

| | |
|-------------------------|---|
| 1. Record Nr. | UNISA990003671540203316 |
| Autore | SCHILHAB, Theresa |
| Titolo | The Symbolic Species Evolved / Theresa Schilhab, Frederik Stjernfelt, Terrence Deacon |
| Pubbl/distr/stampa | Berkeley : Springer, 2012 |
| ISBN | 978-94-007-2335-1 |
| Descrizione fisica | XIII, 288 p. ; 24 cm |
| Collana | Biosemiotics ; 6 |
| Altri autori (Persone) | STJERNFELT, Frederik |
| Disciplina | 612.82336 |
| Soggetti | Linguaggio - Neuroscienze |
| Collocazione | II.3. 3653 |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |

| | |
|-------------------------|---|
| 2. Record Nr. | UNINA9910461166003321 |
| Autore | Aubrey Carol |
| Titolo | A developmental approach to early numeracy : helping to raise childrens achievements and deal with difficulties in learning // Carol Aubrey |
| Pubbl/distr/stampa | Birmingham : , : Questions Publishing Company, , [1999] ©1999 |
| ISBN | 1-283-20770-2 9786613207708 1-4411-9164-X |
| Edizione | [1st ed.] |
| Descrizione fisica | 1 online resource (142 p.) |
| Disciplina | 372.72044 |
| Soggetti | Numeracy - Study and teaching (Elementary) Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di contenuto | CONTENTS; Introduction; Chapter 1; Mathematics and the role of the SENCO; Chapter 2; A sound beginning?; Chapter 3; All sixes and sevens?; Chapter 4; Summing up eight- and nine-year-olds; Chapter 5; Improving the achievements of ten- and eleven-year-olds with specific difficulties; Index |
| Sommario/riassunto | Under-achievement in maths is a growing concern for many teachers. This book shows how a developmental approach to teaching maths can help to both identify difficulties and raise children's achievement. Beginning with the Early Years, age - focused chapters outline some of the strategies that can be used to identify those in need of special teaching. Practical examples show how these strategies can be applied in classroom situations. Beginning with the early years, age-focused chapters look at: the knowledge children develop outside school. how teachers can assess and build on that knowledge. |