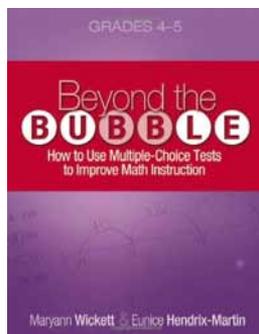


mathematics.—*Rochelle Stiverson, Cairo-Durham Central School District, New York.*

From other publishers

Beyond the Bubble: How to Use Multiple-Choice Tests to Improve Math Instruction, Grades 4–5, *Maryann Wickett and Eunice Hendrix-Martin, 2011. 320 pp., \$24.00 paper. ISBN 978-1-57110-818-0. Stenhouse Publishers; www.stenhouse.com.*



For good or ill, most assessment plans include multiple-choice tests. Without dwelling on the inherent weaknesses of selected-response formats, this book helps teachers guide instruction and improve student

understanding by extracting as much information as possible from the shaded bubbles.

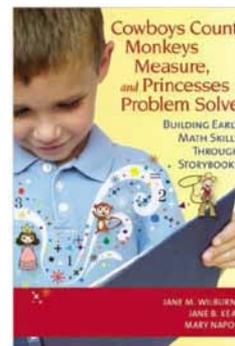
The book contains six problems for each strand in mathematics (number, measurement, algebra, geometry, and probability). The authors provide an objective for the problem, actual samples of student work (some correct and some incorrect), and conversation starters that teachers may use to probe for understanding. Next, we read examples of brief student-teacher conversations that offer insight into student thinking. Finally, the authors list suggestions for subsequent instructional approaches based on the assessment.

By offering suggestions for differentiation and grouping students according to levels of understanding, this well-organized book encourages a powerful approach to mathematics instruction. Readers can analyze their own students' mathematical behaviors and approaches through numerous examples of student thinking. The appendixes contain a helpful resource guide and blackline masters of all of the multiple-choice questions. I particularly liked the “generic conversation starters” that the authors suggest posting on the back wall of the classroom. These questions—including, “How would an estimate help you know if your answer makes sense? What did

you do to check your answer? Restate the problem in your own words.”—mine the multiple-choice questions for nuggets of knowledge.

Does the book follow a logical organization, offer helpful material, and promote insightful discussion? The answer is obviously “all of the above.”—*Carrie S. Cutler, University of Houston–Downtown, Texas.*

Cowboys Count, Monkeys Measure, and Princesses Problem Solve: Building Early Math Skills Through Storybooks, *Jane M. Wilburne, Jane B. Keat, and Mary Napoli, 2011. 136 pp., \$24.95 paper. ISBN 978-1-59857-106-6. Stock no. 71066. Paul H. Brookes Publishing Company; www.brookespublishing.com.*



If you are an elementary school teacher looking to integrate math and literature, this book is an excellent resource. It includes numerous examples of storybooks that can be incorporated into any elementary school math classroom. Additionally,

it presents worthwhile mathematical tasks with rich questions that can be used alongside analyzing story plots. The math content ranges from early childhood counting up to third-grade multiplication and division.

One chapter of the book focuses solely on targeting Curriculum Focal Points, which allows teachers to align the storybooks with whichever Content Standard they are focusing on. The authors present a clear explanation of how storybooks can be used to promote problem-posing in the mathematics classroom, with a specific chapter devoted to posing higher-level thinking questions.

I highly recommend this book for teachers who want their students to think critically about a story from multiple perspectives and to make connections with their everyday lives.—*Nicole Williams, Winona State University, Winona, Minnesota.*

Extending Children's Mathematics: Fractions and Decimals, *Susan B. Empson and Linda L.*