

# *Contents*

## **Chapter 1**

|   |          |
|---|----------|
| <b>MATHEMATICS IN THE ELEMENTARY SCHOOL TODAY .....</b> | <b>1</b> |
|---|----------|

The Psychology of Understanding Mathematics-1 •  
Arithmetic-1 • Geometry-2 • Algebra-3 • The  
Structure of the Number System-3 • Precision of Ex-  
pression-4 • Summary-5 • Individual Term Projects-6

## **Chapter 2**

|   |          |
|---|----------|
| <b>COGNITIVE DEVELOPMENT AND LEARNING<br/>MATHEMATICS .....</b> | <b>9</b> |
|---|----------|

The Piaget Model-10

## **Chapter 3**

|  |           |
|--|-----------|
| <b>CONTRASTING PSYCHOLOGIES OF LEARNING RELATED<br/>TO MATHEMATICS .....</b> | <b>21</b> |
|--|-----------|

A Basis for the Teacher's Role-21 • Contrasting Ob-  
jectives-23 • A Contrast in Philosophy-25 • Readiness  
and Acceleration-25 • Training Research on Acceleration-25  
• Transfer of Training-28 • Learning and  
Development-28 • The Developing vs. the Programmed  
Teacher-29

## **Chapter 4**

|   |           |
|---|-----------|
| <b>SETS AND LOGICAL CLASSIFICATION.....</b> | <b>31</b> |
|---|-----------|

Basic Mathematical and Psychological Structures-31 •  
Sets and Classification-32 • Stages in Ability to

**Chapter 5**

|  |    |
|--|----|
| <b><i>ORDERING AND SERIATION</i></b> ..... | 51 |
|--|----|

A Research Study on Seriation-54 • Summary of Development in Ability to Seriate-55 • Serial and Ordinal Correspondence-56 • Relating Ordinal Numbers to Cardinal Numbers (Ordinal and Cardinal Correspondence)-58 • Sets On Which No Relation Such As Length Has Been Imposed-61 • Learning To Write Number Symbols or Numerals-62 • The Number Line-65

**Chapter 6**

|                                     |    |
|-------------------------------------|----|
| <b><i>CARDINAL NUMBER</i></b> ..... | 67 |
|-------------------------------------|----|

The Relation of Logical Classification and Number As Developmental Processes-67 • Conservation of Number-68 • Socialization To Number-70 • Testing for Conservation-71 • Steps in Understanding Number-74 • Place Value, Addition, and Base Ten-76 • Set Terminology and Notation-81

**Chapter 7**

|   |    |
|---|----|
| <b><i>UNDERSTANDING PLACE VALUE</i></b> ..... | 85 |
|---|----|

Egyptian System of Numeration-85 • The Roman System of Numeration-88 • The Mayan System of Numeration-91 • The Hindu-Arabic System of Numeration-94 • Numbers and Numerals-95 • Expanded Notation and Zero As An Exponent-97 • Bases Other Than Ten-99

**Chapter 8**

|   |     |
|---|-----|
| <b><i>ADDITION AND SUBTRACTION OF WHOLE NUMBERS</i></b> ..... | 107 |
|---|-----|

Addition As An Operation-107 • Introducing Children to Addition-110 • Learning the Basic Addition Facts-113 • The Commutative Property of Addition-119 • The Associative Property of Addition-121 • Adding Numbers Symbolized with Two or More Digits-125 • Mathematical Basis for the Algorism of Column Addi-

tion-131 • Subtracting Numbers Expressed with Two or  
More Digits-132 • Subtraction Algorisms-136 • The  
Additive-Equal Addition Method-137 • The Complement-  
ary Method-137 • Addition and Subtraction in a  
Nondecimal Base-139

### Chapter 9

**MULTIPLICATION**..... 147

Multiplication As Related to Addition-147 • Readiness  
for Multiplication-148 • Learning the Basic Multipli-  
cation Facts ( $0 \times 0$  to  $9 \times 9$ )-148 • Multiplication As a  
Cartesian Product-154 • Properties of Multiplication of  
Whole Numbers-159 • Introducing the Algorism for  
Multiplication to Children-163 • Multiplication in  
Nondecimal Bases-169

### Chapter 10

**DIVISION**..... 174

Division As the Inverse of Multiplication-174 • Division  
Applied to the Physical World-174 • Introducing the  
Basic Division Facts-178 • Division by Zero-180 •  
Introducing the Division Algorism-181 • Prime Numbers  
and Division-190 • Division in Nondecimal Bases-192

### Chapter 11

**MATHEMATICAL APTITUDE, LANGUAGE, AND  
EXPERIENCE** ..... 196

Aptitude for Mathematics-196 • The Language of  
Mathematics-197 • The Role of Experience in Teach-  
ing-198 • Individualization or Socialization-200 •  
Learning by Discovery and Invention-201 • The Role  
of the Teacher-202

### Chapter 12

**MATHEMATICS AND THE EXCEPTIONAL CHILD** ..... 204

Methods of Teaching-204 • Categories of Exceptional  
Children-205 • References-216

## **Chapter 13**

**GEOMETRY FOR THE FIVE TO NINE YEAR OLD .....** 217

- Why Study Geometry?–217 • Geometry for Children
- Five to Nine–220 • Teaching Topological Concepts–226
- Teaching Projective Geometry (Perspective)–230 •
- Activities for Children–230

## **Chapter 14**

**UNDERSTANDING TIME.....** 233

- Ordering or Succession–234 • Duration–234 •
- Isochronism–235 • Synchronism–235 • The Construction of Time Units–238 • Proportions–238 •
- Conclusion–239

## **Chapter 15**

**NONMETRIC GEOMETRY FOR THE NINE TO TWELVE YEAR OLD .....** 242

- Euclidean Space–242 • Basic Euclidean Shapes–245 •
- Polygons–247 • Geoboards–251 • The Golden Rectangle–251 • Lines, Rays, Planes, and Angles–254 •
- Symmetry–259 • The Tangram–262 • Constructions–264 • Construction Activities for Children–265

## **Chapter 16**

**MEASUREMENT .....** 269

- Readiness for Learning Measurement–269 • Beginning Activities in Measurement–274 • History of Measurement–275 • The Metric System–279 • Introducing Children to the Metric System–282 • Measurement Activities with a Geoboard–291 • Other Measurement Activities for Children–293

## **Chapter 17**

**FRACTIONAL NUMBERS .....** 296

- Readiness for Understanding Fractions–296 • Introducing Fractional Numbers–297 • Renaming Fractional Numbers–298 • Addition of Fractional Numbers–301 • Subtraction of Fractional Numbers–309 • Multiplication of Fractional Numbers–314 • Division of Fractional

**Chapter 18**

|   |     |
|---|-----|
| <b>RATIONAL NUMBERS AS DECIMAL FRACTIONS AND<br/>PER CENT .....</b> | 335 |
|---|-----|

Origins of Decimal Notation—336 • Introducing Decimal Fractions—337 • Introducing the Addition and Subtraction of Decimal Fractions—339 • Multiplication of Decimal Fractions—342 • Division of Decimal Fractions—342 • Types of Decimal Fractions—344 • Expressing a Decimal Fraction As a Common Fraction—345 • Decimal Fractions and Scientific Notation—346 • Ratio and Proportion—349 • Per Cent—350

**Chapter 19**

|   |     |
|---|-----|
| <b>THE MATHEMATICS LABORATORY—AN INDIVIDUALIZED<br/>APPROACH TO LEARNING.....</b> | 356 |
|---|-----|

How To Begin a Math Laboratory—359 • Moral Behavior—364 • Materials and Their Use—365 • Learning the Basic Addition and Multiplication Facts—366 • Care of Materials—373 • Sample Assignments for Children—378 • Exercises for Teachers—382

|   |     |
|---|-----|
| <b>APPENDIX—Solutions to Exercises.....</b> | 383 |
|---|-----|

|                    |     |
|--------------------|-----|
| <b>INDEX .....</b> | 401 |
|--------------------|-----|