

Children Knowledge

Kiran Gupta

The book of knowledge Ghazzālī, 1966

Children and Knowledge Zazie Bowen, Jessica Hinchy, 2020-06-09 Children and Knowledge sheds light on what it is to be a child in India in the contemporary moment and in history. While acknowledging the ways Indian children are situated within structures of power, this volume foregrounds innovative methodologies for conducting research into childhood and children's lives that meaningfully engage with young people's understandings, stories and agency. The chapters probe conceptualisations of Indian childhoods, and interrogate both singularising models of childhood and the idea of 'multiple childhoods'. The contributors use the theme 'children and knowledge' to analyse young people's interactions with institutions of modernity and social structures – including gender, family, class, community and caste, as well as media, markets and development – that often marginalise and frame children in multiple, cumulative ways. The chapters juxtapose and triangulate three approaches to knowledge: knowledge about children; knowledge for children; and children's own knowledge. Taken together, the chapters demonstrate how this juxtaposition is a useful framework for the analysis of historical and contemporary Indian social processes. Demonstrating that understanding Indian children's experiences and knowledgeable perspectives is fundamental to any proper understanding of social complexity and change Children and Knowledge will be of great interest to scholars of childhoods studies, gender, education and South Asian studies. The book was originally published as a special issue of South Asian History and Culture.

Children's Encyclopedia of Knowledge, 2004

Questions for Kids Michael Smith, Albert Lin, Crystal Smith, 2003 This collection of 1000 stimulating questions is designed to inspire young minds. Questions such as What is the most important part of your body? What would you do if you were scared of someone at school? Does skin colour make people smart or dumb? serve as catalysts for thought-provoking discussions between adults and children.

Children's Fractional Knowledge Leslie P. Steffe, John Olive, 2009-12-02 Children's Fractional Knowledge elegantly tracks the construction of knowledge, both by children learning new methods of reasoning and by the researchers studying their methods. The book challenges the widely held belief that children's whole number knowledge is a distraction from their learning of fractions by positing that their fractional learning involves reorganizing—not simply using or building upon—their

whole number knowledge. This hypothesis is explained in detail using examples of actual grade-schoolers approaching problems in fractions including the schemes they construct to relate parts to a whole, to produce a fraction as a multiple of a unit part, to transform a fraction into a commensurate fraction, or to combine two fractions multiplicatively or additively. These case studies provide a singular journey into children's mathematics experience, which often varies greatly from that of adults. Moreover, the authors' descriptive terms reflect children's quantitative operations, as opposed to adult mathematical phrases rooted in concepts that do not reflect—and which in the classroom may even suppress—youngsters' learning experiences. Highlights of the coverage: Toward a formulation of a mathematics of living instead of being Operations that produce numerical counting schemes Case studies: children's part-whole, partitive, iterative, and other fraction schemes Using the generalized number sequence to produce fraction schemes Redefining school mathematics This fresh perspective is of immediate importance to researchers in mathematics education. With the up-close lens onto mathematical development found in *Children's Fractional Knowledge*, readers can work toward creating more effective methods for improving young learners' quantitative reasoning skills.

Building Knowledge in Early Childhood Education Jane Murray, 2017 Early childhood practitioners often experience challenges in being confident enough to make high quality judgements about young children's own constructions of knowledge. This book presents research findings suggesting how everyday activities undertaken by young children expose the many ways they construct knowledge and understanding, and the similarities between their learning behaviours and those of professional researchers. It gives practical suggestions to create opportunities to identify, value and facilitate young children's own constructions of knowledge and understanding within early years settings, not only in terms of statutory requirements but far beyond them.

Children's Encyclopedia Of Knowledge Kiran Gupta,

Children's Knowledge-in-Interaction Amanda Bateman, Amelia Church, 2016-10-25 This book is a collected volume that brings together research from authors working in cross-disciplinary academic areas including early childhood, linguistics and education, and draws on the shared interests of the authors, namely understanding children's interactions and the co-production of knowledge in everyday communication. The collection of studies explores children's interactions with teachers, families and peers, showing how knowledge and learning are co-created, constructed and evident in everyday experiences.

Set-Children Knowledge Bank (4 Books) Pustak Mahal Editorial Board, Pustakmahal Editorial Department, 2007-09-17 Children often behave like young explorers who love to infiltrate into every territory unknown to them. Many a times, questions regarding various phenomena around them crop up in their minds. Sometimes they get their answers and sometimes their queries go unanswered. Children's Knowledge Bank is an effort to answer all those questions which might arise in a child's mind. Segregated in four independent volumes further sub-divided into different units, the series touches

upon various realms of knowledge such as General Knowledge, Human Body, Universe, and so on. Each book is supported by a team of experts, which makes the series truly 'a tonic to the child's brain'.

Knowledge Encyclopedia DK,2023-10-05 Change the way you see the world, with a groundbreaking visual approach to the wonders of our planet, in this fully updated edition. Explore the universe, from the inside of an atom to black holes, then discover the explosive science behind a fireworks display. This fully updated third edition of Knowledge Encyclopedia will continue to fascinate young readers with its microscopic detail and amazing facts on a huge range of topics. Children aged 9+ will find themselves totally absorbed in complex subjects, made clear through engaging explanations, intricate illustrations, vivid photographs, and striking 3D images. From Viking raiders and Samurai warriors to robotics and chemical reactions, amazing animals, the human body, the marvels of history, and more are visualised in incredible detail, inside and out, providing a mind-blowing introduction to every aspect of human knowledge. This all-encompassing encyclopedia for kids offers: - A whole collection of facts, charts, timelines, and illustrations that cover a vast range of topics. - Complex subjects that are explained using amazingly detailed CGIs that entice young readers to dive in and explore. - A fully updated edition, including all the latest developments in science, technology, space and geography. - A visual approach using illustrations, photographs and extremely detailed 3D CGI images. Children can explore the world as they've never seen it before, looking at what makes the human brain so special and finding out how the body's cells make energy. Journey through history in this visual encyclopedia, from the earliest life forms right up to our world today. More in the Series Knowledge Encyclopedia: The World as You've Never Seen it Before is part of DK's visual and informative Knowledge Encyclopedia series. Complete the collection and dive into the deep with Knowledge Encyclopedia Ocean!, take a trip to the solar system with Knowledge Encyclopedia Space! and travel back to prehistoric times with Knowledge Encyclopedia Dinosaur!

Children's Knowledge, Beliefs and Feelings about Nations and National Groups Martyn Barrett,2013-04-15 This book provides a state-of-the-art account of how people's subjective sense of national identity, and attitudes towards countries and national groups, develop through the course of childhood and adolescence. It offers a comprehensive review of the research which has been conducted into: . children's understanding of nations as geographical territories and as political, historical and cultural communities . children's knowledge, beliefs and feelings about the people who belong to different national groups . children's attitudes towards, and emotional attachment to, their own country and national group. The authors elaborate on the developmental patterns that have been found to emerge, contextualized by a consideration and evaluation of the theoretical frameworks which can be used to explain these patterns. Written by the leading international authority in this field, and reporting (in collaboration with his colleagues) the findings from two major transnational research projects, this book will be invaluable to postgraduate students and researchers working in this field. The book will also be of great benefit to undergraduate students taking courses in Developmental Psychology, the Sociology of Childhood, and

Education.

Children Knowledge Bank (2Nd Vol.) Dr. C.L.Garg,2007-09-17

Parenting Matters National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Committee on Supporting the Parents of Young Children, 2016-11-21

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Children and Young People As Knowledge Producers Gina Porter, Janet Townsend, Kate Hampshire, 2018-08-23

Despite the widespread promotion of children's voices by activists and policy makers over the last decade, the potential for young people's knowledge to impact on adult agendas and policy arenas is by no means a certainty. This book presents critiques of participation in settings where young people are the centre of attention. The complexities and power-dynamics of youth-adult relationships are observed and analysed in a wide diversity of study environments, from Hull to Sao Paulo, rural Lesotho to Ghana, using varied methods and over different time frames, but with a strong focus throughout on context, practice, impacts and associated ethical considerations. The central concern of the book is not whether young people can

produce better knowledge than adults, but rather how to better understand the different knowledges which emerge from diverse actors within different generations in order to ensure that the maximum benefits accrue to children and young people with and for whom the research is conducted. This book was originally published as a special issue of Children's Geographies.

The New Book of Knowledge ,1967

Children's Knowledge, Beliefs and Feelings about Nations and National Groups Martyn Barrett,2013-04-15 This book provides a state-of-the-art account of how people's subjective sense of national identity, and attitudes towards countries and national groups, develop through the course of childhood and adolescence. It offers a comprehensive review of the research which has been conducted into: . children's understanding of nations as geographical territories and as political, historical and cultural communities . children's knowledge, beliefs and feelings about the people who belong to different national groups . children's attitudes towards, and emotional attachment to, their own country and national group. The authors elaborate on the developmental patterns that have been found to emerge, contextualized by a consideration and evaluation of the theoretical frameworks which can be used to explain these patterns. Written by the leading international authority in this field, and reporting (in collaboration with his colleagues) the findings from two major transnational research projects, this book will be invaluable to postgraduate students and researchers working in this field. The book will also be of great benefit to undergraduate students taking courses in Developmental Psychology, the Sociology of Childhood, and Education.

Young Children's Knowledge of Relational Terms Lucia A. French,Katherine Nelson,2012-12-06 An appreciation of temporal and logical relationships is one of the essential and defining features of human cognition. A central question in developmental psychology, and in the philosophical speculations out of which psychology evolved, has been how children come to understand temporal and logical relationships. For many recent investigators, this question has been translated into empirical studies of children's acquisition of relational terms-words such as before, after, because, so, if, but, and or that permit the linguistic expression of logical relationships. In the mid 1970s, Katherine Nelson began to study young children's knowledge about routine activities in which they participated. The goal of this research was to understand how children represented their personal experiences and how these representations contributed to further cognitive development. A primary method used in the early phases of this research involved simply asking children to describe familiar events. They were asked, for example, What happens when you have lunch at school? or What happens at a birthday party? Hundreds of transcripts of children's responses to such questions were available when Lucia French became an NICHD Postdoctoral Fellow in Developmental Psychology at City University of New York in 1979.

Development of Children's Knowledge about the Mind John H. Flavell,2003

Assessing Children'S Mathematical Knowledge Cooper, Barry,Dunne, Mairead,1999-12-01 'this work is highly relevant to the proliferation of accountability measures worldwide' James Scheurich and Douglas Foley In many countries, the lives of teachers and children are increasingly dominated by programmes of national testing of mathematics and other subjects. In England, the majority of the items in such tests have set mathematical tasks in every day situations such as 'shopping'. This requires children to make decisions about whether to use or not their own every day knowledge and experience in their problem-solving. Some children are likely to have a better 'feel for this game' than others. *Assessing Children's Mathematical Knowledge* draws on the analysis of national curriculum test data from more than 600 children of 10-11 and 13-14 years of age, as well as in-depth interviews with 250 of these as they attempt to solve test problems, in order to explore the nature of the difficulties children experience with 'realistic' items. The book shows, by comparing test and interview data, that many children, as a consequence of their confusion over the requirements of 'realistic' test items, fail in tests to demonstrate mathematical knowledge and understanding that they actually possess. The book also explores whether this problem of invalid measurement is equally spread across children from different social backgrounds, and across the sexes. The book will be of interest to academics and teachers studying for advanced degrees in mathematics education, sociology of education and educational assessment.

How to Give Your Baby Encyclopedic Knowledge Glenn J. Doman,Janet Doman,Susan Aisen,1994 Glenn Doman has demonstrated for a half-century that very young children are far more capable of learning than we ever imagined. He has taken his remarkable work-work that explores why children from birth to age six learn better and faster than older children do-and given it practical application. As the founder of The Institutes for the Achievement of Human Potential, he has created home programs that any parent can follow. *How To Give Your Baby Encyclopedic Knowledge* shows just how easy and pleasurable it is to teach a young child about the arts, science, and nature. Your child will recognize the insects in the garden, know the countries of the world, discover the beauty of a painting by van Gogh, and much more. This book explains how to begin and expand this remarkable program, how to make and organize necessary materials, and how to more fully develop your child's learning ability. By following the simple daily program in a relaxed and loving way, you will enable your child to experience the joy of learning-as have millions of children the world over. With *How To Give Your Baby Encyclopedic Knowledge*, you can give your baby a powerful advantage that will last a lifetime. Book jacket.

Embracing the Tune of Term: An Psychological Symphony within **Children Knowledge**

In a world used by monitors and the ceaseless chatter of quick connection, the melodic beauty and emotional symphony

produced by the prepared word frequently diminish in to the back ground, eclipsed by the relentless noise and distractions that permeate our lives. However, situated within the pages of **Children Knowledge** an enchanting fictional value filled with natural thoughts, lies an immersive symphony waiting to be embraced. Constructed by a wonderful musician of language, that charming masterpiece conducts readers on a mental journey, skillfully unraveling the hidden melodies and profound affect resonating within each carefully constructed phrase. Within the depths of this poignant examination, we will investigate the book is main harmonies, analyze its enthralling publishing model, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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