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Titolo	The cradle of culture and what children know about writing and numbers before being taught // Liliana Tolchinsky
Pubbl/distr/stampa	Mahwah, N.J., : L. Erlbaum Associates, 2003
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Edizione	[1st ed.]
Descrizione fisica	1 online resource (291 p.)
Collana	The developing mind series
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 227-240) and indexes.
Nota di contenuto	Contents; Preface; Introduction: What Children Know and We Have Already Forgotten About Writing and Numerals; 1 What Philosophers Say About Representational Means That May Help Us to Understand What Makes Writing and Numerals so Special; 2 What Historians Say About the Origin and History of Writing and Numerals; 3 What Children Know About Writing Before Being Formally Taught to Write; 4 What Children Know About Numerals Before Being Formally Taught and Immediately Afterward; 5 What Children Know About the Relations Between Writing and Number Notation 6 The Effect of Writing on Children and Grown-ups Once It Has Been Learned 7 Closing Reflections on Notational Systems, Boomerangs, and Circles; References; Glossary; Author Index; Subject Index
Sommario/riassunto	This book provides a thrilling description of preliterate children's developing ideas about writing and numerals, and it illustrates well the many ways in which cultural artifacts influence the mind and vice versa. Remarkably, children treat writing and numerals as distinct even before they have received any formal training on the topic, and well before they learn how to use writing to represent messages and numerals to

represent quantities. In this revolutionary new book, Liliana Tolchinsky argues that preliterate children's experiences with writing and numerals play an essential and
