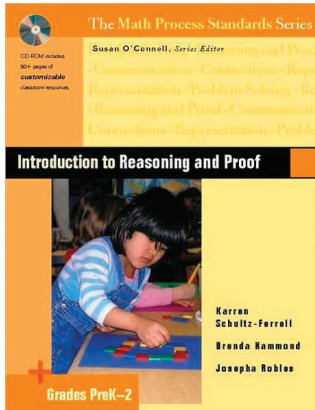


# New books

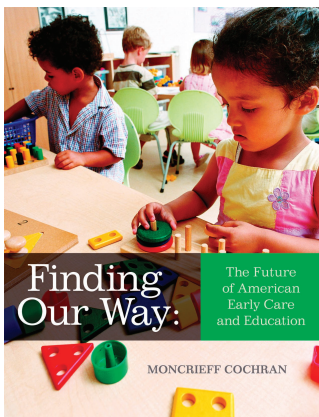
**Schultz-Ferrell, K., B. Hammond, & J. Robles. 2007. *Introduction to Reasoning and Proof: Grades PreK–2*. The Math Process Standards Series, ed. S. O’Connell. Portsmouth, NH: Heinemann. 157 pp. ISBN 9780325011158. \$25.00.**



The standards set by the National Council of Teachers of Mathematics specify both the math content (for example, number) and the processes involved. Children make sense of mathematical ideas through the process skills of reasoning and proof, problem solving, communicating, representing, and making connections.

This book is one in a series of five designed to show how to translate math processes into practice in pre-K through grade 2 classrooms. Based on the premise that reasoning mathematically is a habit of mind that develops through consistent use in many contexts, the authors show teachers how to integrate mathematical reasoning in daily activities. Excerpts of teacher-child discussions highlight strategies for helping children explain and clarify their thinking and fostering children’s ability to verify for themselves whether an answer is correct or a procedure will work. The authors show how intuitive, deductive, and inductive reasoning come into play in problem-solving activities and offer strategies for assessing children’s reasoning skills.

**Cochran, M. 2007. *Finding Our Way: The Future of American Early Care and Education*. Washington, DC: ZERO TO THREE. 276 pp. ISBN 9781934019139. \$39.95.**



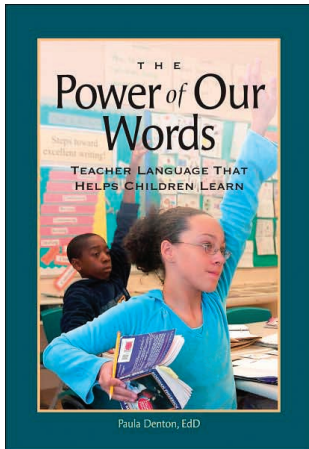
The author presents a plan for reshaping the early care and education system that emphasizes supporting the current and future needs of all American families and their children in the earliest years of life. He examines three strands of the early care and education system: the family support movement and both child care and early intervention programs in the United States and abroad. Historically, these programs grew independently of one another, for the most part, and were based on responding to families and children in crisis.

Cochran describes an emerging set of positive developments in early care and education programs that represent the core principles of his plan to form a coherent support system for families and their children. He outlines the way demographics and unique American values and beliefs influence our early care and education system and frame the implications for new directions. His proposals deal with such topics as family child care; national, state, and local roles in Head Start and prekindergarten; addressing diversity issues; and financing for high-quality early education.

**Denton, P. 2007. *The Power of Our Words: Teacher Language That Helps Children Learn*. Turners Falls, MA: Northeast Foundation for Children. 172 pp. ISBN 9781892989185. \$22.00.**

Teachers’ words can expand children’s perceptions and insight, forge relationships of trust, or unintentionally discourage children’s participation. This book offers practical guidelines to help teachers use language that enables students to experience a sense of belonging in the classroom

Titles are selected from the many new books received by NAEYC. Educator **Gail Perry** writes the brief annotations. The books are available from the publishers listed, your local bookstore, or online retailers.



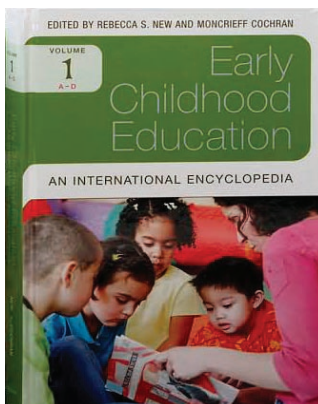
community, stretch their thinking, and develop self-control. The author calls this “reminding language”—encouraging children to pause and visualize what to do before taking action.

The book helps teachers become aware of their own interactions, such as becoming sensitive to language patterns that treat boys and girls differently. The author offers language techniques that can help teachers launch new energy and learning in the classroom. For instance, a teacher may use envisioning language—she introduces concrete images that connect with subjects and topics children are passionate about to stretch their visions of themselves. Examples from K–6 classrooms provide guidance by illustrating both effective teacher language as well as language to avoid.

**New, R.S., & M. Cochran, eds. 2007. *Early Childhood Education: An International Encyclopedia*, 4 vols. Westport, CT: Praeger. 1379 pp. ISBN 9780313331006. Set \$475.00.**

This is the first encyclopedia dedicated solely to early childhood education. It is a reference for both outsiders and insiders to the field. In the introduction, newcomers will find basic information about the wide scope and nature of early childhood education. Further reading of each entry takes one into greater depth. For readers within the profession, the volumes present the status quo of early childhood education in the United States and internationally in the first decade of the twenty-first century, as interpreted by the multiple perspectives of over 300 contributors.

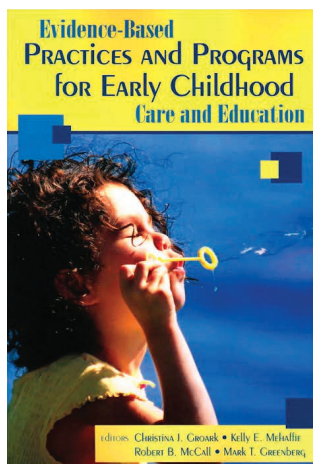
Volumes 1, 2, and 3 cover topics ranging from key historic figures and traditional features of early childhood education to contemporary issues, including practices, policies, theories, and research. Entries arranged alphabetically, informative introductions by the editors, and a detailed index all help readers gain access to a wealth of information. The fourth volume provides profiles of the early childhood education systems in 10 other countries: Australia, Brazil, China, Czech Republic, France, Italy, Japan, South Africa, Sweden, and United Kingdom.



**Groark, C.J., K.E. Mehaffie, R.B. McCall, & M.T. Greenberg, eds. 2007. *Evidence-Based Practices and Programs for Early Childhood Care and Education*. Thousand Oaks, CA: Corwin Press. 191 pp. ISBN 9781412926157. \$32.95.**

This book provides an overview of the research on a wide range of early care and education services for young children and families and highlights effective practices and policies and exemplary programs. Writing in non-technical language, the contributors summarize the results of studies and discuss the characteristics and quality issues of programs. They identify the factors found to influence children’s development and learning and offer implications and recommendations.

Part 1 examines school readiness practices and assessment of school readiness, transitions into kindergarten, and intervention practices for children at risk. Part 2 addresses publicly funded and demonstration programs, home-based and family child care, and programs that extend early care and education services to school-age children. The final chapter addresses the current state of professional development and the nature of teacher requirements and credentials across early childhood systems. Fourteen contributing authors bring to the discussion extensive experience in research and evaluation and administration of early childhood programs.



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