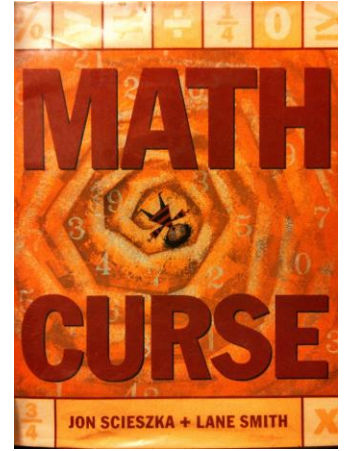


## Math Curse

Written by: Jon Scieszka

Illustrated by: Lane Smith

After hearing his math teacher say, “You know, you can think of almost everything as a math problem.” the boy in this story faces a day in which everything he encounters is a math problem! Will the math curse ever end? The reader will quickly become engaged in this story trying to help the boy solve his problems.



### Possible strategies for instruction:

#### *Comprehension:*

- **Determine and analyze author’s purpose and support with text:**
  - Review the three main reasons author’s write—persuade, inform, entertain. Ask students what they think Jon Scieszka’s purpose was for writing this book. What can they find in the text to support their answers? Share with a partner then share with the class.
- **Ask questions throughout the reading process:**
  - This text asks lots of questions. Stop from time to time and ask students to share math questions they have, based on the book, such as, getting ready for the bus or eating breakfast. Also model questions such as: Is it important to answer every question in the book? How do you think the story will end?

#### *Accuracy:*

- **Trade a word/guess a word that makes sense:**
  - On page 11 (counting from the first page in the book) one of the answers to a question is: la moitié d’une tart aux pommes. Review strategies for unknown words. Will they work? Probably not. Discuss how sometimes we just have to take a good guess and move on.

#### *Fluency:*

- **Read text as the author would say it, conveying the meaning or feeling:**
  - The main character grows more and more worried and frantic throughout the story. Model word by word reading, a regular speaking voice, and a worried frantic voice. Which one makes the most sense and adds to the story?
- **Adjust and apply different reading rates to match text:**
  - After reading the text with an appropriate voice for the character we need to go back and reread the questions at a slower rate and with a normal reading voice to make sure we understand the question.

*Expand Vocabulary:*

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
  - Introduce the words Math Curse. What does this mean? Do you think it would be a good thing or a bad thing? Why? Are there other curses a student may encounter?
- **Use dictionaries, thesauruses, and glossaries as tools:**
  - Fibonacci, tetra, binary, as well as ancient-Mayan numerals are terms that will be unfamiliar to most elementary students. There is no glossary in the book. Model how to use the iPad and go to Google and search the term followed by *meaning* to find a definition. Is there more than one definition? Which one is correct for the context of this passage?

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*