## Contents

Preface to the Series	v
Preface to the Book	vii
Acknowledgements	xi
Introductory Chapter: Problem Solving Approach to Develop Mathematical Thinking	1
Part I Mathematical Thinking: Theory of Teaching Mathematics to Develop Children Who Learn Mathematics for Themselves	29
Chapter 1 Mathematical Thinking as the Aim of Education	31
1.1 Developing Children Who Learn Mathematics for Themselves	31
1.2 Mathematical Thinking as an Ability to Think and to Make Decisions	32
1.3 The Hierarchy of Ability and Thinking	35
Chapter 2 The Importance of Cultivating Mathematical Thinking	37
2.1 The Importance of Teaching Mathematical Thinking	37
2.2 Example: How Many Squares Are There?	39

Cha	pter 3	The Mindset and Mathematical Thinking	47
3.1	Mathe	ematical Thinking	47
3.2	Struct	ure of Mathematical Thinking	49
Cha	pter 4	Mathematical Methods	53
4.1	Induct	tive Thinking	53
4.2	Analo	gical Thinking	56
4.3	Deduc	tive Thinking	59
4.4	Integr	ative Thinking	62
4.5	Develo	opmental Thinking	66
4.6	Abstra	act Thinking (Abstraction)	70
4.7	Think	ing That Simplifies (Simplifying)	74
4.8	Think	ing That Generalizes (Generalization)	76
4.9	Think	ing That Specializes (Specialization)	78
4.10	Think	ing That Symbolizes (Symbolization)	81
4.11	Think	ing That Represents by Numbers,	83
	Quant	ities, and Figures (Quantification and	
	Schem	natization)	
Cha	pter 5	Mathematical Ideas	87
5.1	Idea o	f Sets	87
5.2	Idea o	of Units	89
5.3	Idea o	f Representation	91
5.4	Idea o	f Operation	95
5.5	Idea o	of Algorithms	98
5.6	Idea o	f Approximations	100
5.7	Idea o	f Fundamental Properties	102
5.8	Functi	ional Thinking	104
5.9	Idea o	f Expressions	108
Cha	pter 6	Mathematical Attitude	111
6.1	Objec	tifying	111
6.2	Reaso	nableness	113

<ul><li>6.3 Clarity</li><li>6.4 Sophistication</li></ul>	$\frac{115}{117}$	
Chapter 7 Questioning to Enhance Mathematical Thinking	<b>12</b> 1	
Appendix for the List of Questions for Mathematical 1 Thinking		
Part II Developing Mathematical Thinking 1 with Number Tables: How to Teach Mathematical Thinking from the Viewpoint of Assessment		
Example 1 Sugoroku: Go Forward Ten Spaces If You Win, or One If You Lose	137	
(1) Type of Mathematical Thinking to Be Cultivated	137	
(2) Grade Taught	137	
(3) Preparation	137	
(4) Overview of the Lesson Process	137	
(5) Worksheet Let's play this game!	138	
(6) Lesson Process	$\begin{array}{c} 139\\ 140 \end{array}$	
(7) Summarization on the Blackboard	148	
(8) Evaluation	148	
Example 2 Arrangements of Numbers on the Number Table 14		
(1) Type of Mathematical Thinking to Be Cultivated	149	
(2) Grade Taught	149	
(3) Preparation	149	
(4) Overview of the Lesson Process	149	
(5) Worksheet	150	
(6) Lesson Process (7) Summarization on the Dialda and	151	
<ul> <li>(7) Summarization on the Blackboard</li> <li>(8) Evaluation</li> </ul>	156	
(8) Evaluation	156	

Contents

 $\mathbf{x}\mathbf{v}$ 

Exa	mple 3 Extension of Number Arrangements	159
(1)	Type of Mathematical Thinking to Be Cultivated	159
(2)	Grade Taught	159
(3)	Preparation	159
(4)	Overview of the Lesson Process	159
(5)	Worksheet	160
(6)	Lesson Process	163
(7)	Summarization on the Blackboard	171
(8)	Evaluation	171
Exa	mple 4 Number Arrangements: Sums of Two Numbers	173
(1)	Type of Mathematical Thinking to Be Cultivated	173
(2)	Grade Taught	173
(3)	Preparation	173
(4)	Overview of the Lesson Process	173
(5)	Worksheet	174
(6)	Lesson Process	176
(7)	Summarization on the Blackboard	183
(8)	Evaluation	183
Exa	mple 5 When You Draw a Square on a Number Table, What Are the Sum of the Numbers at the Vertices, the Sum of the Numbers Along the Perimeter, and the Grand Total of All the Numbers?	185
(1)	Type of Mathematical Thinking to Be Cultivated	185
(2)	Grade Taught	185
(3)	Preparation	185
(4)	Overview of the Lesson Process	185
(5)	Worksheet	186
(6)	Lesson Process	189
(7)	Summarization on the Blackboard	199
(8)	Evaluation	200
(9)	Further Development	200

.

	Contents	xvii
Example 6 Where Do Two Numbers Add up to 99?		
(1)	Types of Mathematical Thinking to Be Cultivated	203
(2)	Grade Taught	203
(3)	Preparation	203
(4)	Overview of the Lesson Process	203
(5)	Worksheet	204
(6)	Lesson Process	206
(7)	Summarization on the Blackboard	215
(8)	Evaluation	215
(9)	Further Development	216
Exa	mple 7 The Arrangement of Multiples	217
(1)	Type of Mathematical Thinking to Be Cultivated	217
(2)	Grade Taught	217
(3)	Preparation	217
(4)	Overview of the Lesson Process	217
(5)	Worksheet	218
(6)	Lesson Process	219
(7)	Summarization on the Blackboard	230
(8)	Evaluation	230
Exa	mple 8 How to Find Common Multiples	231
(1)	Type of Mathematical Thinking to Be Cultivated	231
(2)	Grade Taught	231
(3)	Preparation	231
(4)	Overview of the Lesson Process	231
(5)	Worksheet	232
(6)	Lesson Process	233
(7)	Summarization on the Blackboard	242
(8)	Evaluation	242
(9)	Further Development	242

Exa	mple 9 The Arrangement of Numbers on an Extended Calendar	245
(0)	Introduction	245
(1)	Type of Mathematical Thinking to Be Cultivated	245
(2)	Grade Taught	245
(3)	Preparation	245
(4)	Overview of the Lesson Process	246
(5)	Worksheet	246
(6)	Lesson Process	248
(7)	Summarization on the Blackboard	253
(8)	Evaluation	253
Exa	mple 10 Development of the Arrangement of Numbers in the Extended Calendar	255
(0)	Introduction	255
(1)	Type of Mathematical Thinking to be Cultivated	255
(2)	Grade Taught	255
(3)	Preparation	255
(4)	Overview of the Lesson Process	256
(5)	Worksheet	256
(6)	Lesson Process	259
(7)	Summarization on the Blackboard	267
(8)	Evaluation	267
Exa	mple 11 Sums of Two Numbers in an Odd Number Table	269
(0)	Introduction	269
(1)	Type of Mathematical Thinking to Be Cultivated	269
(2)	Grade Taught	269
(3)	Preparation	270
(4)	Overview of the Lesson Process	270
(5)	Worksheet	270
(6)	Lesson Process	272
(7)	Summarization on the Blackboard	281
(8)	Evaluation	281

Example	12 When You Draw a Square on an Odd Number Table, What Are the Sum of the Numbers at the Vertices and the Grand Total of All the Numbers?	283
(0) Intro	oduction	283
(1) Typ	e of Mathematical Thinking to Be Cultivated	283
(2) Grad	le Taught	283
(3) Prep	paration	283
(4) Over	view of the Lesson Process	284
(5) Wor	ksheet	284
(6) Less	on Process	286
(7) Sum	marization on the Blackboard	296
(8) Eval	uation	296
(9) Furt	her Development	296

Contents

 $_{\rm xix}$ 

.