



Contents

Introduction	ix
Chapter 1	
Students' addition and subtraction strategies	1
Case 1	
Do my students think flexibly? Do I?	3
Case 2	
Learning math while teaching	8
Case 3	
Learning to think in terms of tens	9
Case 4	
Keeping it straight.....	12
Case 5	
Doesn't it take 100 of these to make 10,000?.....	16
Chapter 2	
The base-ten structure of numbers	19
Case 6	
Number of days in school	21
Case 7	
One hundred ninety-five	24
Case 8	
Who invented zero anyway?	26
Case 9	
Groups and leftovers	30
Case 10	
Thinking with number lines	32
Case 11	
How many thousands in 437,812?	37

Chapter 3

Making sense of addition and subtraction algorithms.....	41
Case 12	
The pink way.....	43
Case 13	
Subtraction and invented algorithms	48
Case 14	
Partitioning subtraction problems.....	51

Chapter 4

Multiplication of multidigit numbers.....	57
Case 15	
27×4 , or dogs looking for scraps	59
Case 16	
From concept to computation.....	62
Case 17	
Does it fit?	65
Case 18	
Connecting images of multiplication to algebra	69

Chapter 5

Division with multidigit numbers	77
Case 19	
Let me count the tens	78
Case 20	
Discussing division	82
Case 21	
Sharing jelly beans.....	87
Case 22	
Making sense of division	92

Chapter 6

Place value representation of numbers less than 1	97
Case 23	
Tenths and hundredths	98
Case 24	
Parts of pennies.....	102
Case 25	
Paragraphs, sentences, words.....	108

Case 26	
Why do we need rules?	111
Case 27	
Adding tenths to tenths and hundredths to hundredths	114
Chapter 7	
Multiplying and dividing with decimals.....	119
Case 28	
Representing decimal products.....	121
Case 29	
Why do we move the decimal anyway?.....	126
Case 30	
Quotients as decimals	130
Chapter 8	
Highlights of related research	
by Sophia Cohen	133
Section 1	
Written number vs. spoken number	134
Section 2	
Seeing a ten as “one”.....	138
Section 3	
Invented procedures for adding and subtracting.....	143
Section 4	
Invented procedures for multiplying and dividing	150
Section 5	
Understanding decimal fractions.....	156
Chapter Endnotes	165
References	167