

1035-U1-1580

Mary D Shepherd* (msheprd@nwmissouri.edu). *Teaching a Beginning College Student to Read a Mathematics Textbook, a Case Study*. Preliminary report.

This is a preliminary report on working with a first year calculus student teaching him to read his mathematics textbook with some level of understanding. Previous research by the author has identified several reading strategies that appear to be effective in getting students to read a mathematics textbook with understanding. These reading strategies fit within a reading strategies framework. The method of the previous research has been to observe several students reading the same passage and noting the reading strategies that seem to effective in generating understanding. The current research has been to take one student and have that student read his textbook with guidance from the author throughout the semester. The researcher encourages the student to apply some of the possible identified reading strategies as he reads. This research will report on what seemed to work, what did not, the types of guidance needed and implications for the reading mathematics framework. (Received September 20, 2007)