

RÉFÉRENCES

- American Association for the Advancement of Science [AAAS-Benchmarks]. *Benchmark for Science Literacy*, New York, Oxford University Press, 1993.
- Anderson, A.G. « Parents as Partners: Supporting Children's Mathematics Learning Prior to School », *Teaching Children Mathematics*, vol. 4, n° 6 (février 1998), p. 331-337.
- Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Many Intelligences*, New York, 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., et C.A.M. Banks. *Multicultural Education: Issues and Perspectives*, Boston, Allyn and Bacon, 1993.
- Becker, J.P., et S. Shimada. *The Open-Ended Approach: A New Proposal for Teaching Mathematics*, Reston (Virginie), The National Council of Teachers of Mathematics, 1997.
- Ben-Chaim, D., et collab. « Adolescents Ability to Communicate Spatial Information: Analyzing and Effecting Students' Performance », *Educational Studies Mathematics*, vol. 20, n° 2 (mai 1989), p. 121-146.
- Borasi, R. *Learning Mathematics Through Inquiry*, Portsmouth (New Hampshire), Heinmann, 1992.
- Borsari, R. *Reconceiving Mathematics Instruction: A Focus on Errors*, Norwood (New Jersey), Ablex, 1996.
- Bright, George W., Wallece Brewer, Kay McClain et Edward S. Mooney. *Navigating Through Data Analysis in Grades 6-8*, Reston (Virginie), The National Council of Teachers of Mathematics, 2003.
- British Columbia Ministry of Education. *The Primary Program: A Framework for Teaching*, Victoria, 2000.
- Burke, M.J., et F.R. Curcio. *Learning Mathematics for a New Century* (2000 yearbook), Reston (Virginie), The National Council of Teachers of Mathematics, 2000.
- Burke, M., D. Erickson, J. Lott et M. Obert. *Navigating through Algebra in Grades 9-12*, Reston (Virginie), The National Council of Teachers of Mathematics, 2001.
- Buschman, Larry. « Using Student Interviews to Guide Classroom Instruction: An Action Research Project », *Teaching Children Mathematics*, décembre 2001, p. 222-227.
- Caine, Renate Numella, et Geoffrey Caine. *Making Connections: Teaching and the Human Brain*, Menlo Park (Californie), Addison-Wesley, 1991.

- Chambers, D.L. (dir.). *Putting Research into Practice in the Elementary Grades*, Reston (Virginia), The National Council of Teachers of Mathematics, 2002.
- Chapin, Suzanne, Alice Koziol, Jennifer MacPherson et Carol Rezba. *Navigating Through Data Analysis and Probability in Grades 3-5*, Reston (Virginie), The National Council of Teachers of Mathematics, 2003.
- Charles, Randall, et Joanne Lobato. *Future Basics: Developing Numerical Power, a Monograph of The National Council of Supervisors of Mathematics*, Golden (Colorado), The National Council of Supervisors of Mathematics, 1998.
- Clements D.H. « Geometric and Spatial Thinking in Young Children », *Mathematics in the Early Years*, J. Copley (dir.), Reston (Virginie), The National Council of Teachers of Mathematics, 1999, p. 66-79.
- Clements, D.H. « Subitizing: What is it? Why teach it? », *Teaching Children Mathematics*, mars 1999, p. 400-405.
- Colan, L., et J. Pegis. *Elementary Mathematics in Canada: Research Summary and Classroom Implications*, Toronto, Pearson Education Canada, 2003.
- Computation, Calculators, and Common Sense, mai 2005, NCTM.
- Confrey, J. « A Review of the Research on Student Conceptions in Mathematics, Science and Programming », *Review of Research in Education*, vol. 16, C. Cadzen (dir.), Washington, American Educational Research Association, 1990, p. 3-56.
- Cuevas, G., et K. Yeatt. *Navigating through Algebra in Grades 3-5*, Reston (Virginie), The National Council of Teachers of Mathematics, 2001.
- Dacey, Linda, Mary Cavanagh, Carol R. Findell, Carole E. Greenes, Linda Jensen Sheffield et Marian Small. *Navigating through Measurement in Prekindergarten – Grade 2*, Reston (Virginie), The National Council of Teachers of Mathematics, 2003.
- Davis, R.B., et C.M. Maher. « What Do We Do When We ‘Do Mathematics’? », *Constructivist Views on the Teaching and Learning of Mathematics*, Reston (Virginie), The National Council of the Teachers of Mathematics, 1990, p. 195-210.
- Day, Roger, Paul Kelley, Libby Krussel, Johnny W. Lott et James Hirstein. *Navigating through Geometry in Grades 9-12*, Reston (Virginie), The National Council of Teachers of Mathematics, 2002.
- Éducation, Citoyenneté et Jeunesse Manitoba, *Repenser l'évaluation en classe en fonction des buts visés*, 2^e édition, Winnipeg, 2006
- Éducation et Formation professionnelle Manitoba, *Politique curriculaire pour le Programme d'immersion française*, 2^e édition, Winnipeg, 1999
- Egan, K. *The Educated Mind: How Cognitive Tools Shape our Understanding*, Chicago, University of Chicago Press, 1997.
- Findell, C., M. Small, M. Cavanagh, L. Dacey, C. Greenes et L. Sheffield. *Navigating through Geometry in Prekindergarten – Grade 2*, Reston (Virginie), The National Council of Teachers of Mathematics, 2001.

- Friel, S., S. Rachlin et D. Doyle. *Navigating through Algebra in Grades 6-8*, Reston (Virginie), The National Council of Teachers of Mathematics, 2001.
- Fuys, D., D. Geddes et R. Tischler. *The van Hiele Model of Thinking in Geometry Among Adolescents*, Reston (Virginie), The National Council of Teachers of Mathematics, 1998.
- Gattegno, C. *The Common Sense of Teaching Mathematics*, New York, Educational Solutions, 1974.
- Gavin, M., Belkin, A. Spinelli et J. St. Marie. *Navigating through Geometry in Grades 3-5*, Reston (Virginie), The National Council of Teachers of Mathematics, 2001.
- Gay, S., et M. Thomas. « Just Because They Got It Right, Does it Mean They Know It? », *Assessment in the Mathematics Classroom*. N.L. Wedd (dir.), Reston (Virginie), The National Council of Teachers of Mathematics, 1993, p. 130-134.
- Ginsburg, H.P., L.S. Lopez Choi, R. Netley et C. Chao-Yuan. « Happy Birthday to You: Early Mathematical Thinking of Asian, South American, and U.S. Children », *Learning and Teaching Mathematics: An International Perspective*, T. Nunes et P. Bryant (dir.), Hove (Royaume-uni), Psychology Press, 1997, p. 163-207.
- Greenes, C., M. Cavanagh, L. Dacey, C. Findell et M. Small. *Navigating Through Algebra in Prekindergarten – Grade 2*, Reston (Virginie), 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*, vol. 22, n° 3, 1991, p. 170–218.
- Griffin, S. « Teaching Number Sense », *Educational Leadership ASCD*, février 2004, p. 39-42.
- Haylock, Derek et Anne Cockburn. *Understanding Mathematics in the Lower Primary Years*, Thousand Oaks (Californie), SAGE Publications Inc., 2003.
- Heaton, R.M. *Teaching Mathematics to the New Standards: Relearning the Dance*, New York, Teachers College Press, 2001.
- Hope, Jack A, Larry Leutzinger, Barbara J. Reys et Robert E. Reys. *Mental Math in the Primary Grades*, s.l., Dale Seymour Publications, 1988.
- Hopkins, Ros (dir.). *Early Numeracy in the Classroom*, Melbourne, State of Victoria, 2001.
- Howden, H. « Teaching Number Sense », *Arithmetic Teacher*, vol. 36, n° 6, 1989, p. 6–11.
- Howe R. « Knowing and Teaching Elementary Mathematics », *Journal of Research in Mathematics Education*, 1999, vol. 30, n° 5, p. 556-558.
- Hunting, R.P. « Clinical Interview Methods in Mathematics Education Research and Practice », *Journal of Mathematical Behavior*, 1997, vol. 16, n° 2, p. 145-165.

- « Identifying the van Hiele Levels of Geometry Thinking in Seventh-Grade Students Through the Use of Journal Writing », thèse de doctorat, University of Massachusetts, 1993, *Dissertation Abstracts International*, vol. 54, n° 2, p. 464A.
- Kamii, C. *Multidigit Division – Two Teachers Using Piaget’s Theory*, Colchester (Vermont), Teachers College Press, 1990.
- Kamii, C., et A. Dominick. « To Teach or Not to Teach Algorithms », *Journal of Mathematical Behavior*, 1997, vol. 16, n° 1, p. 51-61.
- Kelly, A.G. « Why Can’t I See the Tree? A Study of Perspective », *Teaching Children Mathematics*, octobre 2002, vol. 9, n° 3, p. 158-161.
- Kersaint, G. « Raking Leaves – The Thinking of Students », *Mathematics Teaching in the Middle School*, novembre 2002, vol. 9, n° 30, p. 158-161.
- Kilpatrick, J., J. Swafford et B. Findell (dir.). « *Adding it Up: Helping Children Learn Mathematics* », Washington, National Academy Press, 2001.
- Kilpatrick, J., W.G. Martin et D. Schifter (dir.). *A Research Companion to Principles and Standards for School Mathematics*, Reston (Virginie), The National Council of Teachers of Mathematics, 2003.
- King, J. *The Art of Mathematics*, New York, Fawcett Columbine, 1992.
- Lafortune, L. *Dimension affective en mathématiques*, Mont-Royal (Québec), Modulo Éditeur, 1992.
- Lafortune, L. *L’enseignement des mathématiques d’appoint aux adultes : étude des méthodes pédagogiques et des attitudes des enseignants et enseignantes*, Montréal, Cégep André-Laurendeau, 1988.
- Lakoff, G., et R.E. Nunez. *Where Mathematics Comes From – How the Embodied Mind Brings Mathematics into Being*, New York, Basic Books, 2000.
- Lampert, M. *Teaching Problems and the Problems of Teaching*, New Haven (Connecticut), Yale University Press, 2001.
- Ma, L. *Knowing and Teaching Elementary Mathematics: Teachers’ Understanding of Fundamental Mathematics in China and the United States*, Mahwah (New Jersey), Lawrence Erlbaum, 1999.
- Mann, R. *Balancing Act: The Truth Behind the Equals Sign. Teaching Children Mathematics*, septembre 2004, p. 65-69.
- Martine, S.L., et J. Bay-Williams. « Investigating Students’ Conceptual Understanding of Decimal Fractions », *Mathematics Teaching in the Middle School*, janvier 2003, vol. 8, n° 5, p. 244-247.
- McAskill, B., G. Holmes et Dr. L. Francis-Pelton. *Ébauche à des fins de consultation du Cadre commun des programmes de mathématiques de la maternelle à la 9^e année, Rapport final*, Victoria (Colombie-Britannique), Holdfast Consultants, 2005.

- National Council of Teachers of Mathematics, *Computation, Calculators, and Common Sense*, [en ligne], [www.nctm.org/about/content.aspx?id=6358], mai 2005.
- Nelson-Thomson. *Mathematics Education: A Summary of Research, Theories, and Practice*, Scarborough (Ontario), Nelson, 2002.
- Pape, S.J., et M.A. Tchshanov. « The Role of Representation(s) in Developing Mathematical Understanding », *Theory into Practice*, printemps 2001, vol. 40, n° 2, p. 118-127.
- Paulos, J. *Innumeracy: Mathematical Illiteracy and its Consequences*, New York, Vintage Books, 1998.
- Peck, D., S. Jencks et M. Connell. « Improving Instruction Through Brief Interviews », *Arithmetic Teacher*, 1989, vol. 37, n° 3, p. 15-17.
- Pepper, K.L., et R.P. Hunting. « Preschoolers' Counting and Sharing », *Journal for Research In Mathematics Education*, mars 1998, vol. 28, n° 2, p. 164-183.
- Peressini, D., et J. Bassett. « Mathematical Communication in Students' Responses to a Performance-Assessment Task », *Communication in Mathematics K-12 and Beyond*, P.C. Elliot, Reston (Virginie), The National Council of Teachers of Mathematics, 1996, p. 146-158.
- Perry, J.A., et S.L. Atkins. « It's Not Just Notation: Valuing Children's Representations », *Teaching Children Mathematics*, septembre 2002, vol. 9, n° 1, p. 196-201.
- Pugalee, D., J. Frykholm, A. Johnson, H. Slovin, C. Malloy et R. Preston. *Navigating Through Geometry in Grades 6-8*, Reston (Virginie), The National Council of Teachers of Mathematics, 2002.
- Rigby-Heinemann. *First Steps in Mathematics: Number*, Sydney, Regby-Heinemann, 2004.
- Robitaille, D., G. Orpwood et A. Taylor. *The TIMSS-Canada Report*, Vol. 2-G4, Vancouver, Dept. of CUST – UBC, 1997.
- Romagnano, L. *Wrestling with Change – The Dilemmas of Teaching Mathematics*, Portsmouth (New Hampshire), Heinemann, 1994.
- Rubenstein, Rheta N. *Mental Mathematics beyond the Middle School: Why? What? How?*, *Mathematics Teacher*, septembre 2001, vol. 94, n° 6, p. 442.
- Sakshaug, L., M. Olson et J. Olson. *How much film? Children are mathematical problem solvers*, Reston (Virginie), The National Council of Teachers of Mathematics, 2002, p. 17-20.
- Sawyer, W.W. *Mathematician's Delight*, New York, Penguin Books, 1943, cité dans G.J.W. Moran, 1993.
- Seymour, Dale. *Mental Math in the Primary Grades*, Palo Alto (Californie), Dale Seymour Publications, 1998.

- Shaw, J.M., et M.F.P. Cliatt. « Developing measurement sense », *New directions for elementary school mathematics*, P.R. Trafton (dir.), Reston (Virginie), The National Council of Teachers of Mathematics, 1989, p. 149-155.
- Sheffield, Linda Jensen, Mary Cavanagh, Linda Darcey, Carol R. Findell, Carole Greenes et Marian Small. *Navigating through Data Analysis and Probability in Prekindergarten-Grade 2*, Reston (Virginie), The National Council of Teachers of Mathematics, 2002.
- Small, M. *PRIME: Patterns and Algebra*, Toronto, Nelson Publishing, 2005.
- Small, M. *PRIME: Number and Operations*, Toronto, Nelson Publishing, 2005.
- Solomon, Pearl Gold. *The Math We Need to “Know” and “Do”*, Thousand Oaks (Californie), Sage Publications, 2001.
- Steen, L.A. (dir.). *On the Shoulders of Giants – New Approaches to Numeracy*, Washington, National Research Council, 1990.
- Stiff, Lee. « Constructivist Mathematics and Unicorns », message du président, *NCTM News Bulletin*, vol. 3, juillet/août 2001.
- Swarthout, M. « Average Days of Spring – Problem Solvers », *Teaching Children Mathematics*, vol. 8, n° 7, mars 2002, p. 404-406.
- Tang, E.P., et H.P. Ginsburg. « Young Children’s Mathematical Reasoning – A Psychological View », *Developing Mathematical Reasoning in Grades K-12*, L. Stiff et F. Curcio (dir.), Reston (Virginie), 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*, Reston (Virginie), The National Council of Teachers of Mathematics, 2002.
- Van de Walle, John A. *Elementary and Middle School Mathematics: Teaching Developmentally*, 9^e édition, Boston, Pearson Education, 2004.
- Van den Heuvel-Panhuizen, M. et Gravemejer. « Tests Aren’t All Bad – An Attempt to Change the Face of Written Tests in Primary School Mathematics Instruction », *Realistic Mathematics Education in Primary School: On the Occasion Of the Opening of the Freudenthal Institute*, L. Streefland (dir.), Utrecht (Pays-Bas), CD-B Press, 1991, p. 54-64.
- Van Hiele, P.M. *Structure and Insight: A Theory of Mathematics Education*, Orlando (Californie), Academic Press, 1986.
- Vygotsky, L.S. *Thought and Language*, Cambridge (Massachusetts), MIT Press, 1986.
- Vygotsky, L.S. *Mind in Society: The Development of Higher Psychological Processes*, Cambridge (Massachusetts), Harvard University Press, 1978.
- Willoughby, Steven. *Mathematics Education for a Changing World*, Alexandria (Virginie), Association of Supervision and Curriculum Development, 1990.
- Wright, R.J., A.K. Martland, G. Stafford et G. Stanger. *Teaching Number*, Londres, Paul Chapman, 2002.