

RÉFÉRENCES

American Association for the Advancement of Science [AAAS-Benchmarks]. *Benchmark for Science Literacy*. New York, NY: Oxford University Press, 1993.

Anderson, A.G. “Parents as Partners: Supporting Children’s Mathematics Learning Prior to School.” *Teaching Children Mathematics*, 4 (6), February 1998, p. 331–337.

Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Many Intelligences*. New York, NY: NAL-Dutton, 1993.

Ashlock, R. “Diagnosing Error Patterns in Computation.” *Error Patterns in Computation*. Columbus, Ohio: Prentice Hall, 1998, p. 9–42.

Banks, J.A., and C.A.M. Banks. *Multicultural Education: Issues and Perspectives*. Boston: Allyn and Bacon, 1993.

Becker, J.P., and S. Shimada. *The Open-Ended Approach: A New Proposal for Teaching Mathematics*. Reston, VA: The National Council of Teachers of Mathematics, 1997.

Ben-Chaim, D. et al. “Adolescents Ability to Communicate Spatial Information: Analyzing and Effecting Students’ Performance.” *Educational Studies Mathematics*, 20(2), May 1989, p. 121–146.

Borasi, R. *Learning Mathematics through Inquiry*. Portsmouth, NH: Heinmann, 1992.

Borsari, R. *Reconceiving Mathematics Instruction: A Focus on Errors*. Norwood, NJ: Ablex, 1996.

Bright, George W., et al. *Navigating through Data Analysis in Grades 6–8*. Reston, VA: The National Council of Teachers of Mathematics, 2003.

British Columbia. Ministry of Education. *The Primary Program: A Framework for Teaching*, 2000.

Burke, M.J., and F.R. Curcio. *Learning Mathematics for a New Century (2000 yearbook)*. Reston, VA: National Council of Teachers of Mathematics, 2000.

Burke, M., D. Erickson, J. Lott, and M. Obert. *Navigating through Algebra in Grades 9–12*. Reston, VA: The National Council of Teachers of Mathematics, 2001.

Buschman, Larry. “Using Student Interviews to Guide Classroom Instruction: An Action Research Project.” *Teaching Children Mathematics*, December 2001, p. 222–227.

Caine, Renate Numella, and Geoffrey Caine. *Making Connections: Teaching and the Human Brain*. Menlo Park, CA: Addison-Wesley Publishing Company, 1991.

Chambers, D.L., Editor. *Putting Research into Practice in the Elementary Grades*. Virginia: The National Council of Teachers of Mathematics, 2002.

Chapin, Suzanne, et al. *Navigating through Data Analysis and Probability in Grades 3–5*. Reston VA: The National Council of Teachers of Mathematics, 2003.

Charles, Randall, and Joanne Lobato. *Future Basics: Developing Numerical Power, a Monograph of the National Council of Supervisors of Mathematics*. Golden, CO: National Council of Supervisors of Mathematics, 1998.

Clements, D.H. "Geometric and Spatial Thinking in Young Children." In J. Copley (ed.), *Mathematics in the Early Years*. Reston, VA: The National Council of Teachers of Mathematics, 1999, p. 66–79.

Clements, D.H. "Subitizing: What is it? Why teach it?" *Teaching Children Mathematics*, March, 1999, p. 400–405.

Colan, L., and J. Pegis. *Elementary Mathematics in Canada: Research Summary and Classroom Implications*. Toronto, ON: Pearson Education Canada, 2003.

Confrey, J. "A Review of the Research on Student Conceptions in Mathematics, Science and Programming." In C. Cadzen (ed.), *Review of Research in Education*, 16. Washington, DC: American Educational Research Association, 1990, p. 3–56.

Cuevas, G., and K. Yeatt. *Navigating through Algebra in Grades 3–5*. Reston VA: The National Council of Teachers of Mathematics, 2001.

Dacey, Linda, et al. *Navigating through Measurement in Prekindergarten – Grade 2*. Reston, VA: National Council of Teachers of Mathematics, 2003.

Davis, R.B., and C.M. Maher. "What Do We Do When We 'Do Mathematics'?" *Constructivist Views on the Teaching and Learning of Mathematics*. Reston, VA: The National Council of the Teachers of Mathematics, 1990, p. 195–210.

Day, Roger, et al. *Navigating through Geometry in Grades 9–12*. Reston VA: The National Council of Teachers of Mathematics, 2002.

Egan, K. *The Educated Mind: How Cognitive Tools Shape our Understanding*. Chicago & London: University of Chicago Press, 1997.

Findell, C., et al. *Navigating through Geometry in Prekindergarten – Grade 2*. Reston, VA: The National Council of Teachers of Mathematics, 2001.

Friel, S., S. Rachlin, and D. Doyle. *Navigating through Algebra in Grades 6–8*. Reston, VA: The National Council of Teachers of Mathematics, 2001.

Fuys, D., D. Geddes, and R. Tischler. *The van Hiele Model of Thinking in Geometry Among Adolescents*. Reston, VA: The National Council of Teachers of Mathematics, 1998.

Gattegno, C. *The Common Sense of Teaching Mathematics*. New York, NY: Educational Solutions, 1974.

Gavin, M., Belkin, A. Spinelli, and J. St. Marie. *Navigating through Geometry in Grades 3–5*. Reston, VA: The National Council of Teachers of Mathematics, 2001.

Gay, S., and M. Thomas. "Just Because They Got It Right, Does it Mean They Know It?" In N.L. Webb (ed.), *Assessment in the Mathematics Classroom*. Reston, VA: The National Council of Teachers of Mathematics, 1993, p. 130–134.

Ginsburg, H.P., et al. "Happy Birthday to You: Early Mathematical Thinking of Asian, South American, and U.S. Children." In T. Nunes and P. Bryant (eds.), *Learning and Teaching Mathematics: An International Perspective*. Hove, East Sussex: Psychology Press, 1997, p. 163–207.

Greenes, C.M., et al. *Navigating through Algebra in Prekindergarten – Grade 2*. Reston, VA: The National Council of Teachers of Mathematics, 2001.

Greeno, J. *Number sense as a situated knowing in a conceptual domain.* *Journal for Research in Mathematics Education* 22 (3), 1991, p. 170–218.

Griffin, S. *Teaching Number Sense.* ASCD Educational Leadership, February, 2004, p. 39–42.

Haylock, Derek, and Anne Cockburn. *Understanding Mathematics in the Lower Primary Years.* Thousand Oaks, California: SAGE Publications Inc., 2003.

Heaton, R.M. *Teaching Mathematics to the New Standards: Relearning the Dance.* New York, NY: Teachers College Press, 2001.

Hope, Jack A., et al. *Mental Math in the Primary Grades* (p. v). Dale Seymour Publications, 1988.

Hopkins, Ros (ed.). *Early Numeracy in the Classroom.* Melbourne, Australia: State of Victoria, 2001.

Howden, H. *Teaching Number Sense.* *Arithmetic Teacher*, 36 (6), 1989, p. 6–11.

Howe, R. “Knowing and Teaching Elementary Mathematics: *Journal of Research in Mathematics Education*, 1999. 30(5), p. 556–558.

Hunting, R.P. “Clinical Interview Methods in Mathematics Education Research and Practice.” *Journal of Mathematical Behavior*, 1997, 16(2), p. 145–165.

Kamii, C. *Multidigit Division – Two Teachers Using Piaget’s Theory.* Colchester, VT: Teachers College Press, 1990.

Kamii, C., and A. Dominick. “To Teach or Not to Teach Algorithms.” *Journal of Mathematical Behavior*, 1997, 16(1), p. 51–61.

Kelly, A.G. “Why Can’t I See the Tree? A Study of Perspective.” *Teaching Children Mathematics*, October 2002, 9(3), p. 158–161.

Kersaint, G. “Raking Leaves – The Thinking of Students.” *Mathematics Teaching in the Middle School*, November 2002, 9(3), p. 158–161.

Kilpatrick, J., J. Swafford, and B. Findell (eds.). *Adding it Up: Helping Children Learn Mathematics.* Washington, DC: National Academy Press, 2001.

Kilpatrick, J., W.G. Martin, and D. Schifter (eds.). *A Research Companion to Principles and Standards for School Mathematics*, Virginia: The National Council of Teachers of Mathematics, 2003.

King, J. *The Art of Mathematics.* New York: Fawcett Columbine, 1992.

Lakoff, G., and R.E. Nunez. *Where Mathematics Comes From – How the Embodied Mind Brings Mathematics into Being.* New York, NY: Basic Books, 2000.

Lampert, M. *Teaching Problems and the Problems of Teaching.* New Haven & London: Yale University Press, 2001.

Ma, L. *Knowing and Teaching Elementary Mathematics: Teachers’ Understanding of Fundamental Mathematics in China and the United States.* Mahwah, NJ: Lawrence Erlbaum, 1999.

Mann, R. *Balancing Act: The Truth Behind the Equals Sign.* *Teaching Children Mathematics*, September 2004, p. 65–69.

Martine, S.L., and J. Bay-Williams. “Investigating Students’ Conceptual Understanding of Decimal Fractions.” *Mathematics Teaching in the Middle School*, January 2003, 8(5), p. 244–247.

McAskill, B., et al. *WNCPC Mathematics Research Project: Final Report*. Victoria, B.C.: Holdfast Consultants Inc., 2004.

McAskill, B., G. Holmes, and L. Francis-Pelton. *Consultation Draft for the Common Curriculum Framework Kindergarten to Grade 9 Mathematics*. Victoria, B.C.: Holdfast Consultants Inc., 2005.

Moran, G.J.W. *Identifying the van Hiele Levels of Geometry Thinking in Seventh-Grade Students through the Use of Journal Writing*. Doctoral dissertation. University of Massachusetts, 1993, *Dissertation Abstracts International*, 54 (02), 464A.

NCTM. *Computation, Calculators, and Common Sense*. May 2005, NCTM.

Nelson-Thomson. *Mathematics Education: A Summary of Research, Theories, and Practice*. Scarborough, ON: Nelson, 2002.

Pape, S.J., and M.A. Tchshanov. "The Role of Representation(s) in Developing Mathematical Understanding." *Theory into Practice*, Spring 2001, 40(2), p. 118–127.

Paulos, J. *Innumeracy: Mathematical Illiteracy and its Consequences*. Vintage Books, New York, 1998.

Peck, D., S. Jencks, and M. Connell. "Improving Instruction through Brief Interviews." *Arithmetic Teacher*, 1989, 37(3), 15–17.

Pepper, K.L., and R.P. Hunting. "Preschoolers' Counting and Sharing." *Journal for Research in Mathematics Education*, March 1998, 28(2), p. 164–183.

Peressini D., and J. Bassett. "Mathematical Communication in Students' Responses to a Performance-Assessment Task." In P.C. Elliot, *Communication in Mathematics K–12 and Beyond*. Reston, VA: The National Council of Teachers of Mathematics, 1996, p. 146–158.

Perry, J.A., and S.L. Atkins. "It's Not Just Notation: Valuing Children's Representations." *Teaching Children Mathematics*. September 2002, 9(1), p. 196–201.

Pugalee, D., et al. *Navigating Through Geometry in Grades 6–8*. Reston, VA: The National Council of Teachers of Mathematics, 2002.

Rigby-Heinemann. *First Steps in Mathematics: Number*. Sydney, AU: Rigby-Heinemann, 2004.

Robitaille, D., G. Orpwood, and A. Taylor. *The TIMSS-Canada Report, Vol. 2–G4*. Vancouver, BC: Dept. of CUST – UBC, 1997.

Romagnano, L. *Wrestling with Change – The Dilemmas of Teaching Mathematics*. Portsmouth, NH: Heinemann, 1994.

Rubenstein, Rheta N. *Mental Mathematics beyond the Middle School: Why? What? How?* September 2001, Vol. 94, Issue 6, p. 442.

Sakshaug, L., M. Olson, and J. Olson. *How much film? Children are mathematical problem solvers*. Reston, VA: The National Council of Teachers of Mathematics, 2002, p. 17–20.

Sawyer, W.W. *Mathematician's Delight*. New York: Penguin Books, 1943. Cited in Moran, G.J.W., 1993.

Seymour, Dale. *Mental Math in the Primary Grades*. Palo Alto, CA: Dale Seymour Publications, 1998.

Shaw, J.M., and M.F.P. Cliatt. (1989). "Developing Measurement Sense." In P.R. Trafton (Ed.), *New Directions for Elementary School Mathematics* (p. 149–155). Reston, VA: National Council of Teachers of Mathematics.

Sheffield, Linda Jensen, et al. *Navigating through Data Analysis and Probability in Prekindergarten – Grade 2*. Reston, VA: The National Council of Teachers of Mathematics, 2002.

Small, M. *PRIME: Patterns and Algebra*. Toronto, ON: Nelson Publishing, 2005.

Small, M. *PRIME: Number and Operations*. Toronto, ON: Nelson Publishing, 2005.

Solomon, Pearl Gold. *The Math We Need to “Know” and “Do.”* Thousand Oaks, California: Sage Publications, 2001.

Steen, L.A. (ed.). *On the Shoulders of Giants – New Approaches to Numeracy*. Washington, DC: National Research Council, 1990.

Stiff, Lee. *Constructivist Mathematics and Unicorns (President’s Message)*. In *NCTM News Bulletin July/August 2001*, 3.

Swarthout, M. “Average Days of Spring – Problem Solvers.” *Teaching Children Mathematics*, March 2002, 8(7), p. 404–406.

Tang, E.P., and H.P. Ginsburg. “Young Children’s Mathematical Reasoning – A Psychological View.” In Stiff, L. and F. Curcio, *Developing Mathematical Reasoning in Grades K–12*. Reston, VA: The National Council of Teachers of Mathematics, 1999, p. 45–61.

Teppo, Anne R. *Reflecting on NCTM’s Principles and Standards in Elementary and Middle School Mathematics*. Preston, VA: The National Council of Teachers of Mathematics, 2002.

Van de Walle, John A. *Elementary and Middle School Mathematics: Teaching Developmentally*. 5th ed. Boston, MA: Pearson Education, Inc., 2004.

Van den Heuvel-Panhuizen, M., and Gravemejer (1991). “Tests Aren’t All Bad – An Attempt to Change the Face of Written Tests in Primary School

Mathematics Instruction.” In Streefland, L., *Realistic Mathematics Education in Primary School: On the Occasion of the Opening of the Freudenthal Institute*. Utrecht, Netherlands: CD-B Press, 1991, p. 54–64.

Van Hiele, P.M. *Structure and Insight: A Theory of Mathematics Education*. Orlando: Academic Press, 1986.

Vygotsky, L.S. *Thought and Language*. Cambridge, Mass: MIT Press, 1986.

Vygotsky, L.S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Mass: Harvard University Press, 1978.

Western and Northern Canadian Protocol. Rethinking classroom assessment with purpose in mind : assessment for learning, assessment as learning, assessment of learning, 2006

Willoughby, Steven. *Mathematics Education for a Changing World*. Alexandria, Virginia: Association of Supervision and Curriculum Development, 1990.

Wright, R.J. Martland, A.K. Stafford, and G. Stanger. *Teaching Number*, London, England: Paul Chapman, 2002.