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Summary: Unlike old perceptions of algebra as a subject that needs to be taught in the upper grade levels of schooling, much of the recent research reports that young students are capable of reasoning algebraically. It is important to note that the recommendation to include algebraic experiences in the early grades is not made simply to introduce typical upper grade level algebra skills and procedures into elementary grades. In other words, those who advocate algebra for early grades emphasize the importance of developing a deeper mathematical foundation, rather than the acquisition of skills and procedures. In this article, the author looks at how young students reason algebraically. (Contains 7 figures and 3 tables.) (ERIC)

Classification: H22 C32

Keywords: elementary algebra; algebraic thinking; elementary school mathematics; mathematical concepts; numbers; number concepts; linguistics; cognitive processes; thinking skills

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