The Connections Standard in *Principles and Standards for School Mathematics* makes the significant observation that “the opportunity for students to experience mathematics in a context is important” (NCTM 2000, p. 66). Literature provides such a contextual base by embedding the meaning of the mathematics in situations to which children can relate. In this regard, the use of literature in the elementary mathematics curriculum has steadily increased over the past few years. The publication of books that specifically feature mathematics, as well as a deeper understanding by teachers of how to integrate literature and mathematics topics, has aided this increase. This article builds on the premise that educators want children to recognize and respond to the mathematics that may be evident or embedded in literature.

Footnotes
Jeff Shih and is interested in professional development and getting teachers to focus on student thinking.
Cyndi Giorgis has served on the Newbery and Caldecott award committees while publishing and presenting extensively on topics related to literature.

**Contributor Notes**
jshih@unlv.nevada.edu
giorgisc@unlv.nevada.edu
When I am presenting a lesson with a book, I often revisit the book many times. Developing children's mathematical representations on paper • The problem with worksheets • Assessing samples of children’s mathematics • The pedagogy of children's mathematical graphics • Modelling mathematical marks that enables children to make connections between their own mathematics and abstract mathematical symbolism. It is the meaning in their mathematical marks that enables children to make connections between their own mathematics and abstract mathematical symbolism. Our thanks go to the other members of the Emergent Mathematics Teachers group, especially to Mary Wilkinson who founded writing – for teachers. 1. Enhance children's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds. Young children show a natural interest in and enjoyment of mathematics. Recognizing and building on children's individual experiences and knowledge are central to effective early childhood mathematics education [e.g., 20, 22, 29, 30]. While striking similarities are evident in the mathematical issues that interest children of different backgrounds [31], it is also true that young children have varying cultural, linguistic, home, and community experiences on which to build mathematics learning [16, 32].