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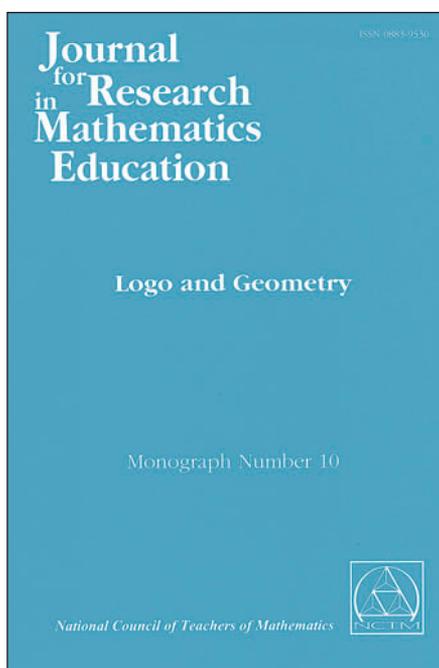
## JOURNAL FOR RESEARCH IN MATHEMATICS EDUCATION: LOGO AND GEOMETRY: MONOGRAPH NUMBER 10

*Douglas H. Clements, Michael T. Battista, and Julie Sarama, 2001. 177 pp., \$14.95 paper. ISBN 0-87353-509-X. National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 20191-1502, (800) 235-7566, [www.nctm.org](http://www.nctm.org).*

This monograph reports on the results of a research project to explore the impact of a Logo-based curriculum on students' geometric competencies.

The goal of the Logo Geometry Project was to create, implement, and assess a research-based curriculum that used Logo turtle graphics to develop elementary students' geometric competencies. The theoretical perspectives of Piaget and van Hiele provided the fundamental background for the project.

*Prices on software, books, and materials are subject to change. Consult the suppliers for the current prices. The comments reflect the reviewers' opinions and do not imply endorsement by the National Council of Teachers of Mathematics.*



The curriculum development was conducted over four years. During year 1, background research was conducted, elementary school curricula were reviewed, and a new curriculum was developed. Logo activities were constructed to promote the objectives of the curriculum, and corresponding teacher materials were developed. During year 2, the Logo-enhanced curriculum was field-tested by teachers involved in the project. During year 3, more extensive field tests and evaluations were conducted. In year 4, the materials were revised and published.

This monograph carefully describes the theoretical basis of the curriculum, the curriculum itself, and the research methodology. It also reports in considerable detail on the results of the pre- and

posttests, the classroom observations, and individual student interviews. The monograph concludes with a discussion of new developments and research on Logo and geometry and considers the implications of the theoretical perspective.

At a time when students are recognized as having difficulty with basic geometric problem solving, this monograph demonstrates that a curriculum based on Logo has a positive effect on student learning. The thorough and highly professional approach to the formulation, conduct, evaluation, and reporting of this project has resulted in a monograph that should be a must read for all who are involved in curriculum development in the elementary and middle school grades.—*Elisabeth Fraser, The Peck School (retired), Bernardsville, NJ 07924.*



## FRACTIONS: STEP BY STEP

*2003. Home Study Course Binder Kit, \$59.95, ISBN 0-9731663-0-4. Workbook, \$17.95, ISBN 0-9731663-4-7. Core Learning, 4211 Yonge St., Ste. 619, Toronto, ON M2P 2A9, (800) 270-4643, [www.core-learning.com](http://www.core-learning.com).*

The goal of the design of this all-purpose kit is to instruct in the topic of fractions. As stated, it is best suited for students ages 10–12; it can also be used for enrichment; for elementary-grade students or for middle school remedial students; for students under the age of 10 if designated sections are omitted; and by three students at a time, with or without a monitor-

parent, tutor, sister, brother, or guide.

The package contains benchmarks to help the learner develop a point of reference to guide his or her thinking through solutions, which is a useful strategy to reinforce estimation and to promote thought about solutions and results.

Other features include an independent study program, remedial program, and helper section. The textbook is well organized to meet such features as drill and practice and short response and open-response questions.

The CD-ROM allows the user to set up personal passwords; register; review test results; establish pass scores for tests; and print quizzes, tests, and exams.

The textbook, in conjunction with the CD-ROM, is organized with seven units that take learners to their various levels of abilities. This packet is designed for educators and for parents who wish to address the area of fractions.—*Joanna D. Krainski, Tewksbury Public Schools, Tewksbury, Massachusetts.* □

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