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Edizione	[1st ed.]
Descrizione fisica	1 online resource (164 pages) : illustrations
Disciplina	372.21/8
Soggetti	Readiness for school - United States Kindergarten - United States Kindergarten - Curricula - United States
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	""KINDERGARTEN READINESS-FRONT COVER""; ""KINDERGARTEN READINESS""; ""CONTENTS""; ""FIGURES, TABLES, AND RESOURCES""; ""DEDICATION""; ""ABOUT THE AUTHOR""; ""INTRODUCTION""; ""Definition of Key Terms""; ""Professional Development Discussion Guide""; ""CHAPTER 1: CONCEPTUALIZING KINDERGARTEN READINESS: WHAT DOES IT MEAN TO BE READY FOR KINDERGARTEN?""; ""Conclusion""; ""Professional Development Discussion Guide""; ""Where Can I Learn More?""; ""CHAPTER 2: A NEW FRAMEWORK FOR KINDERGARTEN READINESS""; ""Physical Well-Being and Motor Development""; ""Social Development"" ""Emotional Development""""Approaches Toward Learning""; ""Language and Communication Development""; ""Emerging Literacy Development""; ""Cognitive Development and General Knowledge""; ""Conclusion""; ""Professional Development Discussion Guide""; ""Where Can I Learn More?""; ""CHAPTER 3: WHAT DO YOUNG CHILDREN NEED TO KNOW AND BE ABLE TO DO TO BE READY FOR KINDERGARTEN?""; ""Early Learning Standards""; ""High-Quality Preschool Education"";

""Kindergarten Teachersa€? Readiness Views""; ""Preschool Teachersa€? and Parentsa€? Readiness Beliefs""; ""Common Core Content Standards""
""Conclusion""""Professional Development Discussion Guide""; ""Where Can I Learn More?""; ""CHAPTER 4: THE DEVELOPMENTALLY APPROPRIATE CURRICULUM""; ""The Need for a Developmentally Appropriate Curriculum""; ""Developmentally Appropriate Practice"";
""Physical Well-Being and Motor Development""; ""Social Development"";
""Emotional Development""; ""Approaches toward Learning"";
""Emerging Literacy Development""; ""Language and Communication Development""; ""Cognitive Development and General Knowledge""
""A Model of Developmentally Appropriate Learning Experiences That Integrate All Domains of Early Learning and Development""""An Integrated Model Beginning With Literature""; ""Conclusion"";
""Professional Development Discussion Guide""; ""Where Can I Learn More?""; ""CHAPTER 5: CREATING A DEVELOPMENTALLY APPROPRIATE CLASSROOM LEARNING ENVIRONMENT""; ""Early Literacy, Language, and Communication""; ""Physical Motor Development""; ""Social and Emotional Development""; ""Cognitive Development and General Knowledge""; ""The Emotionally Safe Classroom Environment"";
""Conclusion""
""Professional Development Discussion Guide""""Where Can I Learn More?""; ""CHAPTER 6: ASSESSMENT OF YOUNG CHILDREN"";
""Conclusion""; ""Sample Assessment Checklists and Templates"";
""Professional Development Discussion Guide""; ""Where Can I Learn More?""; ""CHAPTER 7: ADDRESSING THE NEEDS OF STRUGGLING CHILDREN""; ""How Does the Teacher Determine If There Is a Problem? What Happens Next?""; ""Assessment""; ""Identification of Challenges, Weaknesses, or Concerns""; ""Meeting as a Professional Learning Community""; ""Implement Interventions""; ""Reassessment""
""Communicate Concerns with the Family""

Sommario/riassunto

Entering kindergarten ready to learn is a topic of growing concern in this country. The kindergarten year has important consequences for a child's acquisition of knowledge and skills that are powerful determinants for later school success. Kindergarten teachers report that more than half of children enter school with a number of problems and are not optimally ready to learn, putting them at-risk for school failure, retention, or in need of later intervention. We know what difference early childhood programs make in the lives of our kids. The time has come to put children first by focusing investments where research and effective practice tell us we will have the greatest opportunity for long-term success. -President Obama "Invest in Early Childhood Education," The Obama Education Plan: An ...

2. Record Nr.	UNINA9910484884603321
Titolo	Discrete Geometry for Computer Imagery : 19th IAPR International Conference, DGCI 2016, Nantes, France, April 18-20, 2016. Proceedings // edited by Nicolas Normand, Jeanpierre Guédon, Florent Autrusseau
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016
ISBN	3-319-32360-1
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (IX, 453 p. 208 illus.)
Collana	Image Processing, Computer Vision, Pattern Recognition, and Graphics, , 3004-9954 ; ; 9647
Disciplina	006.6869
Soggetti	Computer graphics Computer vision Pattern recognition systems Computer science - Mathematics Discrete mathematics Algorithms Artificial intelligence Computer Graphics Computer Vision Automated Pattern Recognition Discrete Mathematics in Computer Science Artificial Intelligence
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di contenuto	Combinatorial tools -- Discretization -- Discrete tomography -- Discrete and combinatorial topology.-Shape descriptors -- Models for discrete geometry -- Circle drawing -- Morphological analysis -- Geometric transforms -- Discrete shape representation, recognition and analysis.
Sommario/riassunto	This book constitutes the refereed proceedings of the 19th IAPR International Conference on Discrete Geometry for Computer Imagery,

DGCI 2016, held in Nantes, France, in April 2016. The 32 revised full papers presented together with 2 invited talks were carefully selected from 51 submissions. The papers are organized in topical sections on combinatorial tools; discretization; discrete tomography; discrete and combinatorial topology; shape descriptors; models for discrete geometry; circle drawing; morphological analysis; geometric transforms; and discrete shape representation, recognition and analysis.
