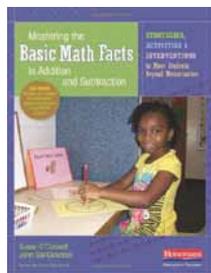


when symbols and equations are introduced.  
—*Lisa Willman, Milaca Public Schools, Milaca, Minnesota.*

**Mastering the Basic Math Facts in Addition and Subtraction: Strategies, Activities & Interventions to Move Students Beyond Memorization**, *Susan O'Connell and John San Giovanni, 2011. K–grade 3, 176 pp., \$31.25 paper, CD included. ISBN 978-0-325-02963-4. Heinemann; www.heinemann.com.*



This resource presents ideas and strategies that will help students better understand the foundations of mathematics so that these children can solve problems in many forms and not just memorize fact families, for example. Students will understand the fact families and be able to demonstrate mastery. The diversity of the activities presents learning strategies that can easily be used for differentiated lessons. Additionally, the visuals are rich in creativity as well as depth of knowledge.

This is a valuable resource for several reasons: the CD activities can be changed to meet the needs of your students or used as is. The games in the book can be adjusted to match different topics or levels of study. For instance, I used the Scrambled Eggs game (p. 141) to review decimals with my students. By using two different colored markers to write the numbers, and a math operations die that I already had, my fifth-grade students performed decimal problems using addition, subtraction, multiplication, and division in a unique way that actively engaged them.

I noticed no notable weaknesses, keeping in mind that this resource targeted K–grade 3 students and I used it with my fifth-grade gifted math class. I used the ideas presented to engage my students in higher-level thinking skills and more challenging math strands that better suited their learning needs. The CD activities are ones I can also use if I modify certain aspects. I have already recommended this teaching resource to co-workers at various K–grade 5 levels.—*Tina Gay, K. E. Taylor Elementary School, Lawrenceville, Georgia.*

**Number Sense Routines: Building Numerical Literacy Every Day in Grades K–3**, *Jessica F. Shumway, 2011. 192 pp., \$23 paper. ISBN 978-1-57110-790-9. Stenhouse Publishers; www.stenhouse.com.*

The word *routines* may evoke an image of a teacher-centered, skills-based environment, but the ideas presented in this book paint a different picture. The routines, by being “comfortably predictable” in structure, free children to focus on number sense and deep mathematical thinking. Shumway’s experience as a math coach gives her the ability to share relevant examples—from real classrooms—of how to use the routines to start daily math time. She illustrates just how crucial number sense is to the development of children’s mathematical power, and how the thinking that students employ during their daily warm-up routines naturally spills over into the body of the math lesson, regardless of content.

Four major types of habits—visual routines, counting routines, playing with quantities, and calendar and data routines—are clearly presented with many suggestions for variations to suit the needs of diverse learners. Representation, communication, reasoning, and connections are a natural outflow of every routine. An entire chapter is devoted to building a community of learners, and illustrates in practical terms the value and necessity of nurturing an environment where all children’s thinking is appreciated, think-time is respected, and mistakes are used as opportunities for learning.

The insights, tools, and strategies for planning and instruction could be tailored to nearly any group of learners, in any school environment, with any curriculum. The book speaks directly to teachers, but it also has real potential to help parents integrate the development of numerical literacy into daily family routines.—*Patricia D. Hunsader, University of South Florida, Sarasota-Manatee, Florida.*

