

Abstract

This thesis deals with the strategies that pupils use for solving additive tasks. The theoretical part focuses on younger-school ages, the transformation of education in the 20th century and the addition operation. The practical part describes a series of experiments realized in mathematics lessons with pupils from the 1st elementary school. During the experiment, pupils have met the environment of the hundred board. I compared pupils's numerical strategies for solving additive algorithms, after the end of the experiment. Also I compared results between pupils, who were part of the experiment and are taught by textbooks from „Nakladatelství Fraus“ with pupils who did not participate in the experiment and are taught by textbooks from „Nakladatelství ALTER“.