Mindset

Fractions are too hard for me.	Math is something that I struggle with, but I'm learning.
Fractions are difficult, but I always try my best.	I'll never understand decimals.
I don't understand division yet.	I'm not good at division.
Decimals are too hard to understand.	Decimals are new to me, and I'm just learning how to work with them.
I am learning how to add and subtract decimals.	I never understand what word problems are saying or asking me to do.
Multiplication facts are tricky for me to remember, so I'm trying new ways.	This word problem is confusing to me so I should read it again.
Multiplication facts are too much for me to remember.	I'm not good at math.
I need to learn a new strategy to help me learn my multiplication facts.	This way of dividing doesn't work for me, so I'm going to try a new way.
I don't know how to multiply and divide.	I need to pay attention more and look over my notes so that math will be easier for me.
In the past, math was difficult for me, but I am ready to try again.	I struggle with adding and subtracting fractions and will never figure it out.

GENERIC MATH PRINTABLES AND SURVEYS

Name _____ Date _____

MATH FEELINGS

How did the main character feel about math?

Is that similar or different than how you feel about math? Explain.

Name _____ Date _____

THIS OR THAT?

Directions: Circle one choice you prefer in each box.

Working by yourself or Working with a partner	Working by yourself or Working with a teacher
Doing math on paper or Doing math on the computer	Playing math games by yourself or Playing math games with others
Watching math videos or Making math videos	Writing about math or Talking about math
Doing math practice pages or Playing math games	Being challenged in math or Being fast in math

Name _____ Date _____

AGREE OR DISAGREE?

Directions: Check a box next to each statement based on your opinion.

	I agree	I disagree
I am a good math student.	<input type="checkbox"/>	<input type="checkbox"/>
I use math outside of school.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy math class.	<input type="checkbox"/>	<input type="checkbox"/>
I like to work in groups for math.	<input type="checkbox"/>	<input type="checkbox"/>
I think doing math is fun.	<input type="checkbox"/>	<input type="checkbox"/>
I like to use hands-on math materials.	<input type="checkbox"/>	<input type="checkbox"/>
I like to use dry erase boards in math.	<input type="checkbox"/>	<input type="checkbox"/>
I like to practice math online.	<input type="checkbox"/>	<input type="checkbox"/>
I prefer working alone in math.	<input type="checkbox"/>	<input type="checkbox"/>
I like to practice math on paper.	<input type="checkbox"/>	<input type="checkbox"/>
I am good at mental math.	<input type="checkbox"/>	<input type="checkbox"/>
I like to work on math problems in front of the class.	<input type="checkbox"/>	<input type="checkbox"/>

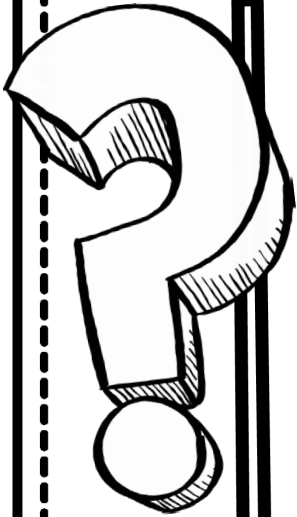
Name _____ Date _____

MY MATH GOALS

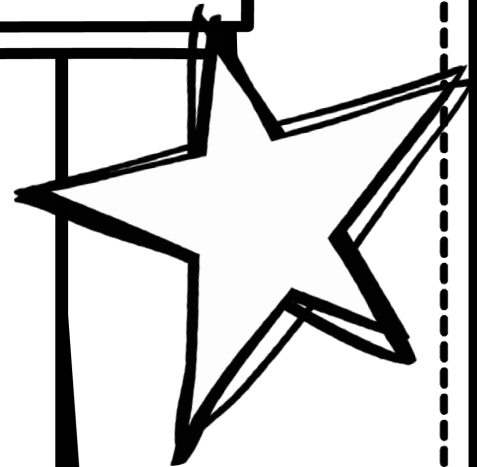


What is one goal you have for math class this year?

What are you looking forward to in math class this year?



What do you think could help you become an even better math student?



Name _____ Date _____

MATH CHOICES

Which areas of math do you enjoy?

Topics:

Skills:

Explain what you like about these areas of math.

Which areas of math do you not enjoy?

Topics:

Skills:

Explain why you don't like those areas of math.

Name _____ Date _____

MY MATH HABITS

Directions: Answer the questions about your math habits.

What do you think when you hear that it is time for math?

What do you like to do when you are finished with your math assignments?

What is the easiest part of math?

What is the hardest part of math?

Name _____ Date _____

MATH QUICK FACTS

Directions: Answer the questions based on your math interests.

What 2-3 words would you use to describe math?

If you could work on any type of math activity, what would it be?

If you could spend more time on any math skill, what would it be?

What is your favorite math topic?

What is your favorite hands-on math tool?

What is your favorite way to practice math skills?

Name _____ Date _____

FINISH THE SENTENCE

Directions: Finish each sentence about math.

The most fun activity I've ever done in math was

Teachers can make math more interesting by

Math is important to learn because

The best way I learn math is

The last time I used math outside of school was

I think I could get better at math by

A good math student

Math projects are

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Thanks!

Jennifer Findley

