Contents

Preface

1. **An Emerging Paradigm for Research on Addition and Subtraction Skills**
   Thomas A. Romberg 1

2. **The Development of Addition and Subtraction Problem-Solving Skills**
   Thomas P. Carpenter and James M. Moser 9

   An Analysis of Verbal Problems 10
   Empirical Findings 13
   General Discussion 20

3. **Levels of Description in the Analysis of Addition and Subtraction Word Problems**
   Pearla Nesher 25

   Regularities Found in Solving Word Problems of Addition and Subtraction 27
   The Logical Structure 28
   The Semantic Component 30
   The Syntactic Component 35
   Final Remarks 36

4. **A Classification of Cognitive Tasks and Operations of Thought Involved in Addition and Subtraction Problems**
Gérard Vergnaud 39

Basic Categories of Relationships 43
Experimental Results 48
Are Symbolic Representations Useful? 53
Conclusion 57

5. **Interpretations of Number Operations and Symbolic Representations of Addition and Subtraction**
J. Fred Weaver 60

Some Background Considerations 60
Some Instructional and Research Considerations 63

6. **An Analysis of the Counting-On Solution Procedure in Addition**
Karen C. Fuson 67

Counting All and Counting On 67
The Structure of the First Addend In the Counting-On Procedure 68
The Structure of the Second Addend in Counting On 73
Coordinating the First and Second Addends in Counting On 77
Conclusion 78

7. **Children's Counting in Arithmetical Problem Solving**
Leslie P. Steffe, Patrick W. Thompson and John Richards 83

Levels of Problem Solving 85
Summary 96

8. **The Development of Addition and Subtraction Abilities Prior to Formal Schooling in Arithmetic**
Prentice Starkey and Rochel Gelman 99

Some Early Competencies 99
Piagetian Theory 109
An Alternative View 112

9. **Towards a Generative Theory of "Bugs"**
John Seely Brown and Kurt VanLehn 117

The Form of Generative Theory 122
Repair Generation 125
Critics 131
Concluding Remarks 133

10. **Syntax and Semantics in Learning to Subtract**
Lauren B. Resnick 136

Distinguishing Syntax and Semantics 137
A Closer Look at Children's Semantic and Syntactic Knowledge 142
Linking Syntax and Semantics 148
Why Mapping Works 150

11. **General Developmental Influences on the Acquisition of Elementary Concepts and Algorithims in Arithmetic**
Robbie Case 156

Cross-Domain Parallels In Cognitive Development 156
The Role of Central Processing Capacity 160
Parallel Trends in the Area of Mathematics 162
Implications for Instruction 165

12. **The Structure of Learned Outcomes: A Refocusing for Mathematics Learning**
Kevin Collis 171

Background 171
The Response Model in Relationship to Addition and Subtraction 177
Conclusion 181

13. **Type 1 Theories and Type 2 Theories in Relationship to Mathematical Learning**
Richard R. Skemp 183

A New Model of Intelligence 183
A Refocusing 188

14. **The Development of Addition in Contexts of Culture, Social Class, and Race**
Herbert P. Ginsburg 191

Study I: Mental Addition in Cross-Cultural Context 193
Study II: Written Addition in Cross-Cultural Context 198
Study III: Social Class and Race in America 204
Conclusion and Implications 208

15. **Learning to Add and Subtract: A Japanese Perspective** 211
Giyoo Hatano

Development of Number Concept and Calculation Skills up to Kindergarten 211
Acquisition of Addition-Subtraction Skills During Elementary Grades 214
Does Japanese Culture Favor the Development of Calculation Skills? 217
Concluding Remarks 221

16. **The Psychological Characteristics of the Formation of Elementary Mathematical Operations in Children** 224
V. V. Davydov

The Origins of the Number Concept 225
The Basic Concept of Quantity 228
Curricular Implications 229
Evaluation 235
Conclusion 236

Author Index 239

Subject Index 243