

Albert: Math and Everyday Problems

A recurring character meets addition, money, time, place value, measurement, and problem solving in situations that give the math a reason to matter.

6 core books	Grades 1-2	Catalogue reviewed
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You are the teacher.

Use these as an author/series study, a read-aloud sequence, or a source of book-to-book comparisons. Change the order when your students need a different entry point.

Teaching purpose

Students follow Albert across different everyday situations and compare how the mathematical job changes while the recurring character stays familiar. The series is especially useful for showing that mathematics is not one subject with one kind of answer: sometimes Albert must count, combine, compare, schedule, trade, or represent a quantity differently.

Recommended grade band

Grades 1-2

The Big Question

How does the kind of problem tell Albert what mathematics to use?

Source and confidence boundary

Titles, book IDs, authors, and listed reading levels were checked against the updated TumbleBookLibrary Book_List.xlsx. Mathematical concept labels in this set were also checked against the existing TumbleTA math catalogue. Grade-band recommendations are instructional recommendations for the set, not catalogue claims about every individual title.

Before reading

Tell students to name the situation before naming the math. Keep a chart with three columns: What is happening? What does Albert need to find out? What mathematics helps?

Core reading sequence

ADD

Albert Adds Up!

Book ID 8461 · Eleanor May · Math story

Why it belongs: Albert's problem gives students a reason to count on, take away, and compare number sentences within a small range.

Unique contribution: It provides the clearest entry into the series: the math changes the situation one or two objects at a time.

Ask What changes when Albert adds something, and what changes when something is taken away?

DOUBLE

Albert Doubles the Fun

Book ID 8462 · Eleanor May · Math story

Why it belongs: Equal groups and doubles become useful inside a familiar character world.

Unique contribution: It shifts students from adding unrelated quantities to recognizing two equal groups as a structure.

Ask How can you tell that a situation is a double instead of just another addition problem?

Book ID 8463 · Eleanor May · Math story

Why it belongs: Coins, values, and exchanges make helping, earning, and payment mathematically visible.

Unique contribution: It moves the set into a real-world system where different-looking coins can represent equivalent value.

Ask *Why can two different groups of coins be worth the same amount?*

Book ID 8466 · Eleanor May · Math story

Why it belongs: Days of the week and repeated routines give order and sequence a practical job.

Unique contribution: It introduces time as a quantity and structure rather than something Albert can hold in his hand.

Ask *What information about the week helps Albert know what happens when?*

Albert the Muffin-Maker

Book ID 8467 · Eleanor May · Math story

Why it belongs: A making-and-counting context supports thinking about larger quantities and how groups are organized.

Unique contribution: It raises the scale of the mathematics and makes grouping more efficient than counting one-by-one.

Ask When does grouping make a large amount easier to understand?

A Beach for Albert

Book ID 8474 · Eleanor May · Math story · Reading level 2.2

Why it belongs: A beach-building situation turns container capacity and comparison into a problem with a physical purpose.

Unique contribution: It closes by moving from discrete objects to comparing how much different containers hold.

Ask How can Albert compare how much two containers hold?

Optional extensions

Albert's BIGGER Than Big Idea

Book ID 8469 · Eleanor May

Why optional: Useful for place-value and magnitude comparisons when students are ready to think about larger numbers.

Bravo, Albert!

Book ID 8478 · Lori Haskins Houran

Why optional: A series extension by another author; useful for discussing how a recurring character can continue while the writing voice changes.

Selection note

The core is limited to six titles so every book has a distinct job. The point of an author/series set is not to catalogue everything held; it is to make recurring craft, structure, or instructional design visible.

Across-the-set teaching moves

1. Name the real-world problem before naming an operation or concept.
2. Ask what quantity or relationship Albert needs to know.
3. Compare two books in which the same character needs completely different mathematics.
4. Use objects, sketches, calendars, coins, or number sentences to recreate the representation.
5. End each lesson by stating the answer in the language of Albert's problem, not just as a number.

Book-to-book connections

Albert Adds Up! + Albert Doubles the Fun

Compare general addition with the special structure of two equal groups.

Albert Helps Out + Albert Starts School

Compare organizing value with organizing time.

Albert the Muffin-Maker + A Beach for Albert

Compare grouping a countable quantity with comparing capacity by filling containers.

Culminating discussion

Choose three Albert books from different math domains. Explain how the situation tells Albert what information matters and what kind of mathematics will help.

Teacher look-fors

- Names the situation before choosing the mathematics.
- Identifies the quantity or relationship being studied.
- Explains why a representation fits the problem.
- Recognizes that a recurring character can encounter very different mathematical structures.

Existing-set duplication check

Closest existing Text Set: Stuart J. Murphy: Math in Everyday Problems

What overlaps: Both sets use recurring real-world situations to make mathematical need visible.

Why this set is genuinely different: The Murphy set compares one author's design across unrelated characters; this set follows one recurring character across several math domains, making continuity of character the bridge between concepts.

Production note

Author and series sets can legitimately reuse a title that appears in another Text Set when the instructional job is different. Reuse should be explicit and purposeful rather than accidental.