

**THE FIRST STEPS IN NUMBER.
TEACHER'S EDITION. PART I.
- FIRST YEAR: NUMBER ONE
TO NINE INCLUSIVE**

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The First Steps in Number. Teacher's Edition. Part I. - First Year: Number One to Nine
Inclusive by G. A. Wentworth & E. M. Reed

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G. A. WENTWORTH & E. M. REED

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TO NINE INCLUSIVE**

THE
FIRST STEPS IN NUMBER.

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PART I.—FIRST YEAR: NUMBERS ONE TO NINE INCLUSIVE.

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PREFACE.

THE object of this book is to provide teachers with a record of the work done in number in the primary schools of to-day.

There has been no attempt at novelty in the subject-matter, in the arrangement of work, or in the manner of presentation. The whole is on a constructive basis. Numbers are chief; processes subordinate. What has been found to be more easily understood precedes the more difficult, without respect to its scientific relation. Fractions present no greater difficulty than wholes, so they accompany the teaching of integral numbers from the beginning. The law of dependence has been carefully observed, although at first glance the arrangement may not seem to warrant this assertion.

The object of every teacher is so to present numbers that the mind of the child may grasp firmly the facts concerning them, and hold these facts tenaciously by the law of association. Success lies in requiring the child to *show* what he is talking about, and in following the "step by step" rule. The book illustrates these two principles. It abounds in examples which have not before appeared in print, and which are calculated to interest the child from their close connection with his varied experiences. It gives suggestions for versatility of drill, and illustrates in detail the teaching of a hundred topics.

It is expected that the work to the number ten will be taken in one year, the work to twenty in another year, and the remainder of the course outlined in the book will be covered in two years more.

A child's book accompanies this edition, which the child may use with great advantage after he becomes acquainted with figures.

It is hoped that this book will find a welcome among all persons interested in leading children by easy and sure paths to a knowledge of numbers.

G. A. WENTWORTH.
E. M. REED.

TABLE OF CONTENTS.

	PAGE.
CHAPTER I. Introduction	1
CHAPTER II. The Number Three	5
CHAPTER III. The Number Four	19
CHAPTER IV.	34
The Number Five, 34; One-Half, 52.	
CHAPTER V.	55
The Number Six, 55; Pints in a Quart, 85.	
CHAPTER VI.	87
The Number Seven, 87; Gills in a Pint, 101.	
CHAPTER VII.	119
The Number Eight, 119; One-Fourth, 123.	
CHAPTER VIII.	153
The Number Nine, 153; One-Third, 196.	
CHAPTER IX. Figures	197
CHAPTER X.	212
The Number Ten, 212; The Sign of Equality, 214; The Sign of Addition, 217; The Sign of Subtraction, 224.	
CHAPTER XI. The Number Eleven	228
CHAPTER XII.	239
The Number Twelve, 239; The Sign of Multiplication, 254; The Foot, 255.	
CHAPTER XIII. The Number Thirteen	260
CHAPTER XIV.	265
The Number Fourteen, 265; The Sign of Division, 267; The Yard, 280.	
CHAPTER XV.	282
The Number Fifteen, 282; The Gallon, 289.	
CHAPTER XVI. The Number Sixteen	290
CHAPTER XVII.	302
The Number Seventeen, 302; One-Sixth, 303.	
CHAPTER XVIII. The Number Eighteen	305
CHAPTER XIX. The Number Nineteen	311
CHAPTER XX. Tens.	314
CHAPTER XXI. The Number Twenty	323
CHAPTER XXII. The Number Twenty-One	328
CHAPTER XXIII.	333
The Number Twenty-Four, 333; One-Fifth, 339.	
CHAPTER XXIV. The Number Twenty-Five	340
CHAPTER XXV. The Number Twenty-Seven	344
CHAPTER XXVI. The Number Twenty-Eight	349

CHAPTER XXVII.	353
The Number Thirty, 353; United States Money, 360; Dry Measures, 360.	
CHAPTER XXVIII.	363
First Step in Addition, 363; First Step in Subtraction, 364; First Step in Multiplication, 366.	
CHAPTER XXIX.	367
The Number Thirty-Two, 367; Ounces in a Pound, 368; The Number Thirty-Five, 369; The Number Thirty-Six, 371; Pecks in a Bushel, 373; The Number Forty, 374; The Number Forty-Two, 375; The Number Forty-Five, 375; First Step in Multiplying Fractions, 376; The Number Forty-Eight, 376; The Number Forty-Nine, 377.	
CHAPTER XXX.	364
Second Step in Addition, 384; Second Step in Subtrac- tion, 385; Second Step in Multiplication, 386.	
CHAPTER XXXI.	387
The Number Fifty-Four, 387; The Number Fifty-Six, 387; The Number Sixty, 387; A Second of Time, 390; Sec- onds in a Minute, 391; Minutes in an Hour, 392.	
CHAPTER XXXII.	394
The Number Sixty-Three, 394; The Number Sixty-Four, 394; Square Numbers, 398; Odd and Even Numbers, 399.	
CHAPTER XXXIII.	400
The Number Seventy-Two, 400; The Number Eighty- One, 400; The Rod, 405; Yards in a Rod, 406; Rods in a Mile, 406; Roman Numerals, 407; Combination of Roman Numerals, 408.	
CHAPTER XXXIV.	411
The Number Eighty-Four, 411; The Number Ninety- Six, 411.	
CHAPTER XXXV.	418
Third Step in Multiplication, 418; First Step in Divi- sion, 420; Second Step in Division, 422.	
CHAPTER XXXVI.	429
Reduction of Fractions, 429; Addition of Fractions, 432; Multiplication of Fractions, 434; Division of Fractions, 435.	
CHAPTER XXXVII.	442
Factors of a Number, 442; Prime and Composite Num- bers, 442; Prime Factors of a Number, 443; The Greatest Common Factor, 444; A Multiple of a Number, 445; The Least Common Multiple, 446.	
CHAPTER XXXVIII.	450
Tenths, 450; Tenths and Hundredths, 452.	
CHAPTER XXXIX.	458
Percentage, 458; Commission and Brokerage, 465; Inter- est, 467.	

FIRST STEPS IN NUMBER.

CHAPTER I.

INTRODUCTION.

FOR a successful teaching of Number the teacher needs a great variety of objects. Blocks, splints, sticks, buttons, paper patterns, peas, beans, corn, spools, counters, shells, pebbles, horse-chestnuts, acorns, little tin plates, cups and saucers, tin money, are inexpensive and convenient to handle. For measurements, the teacher must have inch measures, foot rules, yard measures, a set of tin measures, a set of wooden or paste-board measures, a set of weights, and a pair of scales.

The teaching of Number as far as ten does not include the teaching of figures or other signs used in Arithmetic. No blackboard work is required of the child until after he has learned the numbers below ten. There is no difficulty in learning the figures along with the numbers; the difficulty comes in learning the numbers along with the figures. So it seems best to ignore the sign in favor of the thing.

It is more convenient in these exercises to have the children stand about a table on which are the objects to be handled, and many of the directions to the class are given with this arrangement in view. Let the children illustrate each story with objects, until it is evident that the relation between the numbers is as clearly seen without the objects as with them. Whenever a mental picture is formed, then the material is a hindrance to the teaching. Objects are a