tales, and the ways they transform and adapt to different cultures. It shows how the world becomes more connected with each day and how this is reflected in children's literature. It is important to recognise this sense of unity that glocalisation creates, and this can be done by simply reading fairy tales and thus becoming better acquainted with the cultures that surround us.

Josipa Hotovec

Picturebooks and Problem Solving

Jeanne White. 2017. *Using Children's Literature to Teach Problem Solving in Math: Addressing the Standards for Mathematical Practice in K-5.* *Second Edition*. New York and London: Routledge. 172 pp. ISBN 978-1-138-69470-5

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Introducing elementary students to mathematical word problems has always been a challenge for teachers, considering students' initial difficulties in reading, writing, counting, adding, and subtracting. One way teachers could facilitate this process and motivate students is to use children's literature as a context for word problems. The book *Using Children's Literature to Teach Problem Solving in Math* written by Jeanne White confronts this challenge and successfully connects mathematical concepts, children's literature, and classroom practice.

The focus of the book is on problem solving, which is usually described as students' capacity to respond to non-routine situations and find their own solutions. Since the author examines elementary school levels, children's literature which promotes mathematical ideas is presented as the context for problem solving. The book provides a list of about fifty picturebooks which could be used in mathematics education from kindergarten to the fifth grade.

Each chapter of the book is dedicated to one of the eight US Standards for Mathematical Practice. These are: "Make sense of problems and persevere in solving them", "Reason abstractly and quantitatively", "Construct viable arguments and critique the reasoning of others", "Model with mathematics", "Use appropriate tools strategically", "Attend to precision", "Look for and make use of structure", and "Look for and express regularity in repeated reasoning". In each of these chapters, the author presents 6 to 8 picturebooks which may be used to encourage problem solving and meet the particular Standards requirement. With each presented picturebook, the author suggests a detailed teaching scenario for communicating with students about mathematical ideas from picturebooks and using problem solving in discussions with students. These ideas are related not only to the textual aspect of picturebooks, but also to illustrations, and are meant to encourage students' creativity and imagination.

Since mathematics, literature and classroom practice meet in this book and make a solid unity, it provides three important reading aspects: the mathematical aspect, the literary aspect, and the didactical aspect. Each aspect interacts with the other two because of the interdisciplinary nature of teaching mathematics and teaching in general.

The mathematical aspect of the book refers to selected mathematical topics, activities, and ideas presented in various picturebooks. Most of the suggested picturebooks deal

with arithmetic ideas, which is in line with curriculum requirements (namely, arithmetic covers most of school mathematics in elementary grades). The arithmetic in the suggested picturebooks mainly refers to understanding place value, counting natural numbers and their addition, subtraction, multiplication, and division. In picturebooks provided for grades 3 to 5, it also encompasses dealing with fractions, percentages, and decimals, as well as proportionality and interpreting remainders in division. Picturebooks with geometric concepts include reasoning with shapes, classifying geometric objects, understanding concepts of angle, comparing and composing shapes, and plotting points on the coordinate plane. Many suggested picturebooks involve measurement requirements, e.g. understanding the concepts of length, area, and perimeter, activities with time and money, converting measurement units, and estimation. Some picturebooks develop ideas from the field of descriptive statistics, such as representing and interpreting data. The author also analyses several picturebooks which promote pre-algebraic thinking by exploring properties of operations or analysing patterns and relationships. These different mathematical concepts found in children's literature indicate that the author wanted not only to provide a long list of mathematical picturebooks, but also to describe the broad and diverse offer of mathematical competences in them.

The literary aspect refers to encouraging children to read literature and use picturebooks. It is important to note that the literary aspect does not refer to the literary style of the analysed books, but to the author's intentions to increase the importance of literature in education. Text and illustrations in mathematics picturebooks may help young students to enhance abstract mathematical concepts: reading text may facilitate learning new and unfamiliar vocabulary, while illustrations help the visual experience which is very important in mathematics. The fact that picturebooks are often used for multiple re-readings by children also facilitates problem solving and understanding mathematical ideas. Furthermore, both text and illustrations make a new artistic whole which encourages readers' imagination and creativity.

The didactical aspect of the book refers to ways of using children's literature in the mathematics classroom in light of new US curriculum standards. Therefore, the discourse throughout the book is oriented towards teachers. Since the meeting of mathematics and literature in this book happens in the classroom, the didactical dimension is with good reason very emphasised. This is reflected in the author's numerous recommendations to teachers concerning the use of picturebooks for strengthening problem solving skills in mathematics lessons. The author's numerous comments for teachers and suggested questions for students all promote this aspect. These comments and questions provide rich outlines for teaching scenarios which might be helpful to teachers, particularly for dealing with new curricular requirements. In this way, teachers can gain insight into the curriculum via interdisciplinary activities.

The three aspects mentioned above are all intended to encourage problem solving: children's literature provides a well-based context for problem solving, mathematics is used as a tool and medium of communication in the problem-solving process, while didactics provides the opportunity to develop problem-solving skills in schools. This is an inspirational and motivating way of approaching problem solving in contemporary mathematics education. In traditional lessons, problem solving (if present at all) is

presented through intra-mathematical tasks without context, which is inappropriate and demotivating for many students, especially in the lower grades. Therefore, using mathematics picturebooks as a context for problem solving may help young students grasp the basics of word problems. Although dealing with word problems in lower grades follows a strict procedure (also featured in this book), the suggested questions provide a variety of opportunities for encouraging students' creativity – in the field of mathematics, literacy, communication, arts, etc.

The book ends with the chapter titled "Next steps", in which the author recommends math teachers to collaborate with other teachers and use picturebooks (and other resources) in mathematics education, all with the aim of improving the culture of problem solving. The author's last sentence in the book, intended for teachers, addresses one of the crucial challenges of mathematics education: "Please persist in teaching your students the importance of the process of problem solving rather than simply focusing on which student can provide the correct answer" (167). Using open-ended questions that promote creating connections and placing emphasis on the process of reaching the solution (and not exclusively on its correctness!) are some of the aims of contemporary mathematics education. They encourage creativity in expressing mathematical ideas, building critical reasoning, abstract thinking, and communication skills.

Although the picturebook market is vast and rich, teachers do not often come across recommendations for about 50 mathematics picturebooks in one book, accompanied by didactical comments and guides on how to use these picturebooks in mathematics education. The book *Using Children's Literature to Teach Problem Solving in Math* helps fill this gap.

Dubravka Glasnović Gracin

Novi pristup književnoj povijesti

Vinko Brešić. 2015. *Hrvatska književnost 19. stoljeća*. Zagreb: Alfa. 432 str. ISBN 978-953-297-752-3

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Vinko Brešić u „Predgovoru" svoj pristup hrvatskoj književnosti 19. stoljeća definira kao „historiografsku konstrukciju" književne strukture koja se sastoji od nekoliko slojeva. Ti slojevi nisu samo književni žanrovi kao oblici i postupci s vlastitim logikama razvoja, već su to i one sastavnice književnoga života koje čine nezaobilaznu i neophodnu infrastrukturu književnoga djelovanja.

Književne povijesti najčešće pristupaju pojedinomu razdoblju preko književnih opusa autora, književni se opusi raščlanjuju, a njihovi vrsni dijelovi uspoređuju i valoriziraju, potom se srodni književni opusi uspoređuju i rangiraju. Pritom se u ime zaokruženosti autorskih opusa ponekad gubi ono što je najzanimljivije, a to je istinski izvorni doprinos djela u odnosu na tradiciju vrste koje je dano djelo dio. Ili, pak, povijesti književnosti prate događaje u sumi svakoga pojedinoga kronološkoga sloja, a tada je vrlo teško pratiti autore koji pripadaju dvama ili većemu broju razdoblja.

Brešić će, nasuprot takvim praksama i žrtvujući uobičajene načine prikaza cjelovitih autorskih opusa kao i manje ili više zaokružena književnopovijesna razdoblja, prikazati