

## Table of Contents

	<u>Page</u>
List of Tables . . . . .	vii
Abstract . . . . .	ix
Introduction . . . . .	1
The Development of Basic Number Concepts . . . . .	2
Logical Concept Theories . . . . .	4
Quantification Skill Theories . . . . .	10
Recurring Issues . . . . .	22
Counting or Subitizing: Which Comes First? . . . . .	23
Conservation of Number: How Does it Develop? . . . . .	27
Early Number Operations: How Do They Affect Later Mathematics Performance? . . . . .	32
Basic Addition and Subtraction Concepts . . . . .	37
Symbolic Problems . . . . .	41
Relative Difficulty of Basic Facts . . . . .	41
Structural Variables . . . . .	44
Symmetric Forms . . . . .	49
Other Variables . . . . .	49
Horizontal/Vertical Format . . . . .	49
Existence of a Solution . . . . .	50
Presence of Aids . . . . .	51
Strategies of Solution . . . . .	52
Research Paradigms . . . . .	52
Results of Latency Studies . . . . .	60
Error Analysis . . . . .	70
Direct Observation of Strategies . . . . .	72
Word Problems . . . . .	83
Factors Related to Word Problems . . . . .	84
Knowledge of Basic Facts and Performances on Verbal Problems . . . . .	84
Presence of Aids . . . . .	86
Syntax Variables . . . . .	91
Semantic Variables . . . . .	98
The Semantic Classification of Word Problem Types . . . . .	98
Strategies . . . . .	106
Problem Structure and Solution Process . . . . .	114
Development of Addition and Subtraction Processes . . . . .	126
Level of Abstraction . . . . .	127
Choice of Strategy . . . . .	132

Table of Contents (Continued)

	<u>Page</u>
Relationship Between Dimensions of Development . . . . .	134
A Model of Verbal Problem Solving . . . . .	137
Discussion . . . . .	141
References . . . . .	145