"But don't panic. Base 8 is just like Base 10 really. . .
if you're missing two fingers." -- Tom Lehrer

Assignments for Unit II: Whole Number Operations

Chapter 3

Due to hand in Week of September 18th

Thursday, September 21: Homework #4 Exercises I-G [Exercises 2.3 pp. 116-118 # 11, 12, 13, 14, 15, 17] and **II-A [**Exercises 3.1 pp. 146-7 # 1, 14.]

Due Tuesday, September 19

Read pages 123 – 133 [don't get hung up on the terminology of the set model on p. 125!]

1. How would you distinguish between discrete and continuous [measured] contexts for addition?
2. How would you describe the closure property of addition? Is there a closure property for subtraction?

Assignment II-A Exercises 3.1 pp. 146-7 # 1, 14.

Due Thursday, September 21 Hand in Homework #4, **I-G** and **II-A**

Read pages 133 - 146.

1. Did you learn addition with Bassarear's "common algorithm" or a different method?
2. Why do people use an algorithm for addition?

Assignment II-B Exercises 3.1 pp. 146-7# 8, 9, 20.

Due to hand in Week of September 25

Thursday, September 28 Homework #5, II-B & II-C

Due Tuesday, September 26

Read pages 148 - 161

1. Do the part-part-whole pictorial and the number-line model work equally well for take-away, missing-addend and comparison problems?
2. Is subtraction more difficult to understand than addition? Why or why not?

Assignment II-C Exercises 3.2 pp. 161-3 # 8, 10, 13

Due Thursday, September 28 Hand in Homework #5, II-B & II-C

Read pages 163 – 180 [don't get hung up on the terminology of the Cartesian Product model on p. 166!].

1. Which model of multiplication is the closest to the way you think of multiplication?
2. What does Bassarear mean when he says [on page 167] that with multiplication, the context does not commute?

Assignment II-D Exercises 3.3 pp. 180-183 # 2, 5, 11, 42

Continued on next page

Due to hand in Week of October 2

Tuesday, October 3 Exam #2

Thursday, October 5 HW#6 II-D & II-E

AND Choose your Investigation Group of 3-4 people [Don't hand them in!]

Due Tuesday, October 3 Hand in Exam #2 Prepare to choose your Investigation Group

Read pages 184 - 199.

1. What's the relationship between the two contextualized models of division (partitioning and repeated subtraction)? What are some everyday examples of each?
2. Use the meaning(s) of division to explain when you can and can't use zero in division, and why.

Assignment II-E Exercises 3.4 pp. 202-205 # 1, 9, 19.

Due Thursday, October 5 Hand in Homework #6, II-D & II-E.

Read pages 199 - 201.

1. What relationships exist among the four operations of arithmetic?
2. Is there value in children's examining a variety of algorithms for each of the four operations? Why/why not?

Assignment II-F Exercises 3.4 pp. 202-205 # 35, 36, 60.

Due to hand in Week of October 9

Thursday, October 12 HW#7, Exercises II-F & II-G

Due Tuesday, October 10

Review Chapter 3 and create a **study guide** for yourself in your notebook

1. How many different representations can you think of for each of the four operations?
2. Which operation(s) did you have the most difficulty understanding when you were first learning it?
3. Which operation(s) are the most difficult for you to represent? Why?

Assignment II-G Chapter 3 Review Exercises pp. 207 ff#10, 20, 33, 34

Exercises II-F & II-G will be turned in as HW#7 on Thursday, October 12.