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**Folding the circle in half is a text book of information.**

Paditz, Ludwig (ed.) et al., Proceedings of the 10th international conference “Models in Developing Mathematics Education”, Dresden, Saxony, Germany, September 11–17, 2009. Dresden: Hochschule für Technik und Wirtschaft (ISBN 83-919465-9-2). 231-234 (2009).

Summary: This paper addresses folding the circle in half and discussing some of over one hundred different mathematical terms and functions generated in that one fold. The simplicity of process in understanding fundamentals of mathematics by folding circles and observing what is generated is unknown because we only draw pictures of circles. Examples are given about observing and exploring relationships in the circle that are appropriate for first, second, third grade level and beyond. The traditional educational ‘parts-to-whole’ approach can only be fully realized through the comprehensive frame of whole-to-parts by folding the circle. Wholemovement of the circle is not only direct; it is the only context inclusive to progressively understanding parts within unity of the whole.

*Classification:* D42 U62 G22 F22

*Keywords:* paper folding; student activities; circles; concept formation