

Teaching methods mathematics



Topic: Teaching Methods - Mathematics People may think that counting is easy, and certainly sometimes it is. But some of the aspects of counting are not simple, especially if counting large numbers is encountered by new learners. Children even at the age of 4 can count to 12 and often a 4 year old can count of 40. But how children these children learn to do this Learning numbers, need to understand and principles before they can accurately count.

The following principles are:

- a. one to one correspondence
- b. Stable order
- c. Cardinality

A. In One to one correspondence principle each object should be labeled with one number, so that no object is missed and the same is not counted twice.

For instance, If counting 2 crayons, the red is labeled " 1" and the blue is labeled " 2". The red cannot be labeled " 3".

B. Stable Order principle wherein the same sequence of numbers must be used to label objects each time they are counted.

For instance, In counting 4 blocks, the number sequence must be " 1", " 2", " 3", " 4" and not " 1", " 4", " 5", " 2". Or " 1", " 2", " 5", " 6".

C. In Cardinality principle the number that is said last represents the number of objects that have been counted.

For instance, when counting 10 straws for softdrinks. You have 10 straws when you end with the number 10.

At an early age of 3 to 4 years old are beginning to learn these counting principles. Even though children's are at this stage often makes error but they often detect another person's counting errors. In one to one correspondence principle a child were able to catch counting violations, when using blocks for counting and skipped one of the objects or counted one of the objects twice, most children said counting was wrong. In this principle of one to one correspondence it is a necessary for a full understanding of numbers and emphasized by counting with the child's actions like counting her fingers or counting her crayons. They also learn this principle when they count while playing like jumping and swinging. They can participate in this activity while counting out loud. A rule can make like counting 1 to 20, then another person's turn.

At an early age they are now able to detect that counting was wrong if counting of numbers is reversed in order or skipping two numbers it is a violation to stable order principle. They may said that there's a counting mistake. If counting violated the cardinality principle with the use of the same medium - a toy, states that the number was one more or less than had been counted, They usually said that the answer is wrong.

Therefore, toddlers are learning the counting principles, even though they may continue to make counting mistakes when counting larger numbers. Larger number like counting 1 to 15 have a difficult time to understanding. The teacher can help them and learn about numbers providing a concrete demonstration of number. The teacher can provide such as measuring tape, buttons, straws, puppet as materials for demonstrations.

Works Cited:

<https://assignbuster.com/teaching-methods-mathematics/>

Renick, L. (1989). *Knowing and Learning: Math Instructions*.
Hillsdale: Textbook.