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Cognition-Based Assessment Teaching of Multiplication and Division: Building on Students Reasoning

By Michael Battista

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Students should check each division by multiplication. a. 4. In this step, students practice for the first time all the basic steps of long division algorithm: divide, multiply & subtract, drop down the next digit. We use two-digit numbers to keep it simple. Multiply & subtract has to do with finding the remainder, and after finding a remainder, we combine that with the next unit we are getting ready to divide (dropping down the digit). After the previous step has been mastered, students then practice long division with three- and four-digit numbers where they will have to go through the basic steps several times. 1. Divide. 2. Multiply & subtract.

This is an assessment task on basic number operations/algorithms (addition, subtraction, multiplication and division) that start with easier questions and end with harder. This helps you as a teacher work out where your students are, and what concepts they might not understand. Questions include up to 5 digit addition and subtraction, including trading/borrowing/decomposition, as well as varying degrees of multiplication and division questions. reasoning and multiplicative reasoning and its relation to. division using shoes. Using additive reasoning, individual.Â Teaching multiplication and division can involve differ-. ent graphical or pictorial representations that emphasize. different aspects of the operations.Â During the abstract stage, instruction. builds on conceptual understanding and develops proce-. dural knowledge and fluency. CRA research also includes. Is it possible for students to understand the division concepts only as the inverse of multiplication? How can I better teach these concepts? Thus, Lirika carefully analyzed the existing curriculum and relevant practices in other countries, including the literature related to math teaching at primary education levels.Â Research Related to Early Teaching and Learning of Multiplication and Division. Several researchers have studied how young students multiply and divide. Nunes and Bryant (1996) indicated that a general point of view about multiplication and division is that they simply are inverse arithmetical operations that are taught after addition and subtraction (p. 144).