Understand Vocabulary

Use graphic organizers to isolate one topic or phrase for students. Ask students to paraphrase a topic's definition, list facts and characteristics, and provide examples and non-examples. Gradually lead students toward independent use of the graphic organizer, introduce the topic for your class and review the students' work.

Video at http://www.jackson.k12.ky.us/readingstrategies/more/math/tomstull.htm

<table>
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<th>Definition (in your own words):</th>
<th>Facts/Characteristics:</th>
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**Primitive Pythagorean Triple**

**Examples:**

- **Pythagorean Triple**

**Non-examples:**

Monitor Comprehension

Talk about various ways that reading in math can differ from reading material organized in paragraphs. Describe how students react to word problems and discusses use of a KNWS (Students read the problem and record what facts they know, what information is not needed, what the problem is asking them to find, and what strategy they will use to solve the problem.) Ask students to read a word problem, and model charting the information in the proper columns.

Video at http://www.jackson.k12.ky.us/readingstrategies/more/math/tomstull.htm

The KNWS sheet is on the next page.

Explain how to construct questions as a guide for students as they read the math textbook. Address vocabulary issues and require students to paraphrase key ideas. After a student reads the math text orally, direct students' attention to a specific term and ask them to compare its definition to an earlier prediction they made about it.

Video at http://www.jackson.k12.ky.us/readingstrategies/more/math/tomstull.htm

During Reading Questions and information Sheet on the next page.

Reflect on Reading

Discuss how reflecting upon what was accomplished in class allows both students and teacher to better understand what they were doing and what they learned from the experience. At the end class, ask students to paraphrase important concepts addressed that day, create a question based on the material for a classmate to answer, and write a statement about when they would use a specific concept in order to connect it to their lives.

Video at http://www.jackson.k12.ky.us/readingstrategies/more/math/tomstull.htm