

**SUGGESTIVE LESSONS IN
NUMBERING, ARRANGED FOR
INDIVIDUAL WORK, SEVENTH
GRADE, APRIL 15, 1922**

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MARGARET M. CAMPBELL

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SUGGESTIVE LESSONS IN NUMBERING

Arranged for Individual Work

SEVENTH GRADE

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PREFACE.

These lessons are planned to use with the California State Series, and so are not complete in themselves, but they show possibilities of securing material from other divisions of the curricula. So close is the relation between arithmetic and the other branches of knowledge, that it might be said that only the mastery of the fundamental processes should be designated arithmetic, for the application belongs wherever quantitative thinking is desirable. The importance of finding favorable opportunities for this kind of thinking cannot be over-emphasized, and nowhere are they more auspicious than along the lines of the pupils' present interests and needs.

In consideration of the pupils' individual abilities and differences, the arrangement as well as the graded steps both in the separate lessons and the series as a whole is such that they may progress each at his own rate of speed and with his own degree of doing. The essential points are that each pupil feels an inner urge to do, and that he develops his own power by such activity.

M. M. C.

April 15, 1922.

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LESSON I

1. (a) Make a rectangle that is 5 inches long and 4 inches wide. (b) Divide this into $\frac{1}{2}$ -inch squares. (c) How many squares in the first row? How many rows? How many squares in all? (d) Beginning at the upper left corner, number the squares straight across with the Roman numerals. Always beginning at the left, number the squares in every other row to correspond with the number of the lesson. (e) Cut out this rectangle and attach it to your book or tablet where you can have it throughout the year so that you can keep the record of your arithmetic work on it. (f) Decide on certain ways of marking it to show (1) that you have handed in your paper; (2) that you have corrected all mistakes on your paper; (3) that your paper was perfect the first time you handed it in.

2. (a) Make a large graph sheet that will do to keep the record of the whole class. (b) How many squares across the page shall you need? (c) How many rows of squares are necessary? (d) What else must be allowed for at one end? (e) At the top of the rectangle? (f) What are the dimensions of the large rectangle? (g) What is the size of the square? (h) Use ink in making another of these record sheets on heavy paper that can be posted in the front of the room.

3. Either secure a sheet of squared paper or rule a sheet of unlined paper into $\frac{1}{4}$ -inch squares. (Be as saving as you can with this paper, for if it is bought, it is expensive; if it is made, it requires both time and patience.) (a) Graph these records which were made in the arithmetic drills for a week; John made 8 errors Monday, 6 Tuesday, 4 Wednes-