

## Annotated Bibliography for Students with Learning Disability in Mathematics

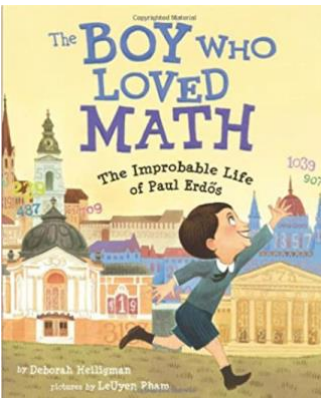
Esham, B. (2008). *Last to Finish: A Story About the Smartest Boy in Math Class*. Barbara Esham. (Grade Level: 1st - 3rd)



The main character, named Max, gets anxious and does not work well on his math test since his teacher uses a timer for the math tests. Students with(out) a disability in math also have a similar experience to Max. They are used to being nervous when they have to do their math work with time-limited. Through the character, they can see how Max overcomes the anxiety with his older brother. I think students with a disability in math realize that not only themselves but also other students without a disability in math struggle with math.

A teacher can use the book to point out that everyone has a hard time studying math. All the students need to cooperate to solve the math problem like in the story. It leads them to solve math problems easier than work alone.

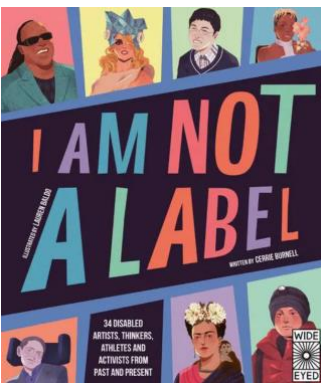
Heiligman, D. (2013). *The Boy Who Loved Math: The Improbable Life of Paul Erdos*. Roaring Brook Press. (Grade Level: K - 4th)



The book is a biography of Paul Erdos as a Hungarian mathematician. Through Paul's story, students can learn how to use and apply several keys of math concepts such as numerical descriptions, prime numbers, and positive/negative integers to their real life.

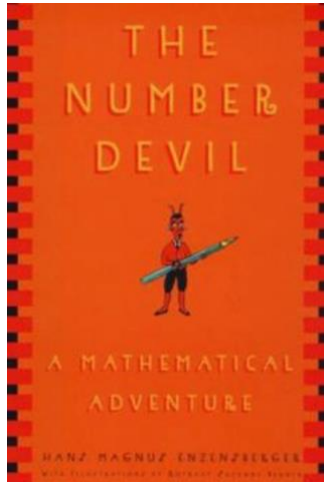
The book includes the contents of history, science, and English. It leads them to learn how all the subjects collaborate to their life at a time. Even though the students with/without a disability have a hard time working on math problems in school environments, they can see how his love and journey with numbers without being boring in the real-life. The book also shows how he can be accepted by society and people even though he is not adjusting to school well.

Burnell, C. (2020). *I Am Not a Label*. Wide Eyed Editions. (Grade Level: 5th - 10th)



The book highlights the limitations of famous 34 people who have had to deal with difficulties throughout their childhood and school lives because of their physical and learning disabilities. However, they did not stop following their dream and achieving what they wanted. Students with/without a disability in math can recognize how social imitation of people with a disability lies. However, through the book, the students can reflect on themselves. The students with the disability learn how they can overcome their limitations that society already set. The students without a disability learn how to work with their friends with a disability and how to benefit from each other.

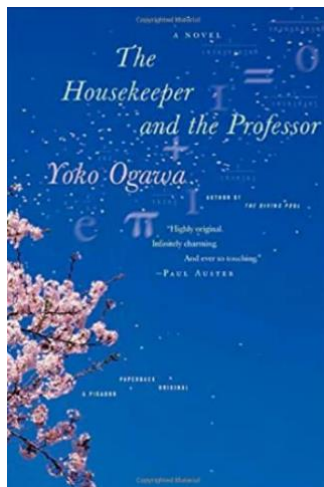
Enzensberger, H. (1997). *The Number Devil*. Henry Holt and Company. (Grade Level: 8th - 12th)



Robert, the main character of a young boy, suffers from mathematical anxiety and hardship in school. However, throughout his dreams, he faces the Number Devil that teaches math principles. It ends with him in the class using his newfound math knowledge. The novel has a bit of feeling humor, fiction, and sadness. And it is not hard to read for adolescence. Students can learn there are various ways of approach they can use to solve math problems. Many students with/without a disability in math usually ignore what they do not know about math questions and eventually give up on the subject of math.

When a teacher uses the book to teach them, she can introduce different approaches and aspects such as a simple way of understanding math theories. The teacher can pick one or two stories from the book and discuss them about the stories.

Ogawa, Y. (2009). *The Housekeeper and the Professor* by Yoko Ogawa. Picador. (Grade Level: 10th - 12th)



The main character of a math professor with a peculiar problem has only eighty minutes of short-term memory. However, the professor, the housekeeper at the house, and her son support each other to whatever each of them needs especially, math problems. Students can understand the knowledge of math formulas throughout the story of the novel. Besides, they can learn how to cooperate even though they have a different math level. A teacher can use the book while she is teaching number theory, algebra, or problem-solving.

The teacher can show how students with/without a disability in math cooperate well. The teacher needs to point out that in the novel each student has their strengths. It leads them to be able to solve math problems in their unique way together.