The Five Basic Concepts.

1. Mathematics is the study of numbers and all we can do with numbers is COUNT
2. The concept of SAME. The highest number we can count to (in base ten) is 9, the numbers tell you how many the places tell you what kind. Before we can count they must be SAME.
3. We form rectangles to facilitate counting.
4. O Hero ZERO.
5. 1 No Fun Get Back To One. NFGBTO.

Presenting the five basic concepts.

When presenting the basic concepts always ask questions. Whatever the answers are give positive feedback, and lead them to the answer you want. Remove the NO from the lesson. This takes practice.

Use of questions in teaching basic operations.

When approaching a problem or attacking a problem the best thing to do is ask questions. Teach the students what questions to ask themselves when confronted with a problem. This starts simply: "what comes next" when counting.

1, 2,3...what comes next?

$6 + 7 = ?$
Is 7 and 6 more than ten? If they can't say yes for sure say lets find out.
What does 7 want to be? *Ten!*
What does it need to be ten? *Three!*
Does 7 want 6? *NO!*
Is there a 3 in 6? *YES!*
When 7 takes the 3 out of six what does 7 become? *Ten!*
And how many left (out of the 6)? Three.
So what do we have? Ten and three.
We have a name for ten and three, what is it. Thirteen.

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First question: Do we have enough (in the one's place)? No.
What does 7 want to be? Ten.
What does it need to be 10? Three.
So what do we do to the two? Cross it out.
What comes next? Add the 3 to the 3.
What do you get? Six.

And how many tens? One.
So the answer is? Sixteen. (or if very young: ten and six, and ask what the name for 10 and 6 is).

Use of patterning for memorization.