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| 1. Record Nr.           | UNIORUON00156165   |
| Autore                  | OLIVER, Edward E.  |
| Titolo                  | Across the border or Pathan and Biloch / Edward E. Oliver ; illustrated by J. L. Kipling   |
| Pubbl/distr/stampa      | Lahore, : al-biruni, 1977  |
| Descrizione fisica      | 344 p. ; 23 cm   |
| Classificazione         | SI XIV   |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| 2. Record Nr.           | UNINA9910974596603321  |
| Autore                  | Clemson David  |
| Titolo                  | Mathematics in the early years // David Clemson and Wendy Clemson  |
| Pubbl/distr/stampa      | London ; ; New York, : Routledge, 1994   |
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| Edizione                | [1st ed.]  |
| Descrizione fisica      | 1 online resource (238 p.)   |
| Collana                 | Teaching and learning in the first three years of school   |
| Altri autori (Persone)  | ClemsonWendy   |
| Disciplina              | 372.7/049  |
| Soggetti                | Mathematics - Study and teaching (Primary)   |
| Lingua di pubblicazione | Inglese  |
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| Livello bibliografico   | Monografia   |
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| Nota di bibliografia    | Includes bibliographical references (p. [213]-218) and indexes.  |
| Nota di contenuto       | Cover; Mathematics in the early years; Copyright; Contents; Illustrations; Editor's preface; Foreword; Acknowledgements; Part I. A context for mathematics; 1. How children learn; 2. Home and school; |

Part II. The subject mathematics; 3. What mathematics is; 4. The mathematics curriculum; 5. Mathematics and language; Part III. Managing mathematics; 6. School plans; 7. Mathematics in the classroom; Part IV. Mathematics in action; 8. Classroom episodes; Part V. Assessment, record keeping and evaluation; 9. Monitoring progress; 10. Modifying practice; Part VI. In-service education  
11. Workshop ideasBibliography; Author index; Subject index

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Sommario/riassunto

The Clemsons' clear and readable book takes the reader from debates about how children learn and what children know and can do when they start school; through to a discussion of how mathematics can be managed, assessed and evaluated in the school and classroom. Linking these two parts of the book is a section on the subject of mathematics itself, from which the non-specialist reader can gain a view of what mathematics is, what needs to be thought about in planning and offering a curriculum and the special dilemmas faced in teaching and learning mathematics as a subject. A bank of case studies

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