



# Finger Counting

**C Cleary**



## **Finger Counting:**

**Handy numbers: finger counting and numerical cognition** Frank Domahs, Liane Kaufmann, Martin H. Fischer, We are born with a number sense the ability to respond to numerosity which we share with other vertebrates This inherited numerosity representation is approximate and follows the Weber Fechner law that governs sensory perception As educated adults we can also use culturally developed abstract symbol systems to represent exact numerosities in particular number words and Arabic numbers This developmental stage is preceded by an apparently transient phase of finger counting and finger calculation In fact the use of fingers to represent number is ubiquitous across ages and cultures Children use finger counting even if they are discouraged to do so sometimes even before they are able to utter the number word sequence Furthermore finger counting strategies may also be used by adults diagnosed with dyscalculia to make up for a deficient or absent mental number representation The advantages of finger counting are evident Fingers are readily available and perceptually salient finger numerical representations support short term memory and they provide a transparent one to one relationship between to be counted objects and their representation Obviously however these advantages only hold for small numbers Fully transparent finger counting systems are limited to the number range between zero and ten Larger numbers can only be represented in perceptually less salient or symbolic ways In recent years a growing body of evidence has suggested that finger based representations of number do not form an arbitrary and transient stage of cognitive development Rather they seem to provide a good example of embodied cognition According to this influential viewpoint all of our knowledge is represented together with the sensory and motor activity that was present during its acquisition As a consequence even a supposedly abstract cognitive ability such as numerical cognition reuses the neural substrate and inherits functional properties of more basic perceptual and or motor processes Consistent with this assumption finger counting habits and numerical processing do interact even in educated adults casting doubts on purely abstract accounts of mental number representations The objective of this Research Topic is to document embodiment signatures in number processing and calculation a domain of cognition that was long considered to epitomize the abstract symbol manipulation approach to human cognition To this end we invite empirical contributions using different methodologies including behavioural developmental neuroscientific educational cross cultural and neuropsychological studies Moreover we also seek theoretical contributions review articles or opinion papers Questions to be tackled may include but are not restricted to the following Is finger counting only a useful or even a necessary step towards the acquisition of symbolic number representations What are the neural correlates of the finger number relationship Which features of finger counting influence adult number processing both approximate and exact How can finger counting systems be classified typologically and how do different finger counting systems influence numerical cognition across cultures and populations Should finger counting and finger calculation be promoted or discouraged in maths education How are disturbances of finger gnosis and numerical

abilities linked We hope that this Research Topic will bring together researchers from different backgrounds to fruitfully discuss a topic which has both scientific and every day relevance

#### **Literature-based Math Activities** Alison

Abrohms,1992 This unique resource uses 40 popular children s books as springboards to math learning It s brimming with activities and reproducibles that focus on number sense operations fractions patterns measurement money time probability and much more

#### **The Oxford Handbook of Numerical Cognition** Roi Cohen Kadosh,Ann Dowker,2015

Numbers are vital to so many areas of life in science economics sports education and many aspects of everyday life from infancy onwards This handbook brings together the different research areas that make up the vibrant field of numerical cognition in one comprehensive and authoritative volume

#### **Language and Cognition** Kuniyoshi L. Sakai,Leonid Perlovsky,2015-07-07

Interaction between language and cognition remains an unsolved scientific problem What are the differences in neural mechanisms of language and cognition Why do children acquire language by the age of six while taking a lifetime to acquire cognition What is the role of language and cognition in thinking Is abstract cognition possible without language Is language just a communication device or is it fundamental in developing thoughts Why are there no animals with human thinking but without human language Combinations even among 100 words and 100 objects multiple words can represent multiple objects exceed the number of all the particles in the Universe and it seems that no amount of experience would suffice to learn these associations How does human brain overcome this difficulty Since the 19th century we know about involvement of Broca s and Wernicke s areas in language What new knowledge of language and cognition areas has been found with fMRI and other brain imaging methods Every year we know more about their anatomical and functional effective connectivity What can be inferred about mechanisms of their interaction and about their functions in language and cognition Why does the human brain show hemispheric i e left or right dominance for some specific linguistic and cognitive processes Is understanding of language and cognition processed in the same brain area or are there differences in language semantic and cognitive semantic brain areas Is the syntactic process related to the structure of our conceptual world Chomsky has suggested that language is separable from cognition On the opposite cognitive and construction linguistics emphasized a single mechanism of both Neither has led to a computational theory so far Evolutionary linguistics has emphasized evolution leading to a mechanism of language acquisition yet proposed approaches also lead to incomputable complexity There are some more related issues in linguistics and language education as well Which brain regions govern phonology lexicon semantics and syntax systems as well as their acquisitions What are the differences in acquisition of the first and second languages Which mechanisms of cognition are involved in reading and writing Are different writing systems affect relations between language and cognition Are there differences in language cognition interactions among different language groups such as Indo European Chinese Japanese Semitic and types different degrees of analytic isolating synthetic inflected fused agglutinative features What can be learned from sign languages Rizzolatti and Arbib have proposed that language evolved on top of earlier

mirror neuron mechanism Can this proposal answer the unknown questions about language and cognition Can it explain mechanisms of language cognition interaction How does it relate to known brain areas and their interactions identified in brain imaging Emotional and conceptual contents of voice sounds in animals are fused Evolution of human language has demanded splitting of emotional and conceptual contents and mechanisms although language prosody still carries emotional content Is it a dying off remnant or is it fundamental for interaction between language and cognition If language and cognitive mechanisms differ unifying these two contents requires motivation hence emotions What are these emotions Can they be measured Tonal languages use pitch contours for semantic contents are there differences in language cognition interaction among tonal and atonal languages Are emotional differences among cultures exclusively cultural or also depend on languages Interaction of language and cognition is thus full of mysteries and we encourage papers addressing any aspect of this topic

*Numerical Development - From cognitive functions to neural underpinnings* Korbinian Moeller, Elise Klein, Klaus F Willmes - von Hinckeldey, Karin Kucian, 2015-02-24 Living at the beginning of the 21st century requires being numerate because numerical abilities are not only essential for life prospects of individuals but also for economic interests of post industrial knowledge societies Thus numerical development is at the core of both individual as well as societal interests There is the notion that we are already born with a very basic ability to deal with small numerosities Yet this often called number sense seems to be very restricted approximate and driven by perceptual constraints During our numerical development in formal e g school but also informal contexts e g family street we acquire culturally developed abstract symbol systems to represent exact numerosities in particular number words and Arabic digits refining our numerical capabilities In recent years numerical development has gained increasing research interest documented in a growing number of behavioural neuro scientific educational cross cultural and neuropsychological studies addressing this issue Additionally our understanding of how numerical competencies develop has also benefitted considerably from the advent of different neuro imaging techniques allowing for an evaluation of developmental changes in the human brain In sum we are now starting to put together a more and more coherent picture of how numerical competencies develop and how this development is associated with neural changes as well In the end this knowledge might also lead to a better understanding of the reasons for atypical numerical development which often has grievous consequences for those who suffer from developmental dyscalculia or mathematics learning disabilities Therefore this Research Topic deals with all aspects of numerical development findings from behavioural performance to underlying neural substrates from cross sectional to longitudinal evaluations from healthy to clinical populations To this end we included empirical contributions using different experimental methodologies but also theoretical contributions review articles or opinion papers

Cultural Number Systems Karenleigh A. Overmann, 2025-04-26 This sourcebook presents an extensive look at cultural number systems in numeracy and writing systems Based on a decade of research by the author the work examines topics such as why Xerxes the First counted his army by having his men march

through an enclosure big enough to hold 10 000 of them at a time why the Hawaiian word for twenty means nine and two why an ancient Greek mathematician was driven mad by irrational numbers and how old counting might be and how we might know this Along the way the author describes topics such as dactylonomy the ancient art of expressing and calculating numbers with the fingers specified counting the use of different counting sequences to count different types of objects and the ephemeral abacus strategies for counting that involve people and goods but not an actual device The chapters are organized into six geographical areas the ancient Near East Africa Europe Asia India Oceania and the Americas Spiritual Calculations Christine Cooper-Rompato,2022-01-21 Medieval English sermons teem with examples of quantitative reasoning ranging from the arithmetical to the numerological and regularly engage with numerical concepts Examining sermons written in Middle English and Latin this book reveals that popular English speaking audiences were encouraged to engage in a wide range of numerate operations in their daily religious practices Medieval sermonists promoted numeracy as a way for audiences to appreciate divine truth Their sermons educated audiences in a hybrid form of numerate practice one that relied on individuals pragmatic quantitative reasoning which when combined with spiritual interpretations of numbers provided by the preacher created a deep and rich sense in which number was the best way to approach the sacred mysteries of the world as well as to learn how one could best live as a Christian Analyzing both published and previously unpublished sermons and sermon cycles Christine Cooper Rompato explores the use of numbers arithmetic and other mathematical operations to better understand how medieval laypeople used math as a means to connect with God Spiritual Calculations enhances our understanding of medieval sermons and sheds new light on how receptive audiences were to this sophisticated rhetorical form It will be welcomed by scholars of Middle English literature medieval sermon studies religious experience and the history of mathematics The Non-Hierarchical Way from Yijing to Jeongyeok Young Woon Ko,2023-01-09 The Non Hierarchical Way from Yijing to Jeongyeok A New Paradigm for East Meeting West examines the paradoxical structure of Yijing known as the Book of Changes a structure that promotes in a non hierarchical way the harmony and transformation of opposites Because the non hierarchical model is not limited to the East Asian tradition it is considered in relation to ideas developed in the West including Carl Jung s archetypal psychology Georg Cantor s Diagonal Theorem Rene Girard s mimetic desire and Alfred North Whitehead s process thought By critically reviewing the numerical and symbolic structures of Yijing Young Woon Ko introduces Kim Ilbu s Jeongyeok the Book of Right Changes and demonstrates that it intensifies the correlation between opposites to overcome any hierarchical system implied by the Yijing Both the Yijing and the Jeongyeok are useful textual sources for kindling a discussion about the Divine which is conceived in Eastern and Western philosophical theological traditions quite differently While the nontheistic aspects of the Ultimate feature prominently in Yijing Jeongyeok extends them to a theistic issue by introducing the notion of Sangjae the Supreme Lord which can lead to a fruitful dialogue for understanding the dipolar characteristics of the divine reality personal and impersonal Ko considers their contrast which

has divided Eastern and Western religious belief systems to be transformational and open to a wider perspective of the divine conception in the process of change

**Multidisciplinary Approaches to Understanding Early Development of Spatial Skills: Advances in Linguistic, Behavioral, and Neuroimaging studies** Hui Li, Jin Sun, Xiao Zhang, 2021-06-04

**Numbers** Graham Flegg, 2013-05-13 Readable jargon free book examines the earliest endeavors to count and record numbers initial attempts to solve problems by using equations and origins of infinite cardinal arithmetic Surprisingly exciting Choice

**Transforming Learning Through Tangible Instruction** Sarah Kuhn, 2021-07-12 Transforming Learning Through Tangible Instruction offers a transformative student centered approach to higher education pedagogy that integrates embodied cognition into classroom practice Evidence across disciplines makes clear that people learn with their bodies as well as their brains but no previous book has provided evidence based guidance for adopting and refining its practice in colleges and universities Collecting findings from cognitive science educational neuroscience learning theories and beyond this volume's unique approach radical yet practical effective yet low cost will have profound implications for higher education faculty and administrators engaged in teaching and learning Seven concise chapters explore how physical objects hands on making active construction and other elements of body and environment can enhance comprehension memory and individual and collaborative learning

**Development of Mathematical Cognition** Daniel B. Berch, David C. Geary, Kathleen Mann Koepke, 2015-10-03 Development of Mathematical Cognition Neural Substrates and Genetic Influences reviews advances in extant imaging modalities and the application of brain stimulation techniques for improving mathematical learning It goes on to explore the role genetics and environmental influences have in the development of math abilities and disabilities Focusing on the neural substrates and genetic factors associated with both the typical and atypical development of mathematical thinking and learning this second volume in the Mathematical Cognition and Learning series integrates the latest in innovative measures and methodological advances from the top researchers in the field Provides details about new progress made in the study of neural correlates of numerical and arithmetic cognition Addresses recent work in quantitative and molecular genetics Works to improve instruction in numerical arithmetical and algebraic thinking and learning Informs policy to help increase the level of mathematical proficiency among the general public

*The role of body and environment in cognition* Dermot Lynott, Judith Holler, Louise Connell, 2014-08-25 Recent evidence has shown many ways in which our bodies and the environment influence cognition In this Research Topic we aim to develop our understanding of cognition by considering the diverse and dynamic relationship between the language we use our bodily perceptions and our actions and interactions in the broader environment There are already many empirical effects illustrating the continuity of mind body environment manipulating body posture influences diverse areas such as mood hormonal responses and perception of risk directing attention to a particular sensory modality can affect language processing signal detection and memory performance placing implicit cues in the environment can impact upon social

behaviours moral judgements and economic decision making This Research Topic includes papers that explore the question of how our bodies and the environment influence cognition such as how we mentally represent the world around us understand language reason about abstract concepts make judgements and decisions and interact with objects and other people Contributions focus on empirical theoretical methodological or modelling issues as well as opinion pieces or contrasting perspectives Topic areas include perception and action social cognition emotion language processing modality specific representations spatial representations gesture atypical embodiment perceptual simulation cognitive modelling and perspectives on the future of embodiment      *Advances in Frontal Lobe Research and Application: 2012 Edition* ,2012-12-26

*Advances in Frontal Lobe Research and Application 2012 Edition* is a ScholarlyEditions eBook that delivers timely authoritative and comprehensive information about Frontal Lobe The editors have built *Advances in Frontal Lobe Research and Application 2012 Edition* on the vast information databases of ScholarlyNews You can expect the information about Frontal Lobe in this eBook to be deeper than what you can access anywhere else as well as consistently reliable authoritative informed and relevant The content of *Advances in Frontal Lobe Research and Application 2012 Edition* has been produced by the world s leading scientists engineers analysts research institutions and companies All of the content is from peer reviewed sources and all of it is written assembled and edited by the editors at ScholarlyEditions and available exclusively from us You now have a source you can cite with authority confidence and credibility More information is available at <http://www.ScholarlyEditions.com>      *Language and Culture in Mathematical Cognition* Daniel B. Berch,David C. Geary,Kathleen Mann Koepke,2018-07-27

*Language and Culture in Mathematical Cognition* First Edition focuses on the role of linguistic and cultural factors in math cognition and development It covers a wide range of topics including analogical mapping in numerical development arithmetic fact retrieval in the bilingual brain cross cultural comparisons of mathematics achievement the shaping of numerical processing by number word construction the influence of Head Start programs the mathematical skills of children with specific language impairments the role of culture and language in creating associations between number and space and electrophysiological studies of linguistic traces in core knowledge at the neural level Includes cutting edge findings innovative measures recent methodological advances and groundbreaking theoretical developments Synthesizes research from various subdomains of math cognition research Covers the full complement of research in mathematical thinking and learning Informs researchers scholars educators students and policymakers      **The Materiality of Numbers** Karenleigh A. Overmann,2023-05-25

This is a book about numbers what they are as concepts and how and why they originate as viewed through the material devices used to represent and manipulate them Fingers tallies tokens and written notations invented in both ancestral and contemporary societies explain what numbers are why they are the way they are and how we get them Overmann is the first to explore how material devices contribute to numerical thinking initially by helping us to visualize and manipulate the perceptual experience of quantity that we share with other



species She explores how and why numbers are conceptualized and then elaborated as well as the central role that material objects play in both processes Overmann's volume thus offers a view of numerical cognition that is based on an alternative set of assumptions about numbers their material component and the nature of the human mind and thinking

**Cognitive Models in Palaeolithic Archaeology** Thomas Grant Wynn, Frederick Lawrence Coolidge, 2017 Cognitive Models in Palaeolithic Archaeology grew out of a specialized thematic session that we organized for the 2013 meeting of the European Society for the Study of Human Evolution Preface

**Neurosemantics** Alessio Plebe, Vivian M. De La Cruz, 2016-03-16 This book examines the concept of Neurosemantics a term currently used in two different senses the informational meaning of the physical processes in the neural circuits and semantics in its classical sense as the meaning of language explained in terms of neural processes The book explores this second sense of neurosemantics yet in doing so it addresses much of the first meaning as well Divided into two parts the book starts with a description and analysis of the mathematics of the brain including computational units representational mechanisms and algorithmic principles This first part pays special attention to the neural architecture which has been used in developing models of neurosemantics The second part of the book presents a collection of models and describes each model reproducing specific aspects of the semantics of language Some of these models target one of the core problems of semantics the reference of nouns and in particular of nouns with a strong perceptual characterization Others address the semantics of predicates with a detailed analysis of colour attributes While this book represents a radical shift from traditional semantics it still pursues a line of continuity that is based on the idea that meaning can be captured and explained by a sort of computation

*Africa Counts* Claudia Zaslavsky, 1999-04-01 This fascinating study of mathematical thinking among sub Saharan African peoples covers counting in words and in gestures measuring time distance weight and other quantities manipulating money and keeping accounts number systems patterns in music poetry art and architecture and number magic and taboos African games such as mankala and elaborate versions of tic tac toe show how complex this thinking can be An invaluable resource for students teachers and others interested in African cultures and multiculturalism this third edition is updated with an introduction covering two decades of new research in the ethnomathematics of Africa

**How Children Learn Math** Nancy Krasa, Karen Tzanetopoulos, Colleen Maas, 2022-10-25 Written for pre service and in service educators as well as parents of children in preschool through grade five this book connects research in cognitive development and math education to offer an accessibly written and practical introduction to the science of elementary math learning Structured according to children's mathematical development How Children Learn Math systematically reviews and synthesizes the latest developmental research on mathematical cognition into accessible sections that explain both the scientific evidence available and its practical classroom application Written by an author team with decades of collective experience in cognitive learning research clinical learning evaluations and classroom experience working with both teachers and children this amply illustrated text offers a powerful resource for understanding children's

mathematical development from quantitative intuition to word problems and helps readers understand and identify math learning difficulties that may emerge in later grades Aimed at pre service and in service teachers and educators with little background in cognitive development the book distills important findings in cognitive development into clear accessible language and practical suggestions The book therefore serves as an ideal text for pre service early childhood elementary and special education teachers as well as early career researchers or as a professional development resource for in service teachers supervisors and administrators school psychologists homeschool parents and other educators

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