

Homework:

Part-Part-Whole, Counting On, and Flexible Strategies for Subtraction and Addition:

1. The easiest subtraction story to direct model is a Take Away-Result Unknown story.

a. Describe how this would look if a child uses it to direct model with counters for 9-5:

b. Describe the counting strategy that would do the same thing as the direct modeling strategy. Use 9-5 as your example.

2. As children progress in understanding subtraction and addition, they become more flexible. One way this happens is when children start using Part-Part-Whole stories to describe addition and subtraction.

a. How would you verbally describe 9-5 in a Part-Part-Whole-Part Unknown wording (I'm not looking for a story, but I am looking at a way that describes the actions from 1-a in a part-part-whole perspective).

b. Math mountains are a great bridge for part-whole thinking. Draw a math mountain for 9-5.

c. You can use counting back when thinking with parts and wholes, but you can also use counting up. Describe how to use counting up to solve 9-5.

d. Write a word problem that would be good for helping children practice Counting up to for subtraction.

3. On the back draw some different ways of showing $12 - 8$ using different representations:

a. Take away with 10-frames

b. Difference with number line

c. Difference by comparing

d. Difference by hiding (octopus game)