

Title of Session: K-3+ Resources - Hands-On Math

Moderator: Susan Roseman

Guest Speaker: Gisela Hausmann

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Room: Comfy Conference Room

DickC joined the room.

BJB2: Hi, Dick. Welcome

GiselaGst11: Hi Dick

DickC: Hi

BJB2: Dick is looking for an educational chat...ready to impress Dick?

GiselaGst11: absolutely

SusanR: Are you here for the Hands on math session, Dick?

GiselaGst11: Hi Dick, I am here to talk about everybody's favorite subject - basic math, what grade do you teach

SusanR: an impressive letter to the secretary of education, Gisela

SusanR: http://www.handsonmathematics.com/open_letter_pisa.htm

GiselaGst11: yes, that's the Open Letter

GiselaGst11: but it is not what I want to talk about here

DickC: I'm actually a history teacher doing a course online which is intended to teach me how to use online resources in the classroom. An assignment is to experience a discussion.

GiselaGst11: Dick, have you seen any of my work? the Hands on Mathematics CD-Rom books? www.handsonmathematics.com

SusanR: I am the discussion leader for the K to 3+ Great Resources session here at TI

GiselaGst11: history - my favorite subject

SusanR: Gisella is our featured guest.

DickC: Gisela, unfortunately I have not seen your work, but my daughter will be interested as she's homeschooling our granddaughter.

GiselaGst11: Hm, Dick, what grade do you teach? Are you interested in absci math? I propose to leave counting behind and start talking about things as they are. "There are 3 books" vs. There are 1 - 2 -3 books

GiselaGst11: How old is your granddaughter

DickC: She's 12 and in the 7th grade.

GiselaGst11: Whoops - they are way too old

GiselaGst11: I have two kids that age almost 12/almost 13

DickC: I teach 11th grade American History, college-credit U.S. history, and 9th grade world history, 2 sections each. I'm not familiar with absci math, but tell me about that.

GiselaGst11: well, basically I oppose counting - it's been done for years and from what we can see in worldwide tests US students aren't doing too good with it

DickC: I'm probably in the wrong place for you folks and your discussion, but I'll lurk and let you get to your conversation, if you'd like.

GiselaGst11: Europeans who don't count as a method but do finger math and computing with 1 through 10 do a ton better

DickC: How does finger math work?

GiselaGst11: well, you must now what to do, I am sure that everything I tell you is theoretical knowledge only

GiselaGst11: finger math is starting to add and subtract with ones fingers. the plusses

GiselaGst11: you always have them with you

JeffC joined the room.

DickC: Hi, Jeff

JeffC waves

SusanR: Is it similar to Kumon Math, Gisela

GiselaGst11: and they give children a feeling of security "I don't need them for this computation but if I needed them, I would have them at hand

SusanR: Hi Jeff

SusanR: Jeff is our math and science specialist here

JeffC: Well... I run the groups... but I'm no expert.

GiselaGst11: basically children work with what they have at hand instead of tagging alone real or imaginary number lines

GiselaGst11: Hi Jeff

JeffC: Hi Gisela

SusanR: They use a lot of manipulatives, Gisela!

GiselaGst11: If you run the group - you must like it - a lot - have you seen my website www.handsonmathematics.com?

GiselaGst11: Tell me more

JeffC: I haven't been there Gisela, but will add it to the Math & Science public bookmarks at <http://www.mybookmarks.com/public/mathscience>

GiselaGst11: well, I propose to just stop counting with all little kids and call things what they are

GiselaGst11: counting is like the baby talk of math

DavidWe joined the room.

GiselaGst11: there is absolutely no reason why children have to do it

SusanR: Welcome, David

DavidWe waves quietly

DavidWe . o O (thanks)

SusanR: another math fanatic

DavidWe: hey!

DickC: Hi, David

DavidWe: Hi folks

DavidWe excuses himself for interrupting

GiselaGst11: if one would just tell kids: there are 3 books, here are 3 kids, please get me the 3 apples, kids would filter out the common denominator 3 and at the same time learn to GRASP - VISUALIZE 3

GiselaGst11: thus children learn to deal with math and understand what to do with it

GiselaGst11: counting on the other hand is methodical, boring, and does not relate to anything else

SusanR . o O (math in everyday life)

GiselaGst11: therefore kids don't know what to do with it

GiselaGst11: children want to get into action - if they can stack two blocks they want to build the highest tower,

GiselaGst11: negative scenario - they have learned how to light a match - they might set fire to the house

SusanR listens intently

GiselaGst11: so, if children are so active - trying to build the highest tower the biggest sand castle why does anybody believe we can entuse them with counting

GiselaGst11: now, the baffling thing is, Europeans don't count,

DavidWe . o O (never?)

GiselaGst11: but Asians do in their schools - with drilling

DavidWe grins

GiselaGst11: No, only very rarely, after they have figured out the system,

DavidWe nods

GiselaGst11: 10 times 10 = 100

GiselaGst11: well, so Europeans don't count, Asians do, but both of them score better than the US when looked at world wide, BTW Canada is doing pretty well too

GiselaGst11: US students count constantly BEFORE they learn how to add and subtract $3 + 4$

GiselaGst11: I think it is ridiculous to expect that a child learns that 67 is a number between 66 and 68 without having learned that $7 = 4 + 3$ or $10 - 3$

DavidWe wonders if Gisela has an explanation for why this is

GiselaGst11: but that's what is being taught. no wonder kids eventually dislike math - it is just not served in an appealing way

GiselaGst11: for the counting ?

DavidWe: for the American approach to early math

DavidWe nods yes

GiselaGst11: the US Dep. of Education recommends it and tests it in standardized tests, thus forcing teachers to teach it

GiselaGst11: how they came up with the idea I have no idea - my only explanation would be that they got stuck in the 19th century where this system for lack of video games and TV may have even worked.

GiselaGst11: but in any event - most math teaching systems miss the easiest thing

GiselaGst11: just name things, counting is not necessary at all.

SusanR: So then young students should have a full understanding of numbers 1 to 10 before proceeding to other skills and math concepts, Gisela

GiselaGst11: kids go to pre-school - they have friends there usually about 20 in a group

GiselaGst11: absolutely.

GiselaGst11: once they can deal with 10 they can deal with anything

SusanR agrees

GiselaGst11: if they work with 10 finger and eventually need more they can visualize their toes

GiselaGst11: I did this in experiments - kids who had worked with their fingers, did not need to take off their shoes to visualize their 10 toes

GiselaGst11: they have a picture of ten and that's what they work with

SusanR: Math Their Way..was successful for me when I taught grade one

GiselaGst11: I happen to believe that the Lord gave us 10 fingers to deal with math or that some people figured that if God gave us 10 fingers then that was probably the unit to work with

GiselaGst11: Jeff surely can tell us about the Romans and their soldiers units of 10 times 10 = 100

DavidWe . o O (centurions?)

GiselaGst11: well, everybody, even the most uneducated man knew if enough men were in a troop

GiselaGst11: yep,

GiselaGst11: well, I figure they used their hands to figure it out

DavidWe . o O (or toes)

GiselaGst11: now, if kids deal with basic math and they are not quite sure, they can always refer to their fingers as calculator

GiselaGst11: but in my book I go further

GiselaGst11: I introduce other units - etc. 1 = always something that special

GiselaGst11: 1 mom, 1 dad, but even 1 president, 1 highest mountain

GiselaGst11: thus the kids learn language arts

GiselaGst11: what is special?

SusanR . o O (integration)

GiselaGst11: and on a side note - the letter I happens to look like the number 1 - I think this is no coincidence - there is only 1 "I"

GiselaGst11: and even, if there are more items - e.g. a girl's half a dozen dolls

GiselaGst11: well, One of them is the "special" favorite one, right

GiselaGst11: so that's number 1, everybody can remember that

GiselaGst11: then I get to number 2

GiselaGst11: 2 = a pair

GiselaGst11: a pair of gloves, pants, eyes, glasses, etc.

GiselaGst11: when I present this lesson plan the kids are enthused

GiselaGst11: eventually, when we have gone through the obvious

SusanR: Check out this site, Gisela

SusanR: <http://www.counton.org/>

SusanR: and click on Numberland

GiselaGst11: I ask for the not so obvious - 2 pinkies, 2 tiny toes etc....

GiselaGst11: 1 sec, now my kids are learning anatomy - math and science get connected - learning has become interdisciplinary

DavidWe agrees with THAT statement

GiselaGst11: that's a very neat site - of course, I am trying to cater to the teenies, 3 yrs and up

GiselaGst11: I really think that interdisciplinary learning is not as much in fashion as it was 15 years ago

GiselaGst11: do you guys agree

DavidWe doesn't really know, but believes it needs to be more prominent

GiselaGst11: and the thing is - it makes everything so much easier

GiselaGst11: well, just a mini statement to the number 2

SusanR listens

AvivaG joined the room.

GiselaGst11: after I have covered 2 as the pair, I cover that 2 also represents the opposite - opponents

DavidWe waves quietly to Aviva

AvivaG: Aviva waves back

GiselaGst11: e.g. soccer teams - with out 2 no game is possible

GiselaGst11: of course that can be varied ice hockey, soccer, football, chess

DavidWe smiles

SusanR: Aviva, Gisela is discussing math acquisition skills for pre school students

GiselaGst11: well, again, you get kids attention - they can relate to that

AvivaG: ok, thanks

DickC: Sorry to interrupt, but thanks for letting me in on this chat. Interesting concepts.

GiselaGst11: so, it is beyond me why anybody would try to count 1 -2 when s/he could excite kids with stories about pairs and opponents

DickC left the room (signed off).

GiselaGst11: and this is how my entire book is planned and written

DavidWe: Where is your book available, Gisela?

GiselaGst11: for sample pages see www.handsonmathematics.com, scroll down where it says peek into the numbers book

SusanR: the topic was hands on math, Carmen... the session will be repeated later on in the season

GiselaGst11: and that's where you get to see it.

DavidWe nods

GiselaGst11: then I have corresponding worksheets

GiselaGst11: which can be printed off the CD-ROM (PC only) so parents can have their kids practice

GiselaGst11: and of course, teachers too, everything is planned so teachers have it easy

GiselaGst11: any questions?

DavidWe: What is the cost of the book/CD-ROM, etc?

GiselaGst11: numbers = \$ 13.00 and arithmetic is \$ 18.00

DavidWe: Thanks

GiselaGst11: however, if one would raise a 2 year old with the numbers book

GiselaGst11: one would never need the arithmetic book

DavidWe smiles

SusanR: I recommend the CD highly.

DavidWe: Well, THAT IS an endorsement

GiselaGst11: I created the arithmetic book only to "reprogram" kids who grow up with counting

DavidWe grins at Sue

SusanR: I did have an opportunity to explore and PLAY.

GiselaGst11: because that's the main problem

SusanR: I would love to see Canadian coins..or a Canadian version

GiselaGst11: well, Sue what did you think of my methodology?

GiselaGst11: yes, I know

SusanR: GREAT

DavidWe grins

SusanR: Get the 1 to 10 foundation

GiselaGst11: but guess what, I am also selling copies to UK, DE, and to the "French school" in Vienna Austria

GiselaGst11: and all of the guys (with the exception of the British) have euros

DavidWe . o O (those British!)

GiselaGst11: yes, the British

SusanR: What about Canada?

GiselaGst11: but I like them,

DavidWe: Thanks for your presentation, Gisela. I apologize but I've got to get off this computer

DavidWe waves bye to all

DavidWe: Ciao

GiselaGst11: I have never been in Canada, believe it or not

DavidWe left the room (signed off).

GiselaGst11: Bye David

SusanR: We have the metric system!

GiselaGst11: well, I know, and that makes life a lot easier

SusanR: Thank you Gisela. This was stimulating.

GiselaGst11: and people are always accusing me of trying to smuggle the metric system into the US

GiselaGst11: but I don't. I just want the little kids to use their fingers as their first calculator, that's all

SusanR: I will be in touch, Gisela. Perhaps we can repeat the session. Lots of fodder for preservice teachers!!

GiselaGst11: does anybody have any other questions

GiselaGst11: well, let me know when so I can send a letter to all my friends and fans

GiselaGst11: in time, (I admit I could have thought of this earlier)

GiselaGst11: so, maybe we can get a few new faces and introduce your great organization