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Siegel, Marjorie; Fonzi, Judith M.

The Practice of Reading in an Inquiry-Oriented Mathematics Class.

Read. Res. Q. 30, No. 4, 632-73 (1995).

Explores the nature and use of reading in an inquiry-based high school mathematics classroom. Finds multiple ways of reading in a semester-long course on "mathematical connections," and that these reading practices constituted ways to learn and do mathematics. Suggests that students learn with and through as well as from text in content-area classrooms. (ERIC)

Classification: C53

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