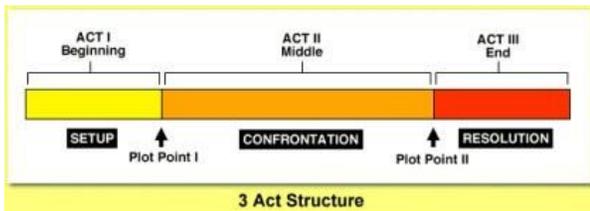# Quantitative Reasoning Strategies for the Classroom
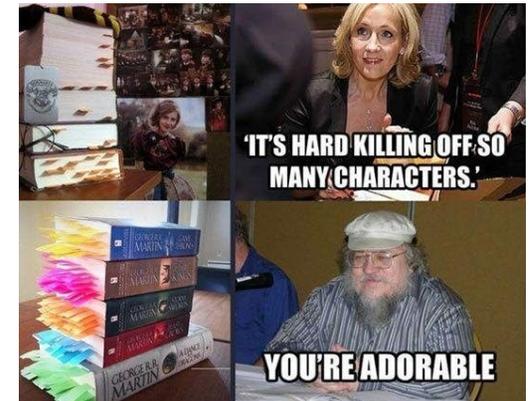## By: Marla Caviness-French

*Hang a large name tag that includes visuals of you and some of your favorite things above your main teaching station. Especially important at secondary level.

**Hang a large daily time schedule near the clock / where students can see it. Numbers need to be visible from the back of the classroom.

Count It!	Chart It!	Make Connections!

● Items in pictures
 	
● Find <u>something / anything</u> to count in a reading selection
 	
● Verbally / visually work together as a class to help sort the data to figure out what is "relevant" data to gather and which is difficult to connect to the larger story.
  ○ Counting in visual images is different than counting data in written selections
    ■ Work through that difference as a group
	● Find a way to organize the information so that it makes sense to other people.
	  ○ Chart
	  ○ Graph
	  ○ Infographic
	  ○ Spreadsheets / graphs
	
	● Add complexity by adding "layers" of things to count
	  ○ Characters
	  ○ Time
	  ○ Distance
	  ○ Money / Cost of items
		● What "story" does the "counted" data tell?
		
		● How can I use the "counted" data to give a new perspective to the story?
		  ○ Theme
		  ○ Action
		  ○ Development of character
		
		● How can I use the "counted" data to support my "argument"?
		
		● If my "argument" was effective, can we say the data from the theme, action, and character development "added up"?

Use Visuals with Numerical Patterns to Make Abstract Ideas Concrete

https://www.heathercurryselfbooks.com/22-story-structure/

ww.angelfire.com

Further thinking (by Leanne Cook) - In a narrative plot structure - can numbers be assigned to the rising action? When would one add the "equals" sign? Should all parts of the story add up? What if the story ends at the climax? What would that equation look like? How would subplots be listed?