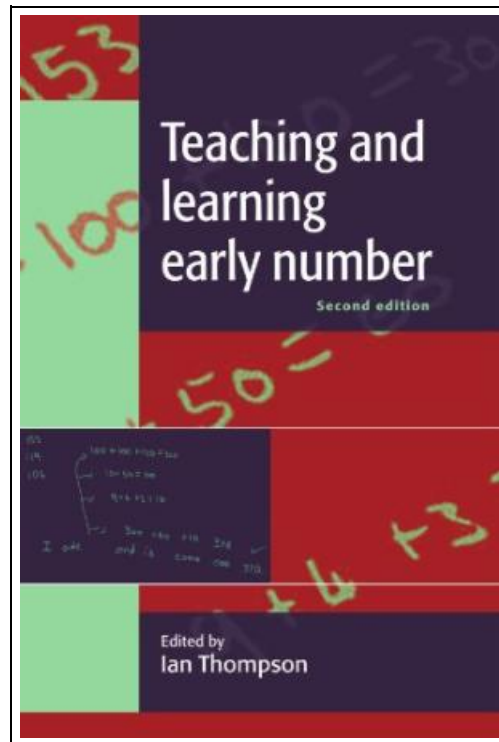


Teaching and Learning Early Number (Paperback)



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Reviews

Just no words to explain. Indeed, it is actually play, nevertheless an amazing and interesting literature. Its been written in an exceptionally simple way and is particularly simply following i finished reading through this ebook by which in fact altered me, alter the way in my opinion.

(Leilani Rippin)

TEACHING AND LEARNING EARLY NUMBER (PAPERBACK)



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OPEN UNIVERSITY PRESS, United Kingdom, 2009. Paperback. Condition: New. 2nd edition. Language: English . Brand New Book. This richly varied text offers generous support for every aspect of the teacher's role, while constantly reminding us that mathematical activity is not a de-contextualised skill that children possess, but part of their identity, their way of being in the world, engaged with the world, energetically - and playfully - trying to make sense of it. Mary Jane Drummond, formerly of the Faculty of Education, University of Cambridge, UK Teaching and Learning Early Number is a bestselling guide for all trainee and practising Early Years teachers and classroom assistants. It provides an accessible guide to a wide range of research evidence about the teaching and learning of early number. Major changes in the primary mathematics curriculum over the last decade - such as the National Numeracy Strategy, the Primary National Strategy, the Early Years Foundation Stage and the Williams Review - have greatly influenced the structure of this new edition. The book includes: A new introductory chapter to set the scene Six further new chapters - including Mathematics through play, Children's mathematical graphics and Interview-based assessment of early number knowledge Six completely re-written chapters and two updated chapters A new concluding chapter looking to the future The chapters can be read in a standalone fashion and many are cross referenced to other parts of the book where specific ideas are dealt with in a different manner. Issues addressed include: new research on the complex process of counting and on children's written mathematical marks; counting in the home environment and play in the school setting; the importance of mathematical representations and of ICT in children's understanding of number; errors and misconceptions and the assessment of children's number knowledge.



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