

DIGITAL

# Missing Addend Challenges

with fractions

MathGeekMama.com

$$\frac{1}{10} + \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} = \frac{4}{10} - \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



$$\frac{2}{5} + \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} = \frac{4}{5}$$



# Missing Addend Tasks

**J. Michael Palardy**



### **Missing Addend Tasks:**

*Teaching Number in the Classroom with 4-8 Year Olds* Ann K Stafford, 2006-01-05 This user friendly resource presents an inquiry based approach to classroom instruction and covers beginning number and early counting strategies as well as multi digit addition subtraction multiplication and division

**On Track to Numeracy** Lucinda MacCarty, Kurt Kinsey, David Ellemor-Collins, Robert J Wright, 2025-11-29 This latest book in the best selling Math Recovery series is your K 5 classroom starter kit for transforming mathematics learning outcomes and helping all students realize their potential It contains the latest version of the Learning Framework in Number the structured approach underpinning Math Recovery professional development that supports the teaching and learning of number concepts skills and strategies in the elementary grades Packed with practical pedagogical tools accessible guidance and helpful illustrations this is a book no elementary or primary school mathematics teacher should be without

**Teaching Number** Robert J Wright, Garry Stanger, Ann K Stafford, James Martland, 2006-08-30 The book lets teachers identify where their students are in terms of number skills and sets out a strategy for developing their knowledge The authors show how to advance children s learning across five stages of early arithmetical learning emergent perceptual figurative initial number and facile number This provides for increasingly sophisticated number strategies across addition subtraction multiplication and division as well as developing children s number word and numeral knowledge and their ability to structure number and have grouping strategies The approach used nine guiding principles for teaching Each chapter has clearly defined teaching procedures which show how to take the children onto the next more sophisticated stage The teaching procedures are organized into key teaching topics and each includes a clearly defined purpose detailed instructions activities learning tasks and reinforcing games lists of responses which children may make application in whole class small group and individualised settings a link to the Learning Framework in Number see Early Numeracy second edition 2005 how the guiding principles for teaching can be used to allow teachers to evaluate and reflect upon their practice Primary practitioners in Australia the United States the United Kingdom and Canada have tested the teaching procedures which can be used in conjunction with each country s numeracy strategy Primary teachers especially of the early years mathematics co ordinators heads of school mathematics advisers special educationalists learning support personnel teacher assistants lecturers in initial teacher training and educational psychologists will all find this book invaluable

*Different Ways Children Learn to Add and Subtract* Thomas A. Romberg, Kevin Francis Collis, 1987 This monograph summarises the findings from five related studies carried out in Sandy Bay Tasmania in 1979 80 The overall purpose of the studies was to examine whether children in Years 1 3 who differed in cognitive capacity learned to add and subtract in different ways The first study was a cross sectional survey designed to determine the memory capacity of a population of children The second study was designed to portray performance differences on a variety of mathematically related developmental tasks for the same population of children Data from these two studies were used to form groups of

children who different in cognitive capacity Six groups were formed via cluster analysis with memory capacity being the primary distinguishing characteristic The third fourth and fifth studies each used a sample of students from the six cluster groups across grades The third study examined both the performance and the strategies these children used to solve a structured set of addition and subtraction word problems The fourth study involved repeated assessment of the children s performance on items measuring objectives related to addition and subtraction In the last study these children and their teachers were observed during classroom instruction in mathematics to see how addition and subtraction were taught and whether or not instruction was related to the children s cognitive capacity The results show that children s differences in capacity were reflected in their performance on both verbal and standard problems and in the strategies they used to solve problems Learning and Instruction ,1993 Journal for Research in Mathematics Education ,2011 **ERIC**

**Educational Documents Abstracts 1975** Educational Resources Information Center Staff,1976-08 **Children's Counting Types** Leslie P. Steffe,1983 *Teaching Today: Tasks and Challenges* J. Michael Palardy,1975 *Piagetian Research* Sohan Modgil,Celia Modgil,1976 Details tests demonstrating the early growth of logic in the child and the emergence of formal operational thought **Proceedings of the ... International Conference for the Psychology of Mathematics Education** ,1997 Resources in Education ,1975 **Investigations in Mathematics Education** ,1987

**My Kids Can** Judy Storeygard,Judith Storeygard,2009 Teaching mathematics to a range of learners has always been challenging With the widespread use of inclusion and RTI having a variety of effective teaching options for students who struggle is more important than ever In My Kids Can you ll get instructional strategies that allow all struggling math learners to move along the path toward grade level competency In My Kids Can teachers share successful ways to work with struggling students Their instruction is aligned with the NCTM standards and guided by five powerful core principles Make mathematical thinking explicit Link assessment and teaching Build understanding through talk Expect students to take responsibility for their own learning and support them as they do Work collaboratively with special education staff to plan effective instruction These teachers describe how they use whole group small group and individual instruction as well as other strategies that hold kids to high expectations while scaffolding content and processes across the math curriculum In addition an accompanying DVD presents classroom footage of their teaching and includes the language dialogue and teaching moves you ll adapt for success with your students The DVD also contains teacher interviews that answer difficult questions of practice Best of all with professional learning questions and video analyses My Kids Can is great for individuals teacher study groups staff development and preservice courses Help every child grow as a mathematician Trust your fellow teachers for instruction that works Read My Kids Can and use its proven effective strategies and its professional supports to build on your students strengths and address their learning needs Journal of Visual Impairment & Blindness ,1999-07

The Arithmetic Teacher ,1991 Cognition, Development, and Instruction John R. Kirby,John Burville Biggs,1980

Constructing a Multidigit Concept of Numbers Joan A. Donohoo Cotter, 1996

**Some Examples of Cognitive Task**

**Analysis with Instructional Implications** James G. Greeno, 1979 Analyses are described of knowledge structures used to understand and solve problems in high school geometry and in primary grade arithmetic word problems Analysis of geometry problem solving has clarified the nature of strategic knowledge needed by students and raises the question whether more explicit training in strategies would be beneficial in school instruction Analysis of semantic knowledge needed to understand word problems raises questions about relationships between students learning of computational procedures and their understanding of general types of quantitative relationships Author **Discover New Ways** Virginia Hamilton, Charlotte Fischer, 1972 Classroom tested activities in math phonics writing and creative arts

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