

## Chapter 5 Discussion Questions – *I Do and I Understand*

1. Without using the word “add”, explain the meaning of the “+” symbol (p. 90-91).
2. Can you explain the 3 types of addition problems (p.91-92)?
3. Can you explain the 3 types of subtraction problems (p. 92-93)?
4. Why is it important that teachers know how each of the different types of addition and subtraction problems are important?
5. Which are the most easy addition facts to learn (p. 94)?
6. Which games are helpful for learning addition and subtraction facts (p. 94-96)?
7. How would you introduce the idea of multiplication to young children (p. 96-97)?
8. How is skip-counting related to multiplication (p. 97)?
9. Can you describe an activity for teaching children how to skip-count (p. 97)?
10. Can you describe an activity for introducing children to the concept of multiplication (p. 97-98)?
11. How can the commutative property help children to remember multiplication facts (p. 99)?
12. Why does place-value pose so many difficulties for 1<sup>st</sup> and 2<sup>nd</sup> grade children (p. 99)?
13. What insight can be facilitated by the study of other number systems (p. 100)?
14. How does looking at the house numbers (street addresses) help develop insight into place-value (p. 100)?
15. What is the trading game? How does it help children to understand place-value (p. 100)?
16. How would you teach young children to add with 2-digit numbers (p. 101-102)?
17. How would you teach young children to add with 2-digit numbers when trading is required (p. 102-103)?
18. How would you introduce the concept of 2-digit subtraction to young children? (p. 104)?
19. How would you teach young children to subtract from 2-digit numbers when trading is required (p. 104-105)?
20. How will you decide whether or not a child needs to use manipulatives in solving number operation problems (p. 105-106)?
21. How will you model *partitive division* for young children? How will you model *measurement division* (p. 106-107)?