

1.	Record Nr.	UNISALENTO991002215539707536
	Autore	Leydi, Roberto
	Titolo	Como e il suo territorio / a cura di Roberto Leydi e Glauco Sanga
	Pubbl/distr/stampa	Milano : Silvana, c1978
	Descrizione fisica	683 p., [32] c. di tav. : ill. ; 19 cm.
	Collana	Mondo popolare in Lombardia ; 4
	Altri autori (Persone)	Sanga, Glauco
	Disciplina	398.094523
	Soggetti	Folklore - Como <territorio>
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910971649703321
	Autore	Kress Gunther R
	Titolo	Before writing : rethinking the paths to literacy / / Gunther Kress
	Pubbl/distr/stampa	New York, : Routledge, 1997
	ISBN	1-134-77402-8 9786610141029 1-134-77403-6 1-280-14102-6 0-203-99269-5
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (200 p.)
	Disciplina	372.6
	Soggetti	Language arts (Elementary) Reading (Elementary) English language - Composition and exercises - Study and teaching (Elementary) Literacy Children - Language
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa

Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Include bibliographical references and index.
Nota di contenuto	Preliminaries; Contents; Preface; 1 Literacy identity and futures; 2 My Gawd I made it like Australia making meaning in many media; 3 Making sense of the world The seagulls are reading the newspaper; 4 Drawing letters and writing dinosaurs children's early engagement with print; 5 You made it like a crocodile a theory of children's meaning making; 6 Literacy and theories of language; 7 Teaching literacy learning literacy; 8 Futures; Bibliography; Index
Sommario/riassunto	Gunther Kress argues for a radical reappraisal of the phenomenon of literacy, and hence for a profound shift in educational practice. Through close attention to the variety of objects which children constantly produce (drawings, cuttings-out, 'writings' and collages), Kress suggests a set of principles which reveal the underlying coherence of children's actions; actions which allow us to connect them with attempts to make meaning before they acquire language and writing. This book provides fundamental challenges to commonly held assumptions about both language and literacy, thought and acti