Criteria for Selecting Children's Literature for Teaching Mathematics:
A Reflective Checklist
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(available on-line at http://education.uoit.ca/words2numbers/)

Book Title:		Author:
Grade Level(s):	Big Idea / Concept:	

Use this checklist to help guide your critique of a children's literature book you are considering for a mathematics lesson. The intent of the checklist is to stimulate critical reflection. There are no "*correct*" responses to the statements.

Numeracy Criteria:

	Agree	Disagree
1. The book invites problem solving, inquiry or exploration.	○	○
2. The book invites integration of multiple math concepts or strands.	○	○
3. The book invites integration with other subjects or real-life.	○	○
4. The math concepts can be adopted for a range of audiences (e.g., multiple grade levels, multiple abilities, differentiation of instruction).	○	○
5. The mathematics content complements the story line.	○	○
6. The mathematics content is developmentally appropriate.	○	○
7. The mathematics content is correct and accurate.	○	○

Literacy Criteria:

	Agree	Disagree
8. The language is well-crafted and engaging.	○	○
9. The reader can make a personal connection to the book.	○	○
10. The main character is age appropriate.	○	○
11. The main character is memorable.	○	○
12. The reading level is developmentally appropriate.	○	○
13. The plot, style and illustrations complement one another.	○	○
14. The illustrations are visually appealing and enhance the text.	○	○

General Appeal:

	Agree	Disagree
15. The book has *Wow Factor*. It offers richness beyond the expected.	○	○
16. I want to re-read the book.	○	○
17. The book is inclusive and devoid of stereotypes (e.g., gender, cultural).	○	○
18. The book is worthy of purchasing for my classroom / school library.	○	○
19. I would recommend the book to a colleague.	○	○

Review your responses within each category: *Numeracy*, *Literacy* and *General Appeal*.
Does the book have merit based on the *Numeracy* criteria?
Does the book have merit based on the *Literacy* criteria?
Does the book have sufficient *General Appeal*?

Criteria for Selecting Children's Literature for Teaching Early Counting:
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Book Title:	Author:

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Early Counting Criteria:

	Agree	Disagree
1. The book explores counting beyond 1 to 10.	○	○
2. The book includes multiple representations of quantity: numerals, words, and illustrations.	○	○
3. The book includes opportunities to count forward and backward.	○	○
4. The book explores zero as a null set or as a multiplier (e.g. skip counting by ten).	○	○
5. The book invites problem solving, communication or exploration.	○	○
6. The counting concepts can be adopted for a range of abilities (e.g., differentiate instruction).	○	○
7. The book invites integration with other subjects or real-life.	○	○

Illustrations of Counting Objects:

	Agree	Disagree
8. For young children, the objects are illustrated in a straight line to allow children to "tag" each object (e.g. one-to-one correspondence).	○	○
9. The objects are similarly sized.	○	○
10. The counting objects are not crowded or partially illustrated.	○	○
11. The counting objects are clearly distinguished from the background.	○	○
12. The objects are illustrated in groups to encourage counting in sets or skip counting.	○	○

General Appeal:

	Agree	Disagree
13. The book engages young readers.	○	○
14. The book has *Wow Factor*. It offers richness beyond the expected.	○	○
15. I want to re-read the book.	○	○
16. The book is inclusive and devoid of stereotypes (e.g., gender, cultural).	○	○
17. The book is worthy of purchasing for my classroom / school library.	○	○
18. I would recommend the book to a colleague.	○	○

Review your responses within each category.
Does the book have merit based on the *Early Counting* criteria?
Does the book have merit based on the *Illustrations* criteria?
Does the book have sufficient *General Appeal*?