From the text: Given that children continue to find subtraction difficult despite the use of time-honored practices, we suggest that teachers de-emphasize fluency in subtraction until their students become fluent in addition. Recently, we conducted more systematic research to test the hypothesis that children’s knowledge of differences depends on their knowledge of sums. The educational implication of this research is that we must de-emphasize fluency in subtraction in the first two grades and heavily emphasize addition. If children know sums very well, they will be able to deduce differences easily from their knowledge of sums. Other implications with respect to counting, word problems, and mathematics games are discussed.

Classification: F32 C32

Keywords: primary education; teaching; subtraction; addition; research; interviews; constructivism; arithmetic; counting; word problems; mathematical games

http://www.jstor.org/stable/41198135