

PUBLICATIONS

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Mathematics for Every Student: Responding to Diversity, Grades 9-12,

Alfinio Flores and Carol E. Malloy, eds., 2009. 118 pp., \$22.95 paper. Stock no. 13410. ISBN 978-0-87353-613-4. National Council of Teachers of Mathematics; www.nctm.org.



As American classrooms become increasingly diverse, it becomes more difficult to ensure that every student has an equal opportunity to succeed in mathematics. This book provides detailed descriptions of actual classroom practices, instructional strategies that focus on the diverse needs of students, and professional development to help teachers deal with diversity issues—in other words, it is a “how to” for teachers of grades 9–12 as they manage students with a wide range of educational needs, backgrounds, and experience.

Detailed suggestions are presented, and evidence of their success is provided through classroom vignettes and transcripts of classroom dialogue. The articles include instructional strategies for students who have difficulty speaking in a whole-group setting, second-language learners, special-needs students, students

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who have difficulty reading, and the use of technology to enhance students' understanding of mathematical concepts. Opportunities for professional development include discussions about how preconceptions about students limit their success, the importance of classroom discourse and how to improve it, ideas to help teachers become more effective at leading classroom discussion, and how observing other teachers can improve instruction for diverse student populations.

This book provides information many teachers have been looking for as they strive to address diversity and create equity in their classroom. I highly recommend it to any teacher who believes that every student can be successful in mathematics.

—Linda Kallam
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FROM OTHER PUBLISHERS

50 Mathematics Lessons: Rich and Engaging Ideas for Secondary Mathematics, Colin Foster, 2008. 120 pp., \$39.95 paper. ISBN 978-1-84706-102-7. Continuum International Publishing Group; www.continuumbooks.com.



This collection of fifty interesting problems is intended for secondary mathematics teachers as a resource for engaging students more actively in learning and doing mathematics. To this end, the author has succeeded in creating a nice collection of problems that teachers can easily incorporate into their lessons. This resource includes a table of contents that lets the reader search for applicable activities quickly. In addition, most activities or lessons require only paper, the Internet, and students willing to participate.

One weakness of the book is that it

seems to be a collection of problems that may already be familiar to some readers. Also, all the lessons involving A4 paper would have to be tweaked slightly (the author is presumably British).

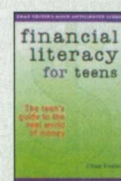
Most of the lessons are geared toward geometry and algebra classrooms, but the book contains a plethora of ideas for advanced students to discover. Most lessons include extensions and room for students to generalize their findings, where a more advanced student could be directed.

Although this book is somewhat expensive, I would recommend it as a good resource for any teacher with algebra or geometry students.

—Michael Davis

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Financial Literacy for Teens: The Teen's Guide to the Real World of Money, Chad Foster, 2005. 120 pp., \$11.00 paper. ISBN 0-9644456-3-8. Edbookings; www.edbookings.com.



This book does not teach financial calculation; rather, it is aimed at the noncomputational part of financial literacy. Few students would quibble with the advice to save money, yet few save, and fewer still do a good job of saving. Do they lack understanding of the importance of saving? Do they lack the fundamental skills to do the work involved? Or do they lack discipline and persistence? Foster aims to inspire students to act in their own best interests; he is not trying to teach arithmetic.

Consumer mathematics classes present techniques for comparing cash flows and assessing risk. But we need to do more than show students these tools. We need to enlighten them about the value of these tools and how to use them. We must be