Bethany Lockhart Johnson (00:02):

Hi, I'm Bethany Lockhart Johnson.

Dan Meyer (00:04):

Hi, I'm Dan Meyer.

Bethany Lockhart Johnson (00:05):

And we are so excited for another episode of Math Teacher Lounge. And as you know, podcast format; you're listening now. I think one beautiful thing about the podcast format is that it gives us a little bit more time to have these rich conversations. And I promise I won't do it, but I could talk to our guests for hours, hours! Authors Allison Hintz and Tony Smith have just released Mathematizing Children's Literature: Sparking Connections, Joy, and Wonder Through Read-Alouds and Discussion. And today we get to talk to the authors. Allison, Tony, welcome. Welcome to the lounge.

Allison Hintz (00:53):

Thank you. We're so grateful to be here.

Bethany Lockhart Johnson (00:55):

We're so excited to have you here. And I wanna say that my very first—was it my first math conference? Maybe it was my first math conference—up in Seattle, the CGI conference, and I'm all like, you know, wide-eyed and just like, "Can this be a place for me, this math community?" Re-envisioning my relationship with math and thinking about myself as a math teacher, what? And I went to your session on mathematizing children's literature, and I was just so fired up. I was so wowed by your ideas, your energy, and your passion for students' thinking. And I feel like as I read this book, I felt like I was hanging out with you. Like you were just so encouraging all the way through. Of educators, of other folks working with young people, and really guiding us how to listen with joy and with an open curious mind.

Dan Meyer (02:03):

Yeah. I would love to hear a bit about the genesis of this book for you folks. Like, I'm coming at this from a secondary educator lens. I've got small kids, so that's also part of my interest here. But I love any book, any idea that seeks to merge what seems like two disparate worlds. Like it's often the case that we feel like, well, there's approaches for ELA and approaches for math, and they're kind of separate disciplines. And these poor elementary teachers have to learn all of them and be experts at all of them. And here you both come along and say, "Hey, what if they are the same kind of technique?" Can you just speak to how this came about?

Allison Hintz (02:38):

Definitely. Tony, do you wanna take a try? Do you want me to start us off?

Antony Smith (02:42):

I can start. We oftentimes present and talk together and so we kinda switch back and forth. So that's just how we are. So probably about eight or nine years ago, Allison and I, our offices were next to each other on our small campus. We're both professors and we just happened to have a few children's books that we looked at together and we were just thumbing through the pages. We really liked children's literature. And we noticed that I would stop at certain points wondering about character motive or plot or sequence of events or language use. And Allison would stop at very different points in the book and notice number and concepts or something about mathematics. And that's when we started to wonder, what would it be like if we were sharing a children's book with a group of children and we put our ideas together? Where would we stop? What would we talk about? What would we ask children about in terms of their thinking and what they notice?

Allison Hintz (03:42):

And so we started playing with these questions that we had and started approaching stories with multiple lenses to see what kinds of things would children notice and what kinds of things might they say. And we were also on our own journey in trying to understand how to plan for and facilitate lively discussions and classrooms that surface really complex mathematics. And it felt like stories were a place where that might be a fruitful context for hearing children's thinking. We've worked with a lot of teachers and students in our region. We live in the Seattle area and we've applied for some funding over time that's really helped us be in a lot of community-based organizations and educational contexts and libraries and pediatricians' offices and classrooms, various classrooms, and see what's interesting about this and what might teachers and children do with stories that would surface complex mathematics to think about together.

Antony Smith (04:41):

Over time, we came to the realization that if we wanted to hear children's ideas, we had to stop bombarding them with questions. <laugh> Yeah. And at first it made it worse that we were asking them math and literacy questions at the same time. And so we realized that what we needed to do was to back off and to ask children what they noticed and wondered.

Bethany Lockhart Johnson (05:01):

Can you say more about that and how that kind of evolved into mathematizing children's literature?

Antony Smith (05:07):

We did work with a number of very thoughtful, talented classroom teachers and children's librarians in public library systems who were just so masterful at asking open-ended prompts and questions, rather than kind of like the de facto reading quiz, that a read-aloud can become, which I've always disliked as a literacy educator. And we realized in our observing these read-alouds or interactive read-alouds or shared reading experiences that given the opportunity in the space and an adult who was actually listening, that children came up with all of the ideas we would have asked them about and more. So we

didn't have to be bombarding them with questions. They were already much more thoughtful than what would've been sufficient to answer our questions.

Allison Hintz (05:58):

And much like mathematics, it was really an iterative process. You know, we had some clunky read-aloud discussions where we were trying to accomplish so much and toggling multiple chart papers and different colored pens and all sorts of "how do we capture these ideas" and "do we separate 'em? do we keep 'em together?" And so it's really been over time that with partners, we've learned these ways of having multiple reads of the same story that allow us to hear what children notice and wonder, and then to delve more deeply into their questions and their ideas through multiple reads where we might spotlight literary ideas that they notice; we might spotlight mathematical ideas that they notice. We might make purposeful integrations between those. But we found it to be most productive—and Kristin Gray really help us think about this—to have an open Notice and Wonder, get everything out much like an open-strategy share. We welcome here, record all the ideas, and it goes all over everywhere. You know, it can be a really not math-y noticing! And those are amazing! So there's a lot of, um, yes, there is a ladybug on this page! The grandma is wearing green triangle earrings! Oh, your grandma wears green earrings! I mean, it all comes out.

Bethany Lockhart Johnson (07:27):

Wait, have you been in my classroom? 'Cause that's exactly— <laugh>

Allison Hintz (07:29):

<laugh> And then, you know, we think of it a lot like if math teachers might use the 5 Practices for selecting and sequencing, or if you might move from an open-strategy share to a targeted share, how can we get out all the questions that children are asking and then step back from them, take some time to really think about what they're telling us they're curious about, and plan some purposeful, intentional subsequent discussions that can delve more deeply into their ideas.

Dan Meyer (08:02):

I'd love to go into that a little bit more if that's all right. Um, I'm gonna speak from someone who doesn't have an elementary background and I'm gonna voice some worries that I had, some anxiety. One anxiety I have like in a classroom or a curriculum is when there's no room for student ideas. Right? When it's like, oh, there's just room for the curriculum author or the teacher here. That is a sadness. But I when I see an instructional environment like you're describing here, where there is openness to all kinds of different student ideas, of different levels of formality, from different kinds of cultural fonts of knowledge or wherever, I also get a little bit nervous because that, like, increases the risk that a student might come to understand that "my ideas are not good enough," whereas in the class with no room for their ideas from their home or their language or their hobbies, like, they're not gonna internalize the message that, "that wasn't good enough." And so I'm really curious as you move from the open Notice and Wonder where kids share all of themselves with you, and then you move to a targeted focus on some sort of disciplinary

objective, how do you navigate that tension and help students feel like their contributions are valuable, even though we aren't taking them up per se?

Allison Hintz (09:18):

That's such an important question. I mean, I think we've grappled with this broadly in math education. I think any time we're thinking about which ideas we choose to take up to pursue to consider, we have a responsibility to think carefully about whose ideas are being taken up and heard and considered. And so one of the tensions I hear you naming, I think, Dan, is when we engage in lively discussion where children's thinking's at the center, how do we make sure to upend and interrupt kinda status norms that run the risk of being deepened? Um, and I think by paying attention to whose ideas are taken up as much as which ideas are taken up, and what's the mathematics we wanna explore is one tension. Um, another tension I might hear you naming is, you know, the complications that teachers face with time and pressure and coverage, and which mathematics ends up getting worked on. And, um, you know, it's something we've really had to struggle with in mathematics education, where we move to more discussion-oriented classrooms that are really centered in sense-making to know that it takes a lot of time to do this thoughtful, thoughtful work. Um, does that begin to get at some of the tensions you're raising? Is there, is there more you're thinking about?

Dan Meyer (10:53):

I think it's really helpful that you kind of broadened the scope of the question beyond your book to "this is an issue that we are, you know, really challenged by and focused on broadly in math education." And, um, I appreciate you bringing the element in of whose idea—not just which idea is taken up, but whose idea is taken up—is an opportunity where, let's say, multiple people raise an idea that is towards an objective the teacher has, they have the opportunity to disrupt certain kinds of status, like ideas about status, in that moment. From your perspective, like, are there techniques to say, I don't know, parking-lot certain kinds of questions and say like, "Hey, like these are awesome"? I don't know. I just know that I see kids at like ninth grade. They are very reticent, often. They've internalized totally this sense of like, "I'm not gonna just, like, share about the pants the grandma's wearing, you know; that will not be received well." And so I'm just kinda wondering how that happens and like, what are the ways we can disrupt that? That process?

Antony Smith (11:54):

So thinking about that, Dan, from the teacher's perspective, in those kinds of scenarios where you wanna honor each child's contribution, a couple of things that come to mind: One is that by, you know, initially by modeling what I as a teacher, something that I notice or wonder about, helps kind of set the expectation for what kind of response would be encouraged. And it's broad, but it gives an example. And then also we really try to record or to chart all of the ideas that are shared so that we can revisit and honor those together. And then either later or on another day, if we choose one or two of those to explore in some way within a more focused read, then another thing that we do is have the idea investigation afterward that continues that thought, but goes back to being as open-ended as possible, so that those students or children who maybe didn't have their idea as the one that was focused on by the group could go back to that or explore some other idea of their own, so that the idea investigation

isn't a lockstep extension activity, which is why we don't call it that. So they could again bring in their own perspective. But I have to say from the teacher's point of view, there is that moment of potential panic <laugh> because there is that power transfer when you're asking children to help steer where this is going. And if you really mean it, you have to let them steer a little bit. And that can be terrifying. And, um, I always think of one teacher, Ashley, we worked with who read an adorable book, Stack the Cats, by Susie Ghahremani. And in that book, there's a point where there are eight cats and they're kind of trying to be a tower of cats and they fall and they're sort of in the air on that page. And she asked her first graders—she stopped, and she asked, "How, do you think, how will the cats land?" And for about a minute and a half, the entire <laugh> class, was silent. They had their little papers; they had chart paper; they had clipboards; they had everything they needed. But that unusual phenomenon of a group of six- and seven-year-olds actually just sitting and thinking and not being peppered with activities was really stressful, but amazing. And then, after about the 90 seconds, they started out into their exploration of how the eight cats might land. They just needed a minute to think. And it's so rare that we're able to let children have that.

Allison Hintz (14:40):

In that same moment, Ashley, who's a learning partner to us, she turned to us kind of quietly, like, "Should I pose a different question?" And <laugh>, we're like, "No, let's stick with it. Let's see what happens." So I think it creates this space too, this thinking culture, right? And this culture of "what does that mean to really pose a rich task?That's open-ended, where there's multiple access points?" Those eight cats could land in so many different ways. And there was broad access, there was a wide range of all the cats landing, and one's on their feet, 'cause cats always land on their feet <laugh>, and there was every combination. And so, um, I think what's really interesting—and to me, this brings back to your wonder, Dan—is, you know, "What's the risk in openness?" And there's always risk in openness. Um, it's scary as a teacher, right? If I'm not the authority of knowledge and I don't have control over where we're gonna go, it might get into places that I didn't anticipate. Or I don't really feel as solid in the math as I want to. Or I don't know what it sounds like to stick with silence and wait time, to know if my students are really in productive struggle or if that question was a flop. And so, um, I think this is some practice space for young mathematicians and teachers of mathematics, and just teachers, to explore with that openness and kind of the risk of the openness required for complex thinking to emerge.

Bethany Lockhart Johnson (16:12):

You know, it feels like the way you're both describing this, it really is a culture shift, right? I kept feeling like I was given permission to be a beginner as I read this book. Like I was really...I loved how you said, I believe it was you, Allison, when you were in the class, you had a couple index card that you kept on your clipboard and that as you walked around, you were like, "Hey, if I don't know what to ask, I ask one of these questions." You know? And just this idea that, that, like Dan was saying, there is that loss of control, but that's also a way to create this culture where students ideas are valued and we are allowing students to really generate the questions, which I thought was such an important idea to explore.

Allison Hintz (17:00):

We started this work long ago, super-excited about math-y books. And we saw a lot of potential in them and we still do. But the limitation we saw is that math-y books, they, they put forth a certain mathematics to be curious about. In some ways they tell you what mathematics to think about. So we started asking ourselves what would happen if we considered any story a chance to engage as mathematical sense-makers. And we started playing with non-math-y books and we got to a place where we could consider every story an opportunity to engage in mathematical thinking. And so we started noticing things over times, oh, these books tend to be really math-y. We call those text-dependent. We'd have to pay attention to the mathematics to understand the story. Whereas this pile of stories, these, they're not overtly math-y. You could really enjoy the story and not pay attention to mathematics and have an amazing conversation. But what would happen if we thought of about this story as mathematical sense-makers and how might it deepen our understanding of the story? And then this other teetering pile of books, these are books where, you know, children didn't tend to engage as overtly as mathematicians in it, but there's opportunities in this story to go back to something—to a moment, to an illustration, to a comment—and think as mathematicians. And those were more about illustration exploring. And so, as we notice these different kinds of books, we really broaden what we thought about. And I think one of the things we really wanna think about in community through this book is what happens if we approach any story, every story, as mathematical sense-makers, because stories are alive in children's lives, in homes and communities and in schools. And it's a broad opportunity that we wanna take up. I was thinking, as I stay in this strait for just a moment about book selection, before we move into that process, um, Bethany in a previous MTL, you talked about representation.

Bethany Lockhart Johnson (19:12):

Mm, yeah.

Allison Hintz (19:14):

And do you remember when you shared the image of hair braiding?

Bethany Lockhart Johnson (19:19):

Yes. Vividly, yes. <laugh>.

Allison Hintz (19:22):

Yeah. And can you say just what that meant to you? What that....

Bethany Lockhart Johnson (19:27):

Yeah. Well, it was from a conference; Sunil Singh had used it and was talking about the artistry in mathematics and beauty in hair braiding. And, um, particularly, he was showing this particular image of this Black woman with her hair braided in profile and looking at the angles and the symmetry. And I shared that, you know, I spent so many hours in the beauty shop with my aunties and my mom and my grandma and continue to, to this day, that it just, it struck me immediately as familiar. And it struck me

immediately as seeing an image that was reflective of my lived reality, projected as valuable and worthwhile for consideration in the world of mathematics. Which is not what I felt as a student of mathematics as a young adult or child. So it was this beautiful moment of, for me, the power of when we see images and we allow opportunities for re-envisioning what may be a common practice for that student, or may be something that they see every day.

Allison Hintz (20:44):

And in that same way, that image that was put up, we wanna think really carefully about representation in the stories that we select. And when we think of stories as mirrors or windows, we really wanna be mindful in story selection of whose stories are told and whose stories are heard. And when you said that you would sit down to listen to a story and you felt at ease or that you saw an image and you saw yourself that can be and should be something we really think carefully about when we select the stories that we select.

Dan Meyer (21:21):

It's a wider path for representation of different kinds of people in literature, because people's stories seem so much more present and towards the surface of their lives, versus, say, the abstractions and numbers and shapes in mathematics. It feels like more of a struggle to find ways to show people, hey, like you're here, this, this place belongs to you. So in all these reasons, I think it's really great you folks are using literature, which has this history of humanities, literally humanities, as a vehicle for mathematics. That seems pretty special here.

Antony Smith (21:56):

We both go to libraries and bookstores and look through books as often as we can, but also our partner, a children's librarian, Mie-Mie Wu, helped us go through—when we would meet, she would bring three or four hundred books at a time.

Bethany Lockhart Johnson (22:13):

When you described her wheeling in the cart, oh, I wish I been in that room! <Laugh>

Antony Smith (22:18):

And the cart was, you know, probably three or four times bigger than she was sometimes. And we would go through hundreds of books and look at them and listen to her thoughts as a skilled librarian sharing with families, diverse families, and what catches the attention of a three-year-old sitting with her grandfather. And that was really a valuable, helpful experience. And it's a partnership that continues. So in Last Stop on Market Street—and this is in the book; we talk about this, this children's book quite a bit—in this story, CJ with his Nana, his grandmother, are riding the bus to the last stop on Market Street in San Francisco, to go, as we will find out, to help serve in a soup kitchen to help the community. And the teacher, Susan Hadreas, had the children record their ideas. She charted them in an open Notice and Wonder read. And one of the ideas that a young boy noticed was that CJ on the bus...a man with a guitar starts playing the guitar on the bus and CJ closes his eyes and it says CJ's chest grew full. And he was lost

in the sound and the sound gave him the feeling of magic. So this boy said, "I wonder, what does that feel like if you're feeling the magic? What's that?" And that was one of many ideas in the open Notice and Wonder, and Allison will talk about the math lens read, but first Susan went back and read with them. She had that idea, she circled it on the chart paper, and another day that week, she said, let's go back and visit this story we really liked. And remember, we wondered what feeling the magic was like. Let's go back through and let's keep track of all the feelings and emotions that CJ had across the journey to the soup kitchen in this book. And so they did another read of the story; they were very familiar with it, of course, but they noticed new things and they also, every few pages, stopped and she helped chart all of the emotions that CJ experienced from envy to excitement to sadness. There's a huge range in this book. And it was fascinating.

Allison Hintz (24:36):

I think one of the things that the children noticed was that CJ's feelings were shaped by community. And that he shaped and shaped...he was shaped by and helped shape his community. And so the ways that he felt across the story were impacted by the other characters that he comes across. The guitar man on the bus. The bus driver who can pull a coin out from behind someone's ear. The lady with the butterflies in the jar. Nana helping him to see the rainbow. And the students started, you know, being curious about that. How do we shape and how are we shaped by community? What communities are we a part of? This class is one community. I'm in many communities across my life. And they started to quantify the number of people in the story. So Mrs. Hedreas went back for a math lens read, and she said, let's just keep track of and pay attention to how many people are in CJ's life in this day. Because I can hear you starting to think about quantity. This class at the same time in other areas of the day had been working on counting collections, how to keep track, so they got out their tools. Some people pulled out ten frames, some people pulled out clipboards. They had a wide range of things they could use to help them keep track. They developed their own strategy, keep track however you want. She did a quicker read through it, flipping the pages, and then they get into these debates: <laugh> "We already counted that person!" "But they took their hat off and put it down to collect money!

Antony Smith (26:10):

"What about the dog?"

Allison Hintz (26:11):

"That's the same person!" "Yeah, there's a dog pound in his community!" <laugh> "Do animals count in our community?"

Bethany Lockhart Johnson (26:17):

I love it!

Allison Hintz (26:17):

"Yes, they count!" Uh, and so we went through and quantified and there was really this understanding as you saw these people throughout the story that communities can be of different sizes, but community

has impact. And you have responsibility in your community to show up and to lean in and to know that bringing your full, authentic, vulnerable self, you shape people and they shape you. And what communities are people a part of. And it turned into this really interesting discussion about quantity and helped us think more about quantity and community. I think a really important moment for us and for that class was the transition from being people who almost did mathematics to a story, like counted things on a page, um, count acorns on a page in an autumn book, to being mathematicians who thought within the story.

Antony Smith (27:17):

And then two idea investigations that came from that —not at the same time, of course, but with the same group of children—one was they identified an emotion of their own and wrote and drew about that. And also, who helped them address or get out of or acknowledge that emotion. And then the other idea investigation was that all of the children drew or kind of mapped out a community that they were part of. Whether it was their neighborhood or their classroom or their soccer team or whatever it was. And so then those investigations strengthened the connections of those concepts to the lives of those children.

Bethany Lockhart Johnson (28:05):

Well, I, actually wanted to ask you about idea investigations. Because I feel like that was such an important invitation in your book. And the way I understood the idea investigation is you're really paying attention to what's coming up in your other reads. Right? And then these are opportunities to extend the thinking, or like you said, to extend a particular aspect: What's your community? Can we map your community? Or what's a particular emotion? And it was in such contrast to what I think I have probably done in my classroom more than once, which was like, "Oh, we read this story about seals. So now my story problem is gonna be about seals, right? <laugh> Like in the story, you know, Jojo, the seal had five balls. <laugh> So if Jojo still had five balls and two of them bounced away..." You know, or whatever. Right? But that's not what an idea investigation is. Right?

Allison Hintz (29:03):

Yeah. I think this is where we also had some stumbles and can totally relate to what you're saying as previous classroom teachers as well. We have come to a place where we are pretty in favor of a super open-ended idea investigation that takes up the things that have surfaced in the multiple reads and making sure it's a rich task with many, many ways children can engage with that. There's many, many, many right answers or ways to engage. Less is more there. So we moved way away from, like, even a worksheet that might have an idea from it to blank paper and math tools and places to get into some productive struggle around some of the complex things that were raised.

Antony Smith (29:59):

A challenge with worksheets is that they put a frame around children's ideas. So either there are only three lines to write on, or there's only a small box to draw in. Whereas a blank page really opens up the possibility. Um, and so—is it Ann Jonas who wrote Splash!? sorry, I don't have it in front of me—the book

Splash!, about animals that end up in and out of the pond, including a cat that is not happy about ending up in the pond, an idea investigation after that for very young children was, with the list of the different creatures displayed at the front of the room: On blank paper, hey, draw your own pond and decide how many of which and each type of animal you want in your pond and then write about it. Just on blank paper. And so that allowed some children to draw, like, three giant goldfish. But other children drew 17 frogs and three cats. And, and just, it lets children follow—

Bethany Lockhart Johnson (31:02):

It was theirs, right? It was theirs.

Antony Smith (31:04):

Their idea. <laugh> And that comes partly from, I think, as Allison mentioned, we both were classroom teachers before moving into academia. And I remember giving children worksheets, particularly math worksheets, where they weren't necessarily bad, but right at the bottom, it says like, explain your strategy. And it gives two lines.

Bethany Lockhart Johnson (31:23):

Right! <laugh>

Antony Smith (31:25):

The only thing a seven-year-old can write there is "I thought." Or "I solved it." <laugh> And that's not where we need to go.

Dan Meyer (31:34):

Yeah. If I could just ask the indulgence of the primary crowd here, like, I'm trying to make sense of all this. And I just wanna like, offer my perspective. My summary statement of what's going on here. I'm trying to—I love how you both came here—

Bethany Lockhart Johnson (31:45):

<laughs> How ya doin', Dan? How ya doin'?

Dan Meyer (31:47):

<laughs> I'm, ah, A, I'm loving this a lot. Um, B, I came in here loving how you folks are broadening the work of primary education to kind of find commonalities between these sometimes seemingly disparate kinds of teaching in ELA and math. Love that, I wanna say. But I think you folks are describing, with all these teachers you observed and your own work, is the work of attaching meaning to what students might not realize yet has meaning. Or they might think it only has one kind of meaning. But you, the teacher, with their knowledge, realizes that there are many more dimensions of meaning that can be attached to those thoughts. And I'm hearing that from you folks, when you describe A, what math is and

the power of a teacher to name a thing as mathematical. Like, "Oh, you didn't think math was that, but math is noticing; math is wondering; math is asking questions," for one. But also this work you're describing of how, like, first the task has to invite lots of student thoughts and then to say like, "Oh, I see that there's a similarity to these two." And to raise those up for a conversation or to ask a question like to extend one person's, one student's question a little bit more. But it's always...I'm just hearing you folks attaching more meaning than the student might have originally thought. I appreciate the conversation. That's really interesting.

Bethany Lockhart Johnson (33:03):

Well, and now that the book is out, I think it's gonna keep evolving, right? Now that it's gonna be in the hands of teachers and librarians and educators and caregivers, it's exciting to see kind of where it goes next. Which actually brings us to our MTL challenge. Dan Meyer, do you wanna share?

Dan Meyer (33:22):

Math Teacher Lounge, we have a challenge for the folks who listen and we'd love for them to hop into the Facebook group Math Teacher Lounge, or hit us up on Twitter at @MTLShow and just, like, kind of exercise beyond listening, exercise the ideas you folks are talking about, some kind of a challenge that can help us dive deeper into your ideas. So what would you folks suggest for our crowd, for our listeners?

Allison Hintz (33:42):

I would love to invite people to playfully experiment with a favorite story, with a story that's new to you. I would love to invite listeners to sit with a story maybe on your own, and just ask yourself as a mathematician: What do you notice and wonder in this story? Don't feel any pressure. Maybe sit with a child or some children and listen to what they notice and wonder. Like, really listen! Don't ask questions! But hear their questions and place children at the center and consider multiple reads. Consider continuing to pursue their questions. And we have a planning template that might support people in kind of sketching out some ideas if you're open to playing with that too.

Bethany Lockhart Johnson (34:34):

And we will post—

Dan Meyer (34:36):

That's awesome.

Bethany Lockhart Johnson (34:36):

—a link for that planning template in our Facebook group and on Twitter as well. So thank you so much for that resource, because I think it'll definitely help. It could help you, like you said, it could help you kind of organize your thoughts or help you think about this work in a new way. So thank you for that resource and thank you for the amazing resource that is Mathematizing Children's Literature. I am so

excited to continue to engage with you both and with listeners as they dive into this book. If folks want to engage with you more, where can they find you? How can they reach you?

Allison Hintz (35:12):

Well, we're on Twitter.

Bethany Lockhart Johnson (35:14):

Great.

Dan Meyer (35:15):

What's your home address? <laugh>

Bethany Lockhart Johnson (35:24):

Wait, let me try that again. <laugh> 'Cause it does sound like I'm like, <fake ominous voice> "Where can they find you?"

Allison Hintz (35:29):

4-2-5.... <laughs>

Antony Smith (35:32):

At the bookstore!

Bethany Lockhart Johnson (35:34):

Y'all, if folks want to continue this conversation or share these ideas or the math challenge, how can they tag you? How can they, they reach you on the World Wide Web, besides the Math Teacher Lounge Facebook group?

Antony Smith (35:50):

Yeah. Well, we are both on Twitter, and we've been trying to promote the hashtag #MathematizingChildrensLiterature. It's very long, but once you type it once, your phone or computer...

Bethany Lockhart Johnson (36:01):

Easy. Yeah, those click, right? Is that what it is now?

Antony Smith (36:03):

<laugh> The other is that we do for our project, we have an Instagram account that is @MathematizeChildren'sLiterature.

Allison Hintz (36:11):

We care really deeply about hearing from people. You know, we think our ideas are constantly evolving and that there's such exciting room to grow. And we just felt compelled to share what we were learning now so that together we could learn and build vibrant experiences for young children and teachers and families through stories. So we want to hear from people! We wanna learn about stories that are important in your lives and what children say, and grow these ideas together.

Bethany Lockhart Johnson (36:42):

And credit to Dan, you told me you went and ordered a bunch of the books they have on the suggested read list.

Dan Meyer (36:48):

Oh my gosh.

Bethany Lockhart Johnson (36:49):

You read 'em to your son.

Dan Meyer (36:50):

I got such a side-eye from my significant others around here for what I dropped on Amazon in one night! <laugh> Uh, all these books I didn't have. Some of them I did. We are not fully illiterate around here! We do love the written word at the Meyer household! But there were a bunch that that I grabbed. I'm morseling them out day by day.

Bethany Lockhart Johnson (37:09):

Wait, at bedtime I read my one-year-old One Is a Snail, Ten Is a Crab. <laugh> And let me tell you, he had vigorous pointing and "Da? Da da da da?"

Allison Hintz (37:22):

<laugh> Aww, da da!

Bethany Lockhart Johnson (37:22):

So hey, we're on the road. <laugh> <music> Deeply grateful, not only for your work and your beautiful book and your work, but also for the invitation to dive into the world of children's literature in a way that

many of us have not before. And it's fun! Thank you, Tony. And thank you, Allison. And thanks for hanging out in the lounge.

Allison Hintz (37:48):

Thanks for having the lounge!

Antony Smith (37:49):

It's been fun!

Allison Hintz (37:52):

Thank you both.