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AN ABSTRACT OF  
NUMBER IN  
the  
KINDERGARTEN

A THESIS  
PRESENTED TO THE GRADUATE FACULTY  
OF DANBURY STATE COLLEGE

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE

by  
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The purpose of the thesis Number In The Kindergarten: To ascertain the views and recommendations of noted authorities in the field of number and to present techniques and devices designed to help build understandings for four and five-year olds, in order that they may be better prepared to deal successfully with the more formal aspects of number in the future.

Procedures used in preparing the thesis: The works of such authorities as Brueckner and Grossnickle; Clark and Eads; DeMay; Hickerson; Marks, Purdy and Kinney; Morton; Taylor and Mills were read and compared. See Chapter I.

Techniques and devices used in working with the children as found in:

- a. General housekeeping and everyday classroom living
- b. Finger plays and stories
- c. Arithmetic Tangibles--commercial and teacher-made
- d. Songs
- e. Games

are discussed in Chapter II. Teachers seeking such information may find this chapter worthwhile.

Chapter III presents an extensive list of books used and found helpful in working with Kindergarten children.

Chapter IV deals with suggested readings for teachers.

This study has revealed that there is much the Kindergarten teacher can do to make number meaningful to those

in her care. The normal Kindergarten day is filled with opportunities. While number may be incidental in the lives of these little people, it must not be accidental. The teacher must plan carefully. In so doing she can help the child develop an understanding of number and the important part it plays in his life now and in the years to come.