Contents

Planning for instruction

Synopsis and objectives A child's cognitive development: a baseline for learning Setting goals for learning: some general considerations The need for precise instructional objectives Preparing statements of objectives Classifying objectives in the cognitive realm Mathematical structure and its import for the design of learning hierarchies Assessment of knowledge states: a critical factor in judging readiness Summary	2 3 6 7 8 9 13 15
The design of instructional strategies	
Synopsis and objectives The child as a learner: implications for teaching The development of diagnostic/prescriptive teaching strategies Tactics for assuring retention of learning Coping with the problem of reading Designing laboratory learning environments The issue of verbal problem solving The issue of learning by discovery The function of games as a teaching strategy A checklist for making preliminary judgments about the adequacy of an instructional system A perspective about teaching A note about the design of the remaining chapters	22 23 27 27 28 29 30 33 34 40 41 41
Teaching the basic concepts of number and numeration	
Synopsis and objectives	52
Theory The cardinal numbers, 0–9	53

The concept of counting Place value and the decimal system of numeration Nondecimal systems of numeration The system of integers	57 58 60 62
Practice	
Activities for student involvement Sets; set membership Set equivalence and nonequivalence Cardinal numbers, 0-9 Counting Place value and the decimal numeration system Nondecimal numeration systems The integers	63 64 65 66 67 68 70
Teaching addition of cardinal numbers	
Synopsis and objectives	76
Theory A definition for addition The basic addition facts The addition algorithm: cases not involving regrouping The addition algorithm: cases involving regrouping The addition algorithm: other problem types Addition involving negative integers	79 81 83 86 88
Practice	
Activities for student involvement Phase I: the meaning of addition Phase II: basic addition facts Phases III and IV: the addition algorithm for cases involving and not involving regrouping Addition of integers	91 94 98 109
_	
5	
Teaching subtraction of cardinal numbers	
Synopsis and objectives	120
Theory Subtraction as the inverse of addition The "take-away" interpretation of subtraction Flowcharts for teaching subtraction	121 122 122

The basic subtraction facts		
A translation of the Phase III addition flowchart into a flowchart for teaching subtraction	124	
Algorithm development	124	
Practice		
Activities for student involvement Phase I: the meaning of subtraction Phase II: the basic subtraction facts		
Phase III: the subtraction algorithms for involving and not involving regrouping		
6		
Teaching multiplication of cardinal numbers		
Synopsis and objectives	146	
Theory		
Basic concepts	149	
The basic multiplication facts	151	
The multiplication algorithm: Problem type 1	153	
Problem type 2	154	
Problem type 3 Problem type 4	157 159	
Other problem types	161	
Multiplication in cases where one or both factors are negative	162	
Practice		
Activities for student involvement	163	
Phase I: the meaning of multiplication Phase II: basic multiplication facts	166	
Phases III and IV: product of a one-digit number and a two-digit	172	
number, with and without regrouping Phase V: product of a pair of two-digit numbers with and without	114	
regrouping	176	
7		
Teaching division of cardinal numbers		
Synopsis and objectives	188	
Theory		
Division as the inverse of multiplication	191	
Division as set partitioning	192	
Division as repeated subtraction	193	

Flowcharts for teaching division The basic division facts A translation of the (Phase III) multiplication flowchart into a flowchart for teaching division Algorithm development A note on the rules for division when either the dividend or divisor is negative Practice Activities for student involvement Phase I: the meaning of division Phase II: the basic division facts Phases III and IV: division of a two-digit number by a one-digit number, with and without regrouping Phase V: multi-digit division with and without regrouping	194 194 195 196 198 199 202 207 210
8 Teaching rational number concepts	
Synopsis and objectives	220
Theory	
Some basic concepts	223
A flowchart for teaching rational number concepts and uses	223
The meaning of a proper fraction	224
The concept of equivalence of fractions	225
Ordering fractional numbers	226
Improper fractions and mixed numerals	228
Addition of fractional numbers	229
Properties of addition of fractional numbers	232
Subtraction of fractional numbers	233
Multiplication of fractional numbers	234
Division of fractional numbers	238
Decimal numerals; some basic concepts	239
Computation with decimals	241
Practice	
Activities for student involvement	
Meaning of a proper fraction	242
The concept of equivalence	243
Comparing fractional numbers	244
Multiplication and division of fractional numbers Decimals: concepts and operations	246 247

Teaching the basic concepts of informal geometry

Synopsis and objectives	256
Theory The first considerations for teaching The initial Euclidian concept The concepts of perpendicularity and parallelism The study of circles The study of polygons Three-dimensional figures Geometric constructions The coordinate plane Practice	257 258 260 260 261 263 266 268
Activities for student involvement Some elementary topological notions Some Euclidian notions The coordinate plane Teaching measurement concepts and skills	271 273 276
Synopsis and objectives	284
Theory Some basic considerations A general hierarchy for teaching measurement competencies Basic concepts of linear measurement A flowchart for teaching linear measurement concepts and skills Basic concepts of area measurement Basic concepts of the measurement of volume and quantity Basic concepts of teaching measurement of weight The metric system: some basic concepts Area and volume measurement in the metric system The measurement of weight (mass) in the metric system	285 285 286 287 288 291 294 295 296 297
Practice Activities for student involvement Comparison of lengths of objects Measurement of objects	298 299

Comparison of areas of regions	304
Area measurement	305
Area measurement by use of formulas	306
Comparison of volumes of objects	308
Volume measurement	310
Index	317