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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
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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.
