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| 1. Record Nr. | UNINA990006870820403321 |
| Titolo | Qualità della vita e strumenti sociologici : tecniche di rilevazione e percorsi di analisi / a cura di L. Altieri, L. Luison |
| Pubbl/distr/stampa | Milano : FrancoAngeli, 1997 |
| ISBN | 88-464-0203-0 |
| Descrizione fisica | 144 p. ; 22 cm |
| Collana | Sociologia professionale ; 3 |
| Disciplina | 306 |
| Locazione | FSPBC |
| Collocazione | COLLEZ. 1851 (3) |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| 2. Record Nr. | UNICAMPANIASUN0051508 |
| Autore | Gaudemet, Jean |
| Titolo | 1: Sources et theorie generale du droit / Jean Gaudemet |
| Pubbl/distr/stampa | [Napoli] : Jovene, [1979] |
| Descrizione fisica | XXVIII, 514 p. ; 24 cm. |
| Lingua di pubblicazione | Francese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |

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| 3. Record Nr. | UNINA9910811632903321 |
| Autore | Teele Sue |
| Titolo | Overcoming barricades to reading : a multiple intelligences approach / / Sue Teele |
| Pubbl/distr/stampa | Thousand Oaks, California : , : Corwin Press, , 2004 ©2004 |
| ISBN | 1-4833-6031-8 1-4833-6250-7 |
| Descrizione fisica | 1 online resource (233 p.) |
| Disciplina | 372.47/2 |
| Soggetti | Developmental reading Reading (Elementary) Multiple intelligences |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Cover; Contents; Foreword; About the Author; Chapter 1 - Introduction; Crystallizing and Paralyzing Experiences; Children's Developmental Progressions; Chapter 2 - The Theory of Multiple Intelligences: A Vehicle for Learning; The Theory of Multiple Intelligences; Linguistic Intelligence; Logical-Mathematical Intelligence; Spatial Intelligence; Musical Intelligence; Bodily-Kinesthetic Intelligence; Intrapersonal Intelligence; Interpersonal Intelligence; The Teele Inventory of Multiple Intelligences; Chapter 3 - The Relationship of the Brain to Teaching Reading Connections in the Brain Stem, the Limbic System, and the Cerebral CortexRight and Left Hemispheres; Lobes of the Brain; Neural Branching and Pruning; The Relationship of the Brain to Reading; Three Brain Systems; How Children Acquire Language; Chapter 4 - The Process of Learning to Read; History of the English Language's Oral and Written System; Language and Learning; The Process of Learning to Read; Different Approaches to Teaching Reading; The Systematic Phonics Approach; The Literature-Based, Whole-Language Approach; Studies about Different Reading Approaches A Multifaceted, Integrated Approach to Teaching ReadingCharacteristics |

of a Multifaceted, Integrated Model for Teaching Reading; Chapter 5 - The Reading Process: How Children Learn to Read; Phonics, Phonemic Awareness, and Phonological Awareness; Phonics; Phonemic Awareness; Ways to Teach Phonemic Awareness; Phonological Awareness; Alphabet Knowledge; Metalinguistic Awareness; Automaticity; Activities to Assist Beginning Readers in Relating Phonemic Awareness to Vocabulary Development; The Role of Spelling in the Reading Process; Sounds in Language; The Translation Process of Reading

Chapter 6 - Comprehension and Writing SkillsOral Language; Teaching Students to Comprehend What They are Reading; Comprehension Strategies, Approaches for Teaching These Strategies, and Intelligences That Match Each Strategy; Text Structure; Narrative; Exposition; Teaching Students to Write; The Progression from Reading to Writing; Chapter 7 - Structural Techniques That Assist Students in Improving Decoding, Comprehension, and Writing Skills; Venn Diagram; Timeline; Sequence-of-Events Chain; Clusters, Webs, and Maps; Synonym Web; Word Map; Semantic Word Map; Concept Map; Descriptive Map Word WebsDiagramming Sentences; Concept Wheel; Sound Wheel; Storyboard; Story Pyramid; Pictorial Input; T-Chart; Graphic Organizers and Multiple Intelligences; Chapter 8 - Strategies for Integrating the Theory of Multiple Intelligences into Teaching Reading; The Relationship of Spatial Intelligence to Reading; Integrating Musical Intelligence into Teaching Reading; Activities That Utilize Bodily-Kinesthetic Intelligence to Teach Decoding and Vocabulary Skills; Teaching Reading to Logical-Mathematical Learners Activities Using Multiple Intelligences to Assist in Developing Comprehension Skills

Sommario/riassunto

This exciting resource helps teachers capitalize on the individual strengths of their students to unlock the door to literacy.
