

Volume/Issue: [Volume 12: Issue 1](#)

Page Count: 18-23

DOI: <https://doi.org/10.5951/TCM.12.1.0018>

Restricted access

[eTOC Alerts](#)

[Get Permissions](#)

[NCTM members GET ACCESS here](#)

[Abstract/Excerpt](#)

[Notes](#)

[Contributor Notes](#)

How two different types of poetry, definition poetry and list poetry, can be adapted for use in the mathematics classroom to integrate reading, writing, and mathematics. Teachers will learn to use poetry to integrate writing and mathematical concepts to help children write about different parts of math and improve conceptual understanding.

Footnotes

Jennifer L. Altieri also conducts workshops related to literacy for teachers.

Contributor Notes

Jennifer.altieri@citadel.edu



© 2020 National Council of Teachers of Mathematics (NCTM)

[Advertising](#)

[Membership](#)

[Contact Us](#)

[Copyright & Permissions](#)

[Terms & Conditions](#)

[Privacy Policy](#)

[NCTM.org](#)



Powered by: [PubFactory](#)

Powered by
PubFactory

When writing the letter, students were asked follow MLA format and respond to four requests: p and/or quantitative analysis to describe the diagram; pose as many appropriate diagram-related concerns about the diagram; and make connections or predictions about how the class might use findings, students added contributions to collaborative charts at different stations around the ro Connections, and Quantitative Analysis. Each table group <https://www.edge.org/conversation/v-why-and-how-do-mathematicians> Printed On Tue October 20th 2020. Tue, Oct 20, 2020. The te CONSTRUCTS conceived by the human species for the purpose of forging its way through life an hands, some of the shepherds started creating poetry or inventing music, others projected and e started wondering.