

Discussion Questions for Chapter 6

1. In what way are measurements related to fractions? (p. 109)
2. (Optional) Using Assessment Activity 6.1 on page 110, interview a child aged 5-7. What did you learn about this child's understanding of distance travelled?
3. How might Activities for Children 6.1-6.3, including Photo 6.4, help children to develop their understanding of distance travelled?
4. What understanding(s) must a child have before he or she can be expected to understand measurement concepts? (p. 112)
5. (Optional) Using Assessment Activity 6.2 on page 113, interview a 5-6 year old child. What did you learn about his or her understanding of length?
6. Why do young children often measure inaccurately? What must they understand about the process of measuring in order to do it correctly? (p. 113)
7. Should we teach young children how to measure? Why or why not? (p. 114)
8. *For cooperative discussion: What knowledge would you want young children to acquire about measurement so that they will understand the concept and succeed at measuring? (p. 114)*
9. *For cooperative discussion: How might "premeasurement" activities help young children to develop the concept of measurement? (p. 115)*
10. *Activity for Future Teachers: Develop a unit of activities designed to teach young children how to measure (pages 109-118).*
11. (Optional) Using either Assessment Activity 6.3 or 6.4 to interview a 5-8 year old child about movement and speed or time. What did you learn about that child's understanding of either of these concepts? (p. 119-120)
12. If you are going to teach young children about time, what concepts are recommended for kindergarten and grade 1? (p. 119)

13. Can you explain how the one-handed clock (Photo 6.6, p. 122) is used as an instructional device with children?
14. How can you help children to develop the concept of "equal parts"?
15. (Optional) Interview a 5–6 year–old child about fractions using Assessment Activity 6.5 on p. 124. What did you learn about this child's understanding related to fractions?
16. Do one of the instructional activities on page 125 (Activity for Children, 6.15, 6.16, or 6.17). Did the activity engage the children? What aspects of fractions did they grasp while completing the activity? What aspects of fractions did they fail to grasp?
17. What is the difference between "non-standardized measurement" and "standard measurements"?
18. What is the difference between English Measurement and Metric Measurement?