

Hynes-Berry, M. 2012. *Don't Leave the Story in the Book: Using Literature to Guide Inquiry in Early Childhood Classrooms*. New York: Teachers College Press. 203 pp. ISBN 9780807752876 (paper). \$29.95.

Drawing from her 30 years of storytelling with adults and children, Hynes-Berry shows how teachers can use stories as a catalyst to engage children in high-quality intellectual work in the classroom. In inviting prose, she describes a process of digging deeply into stories. The process begins with children's literal comprehension and leads to their exploration of the texts' connections to themselves and to the expansion of their understanding of the world. Although the author encourages teachers to tell stories in their own words, she shows how a good story's power lies in the story itself rather than the storyteller's performance.

One of the book's strengths is the author's masterful description of core beliefs about teaching and learning—beliefs that drive good practices in early childhood classrooms. Chapters include discussions of topics like the complex interactions between the subject matter, teaching strategies, and children's needs. Through case studies of early childhood teachers in the classroom, the author illustrates strategies for choosing and using stories for guided inquiry and for integration with the math, science, and social studies curriculum. Hynes-Berry offers practical ideas for working with teachers and students in professional learning communities in preservice and in-service education and with families, children, and teachers in innovative community literacy projects.

Vascellaro, S. 2011. *Out of the Classroom and into the World: Learning from Field Trips, Educating from Experience, and Unlocking the Potential of Our Students and Teachers*. New York: The New Press. 250 pp. ISBN 9781595586827 (paper). \$19.95.

This compelling account of children's and teachers' investigations of the physical and social worlds outside their schools highlights the profound impact such work can have on the learning of both groups. The author takes us inside the long-term social studies projects of three teachers and their classes of 6- to 9-year-olds as they discover firsthand how a suspension bridge works, explore the ecosystem of a river, and document the history of families and stores in the neighborhood. Photos of their field trips and of the children's work, along with teachers' detailed descriptions of their own preparation and thinking as the projects progress, will guide teachers in planning and engaging in this kind of project.

Vascellaro, a Bank Street College of Education professor, demonstrates how students and professors learning together in college classrooms model the practices teachers can use with young children. He discusses how he helps his adult students experience and build in-depth knowledge of the world around them, and he reflects on key educational questions such as, "What knowledge is most worth knowing?"

The author provides a snapshot of the amazing history of early childhood education by chronicling the original "long trips" (extended field trips to places like a West Virginia coal mine) of Bank Street students during the 1930s and 1940s, under the vigorous, visionary leadership of Lucy Sprague Mitchell. The trips and Mitchell's educational insight come to life through historic photos and Vascellaro's interviews with some of those former Bank Street students.

Moomaw, S. 2011. *Teaching Mathematics in Early Childhood*. Baltimore, MD: Brookes Publishing. 211 pp. ISBN 9781598571196 (paper). \$39.95.

This accessible book is a welcome and needed addition to an often challenging area of the early childhood curriculum. It is designed to help teachers and early childhood students increase their understanding of math concepts and their ability to design, implement, and assess children's understanding in preschool and kindergarten settings. The author particularly targets mathematical reasoning in young children and demonstrates how to have math conversations throughout the day.

Chapters address number sense, the arithmetic operations of addition and subtraction, algebra, geometry, measurement and data analysis, and probability. In each chapter, the author explains the related math standard for this age group established by the National Council for Teachers of Mathematics and how the concepts develop in young children. Samples of individual, small-group, and large-group activities and assessment strategies follow.

Moomaw uses vignettes of teachers and children engaged in the sample activities and in math discussions to help clarify the strategies and highlight ways to engage children in problem solving, reasoning, and communicating their ideas to each other and the teacher. Photographs of materials, charts, and the children's representations of their mathematical understandings help convey the curricular suggestions. Teaching strategies include recommendations for addressing the needs of children with disabilities or language differences by offering multiple ways to engage learners and construct and represent math concepts.

Fernie, D., S. Madrid, & R. Kantor, eds. 2011. *Educating Toddlers to Teachers: Learning to See and Influence the School and Peer Cultures of Classrooms*. New York: Hampton Press. 284 pp. ISBN 9781612890333 (paper). \$33.95.

This book is based on the premise that teaching and learning are socially constructed during the daily life of classrooms in the moment-to-moment interactions between children and teachers and between children. The authors view classrooms as cultures in which young children are simultaneously taking on the new role of student and discovering each other as peers. The text is about learning to recognize and understand the way peer and school cultures intersect in the early childhood classroom and their critical influence as powerful constraints or positive supports to children's learning. The authors show the value of ethnographic inquiry in understanding classrooms as group cultures.

Seven early childhood teachers vividly describe the relationships between peer and school cultures in their classrooms and the strategies they use to help children negotiate between the two cultures. Topics include toddlers' abilities to create their own rules and expectations and to engage in projects, teachers' use of preschool peer-culture humor, and the ability of first- and second-grade English language learners to participate in peer groups. Commentary from noted early childhood scholars provides valuable insight on the ideas raised by the teachers' studies. A chapter on adult peer culture uncovers the socialization process through which preservice teachers begin to develop their identities as teachers.

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.

New Books is available in an online archive at www.naeyc.org/yc/columns.