From *Teaching Children Mathematics*, the article “Promoting meaningful mastery of addition and subtraction,” is written by three people from Nevada who are interested in helping teachers better understand student learning, especially in terms of mathematics. Kristian Postlewait is a grade two teacher who is interested in understanding student thinking and making sense of mathematics for elementary students; Michelle Adams is a mathematics and science specialist Paradise Professional Development School, interested in teacher thinking and works a lot with pre-service teachers; finally, Jeff Shih works in the education department at the University of Nevada as a elementary mathematics professor, and is interested in Professional Development and helping set focus on student thinking. Together, these three authors are able to pile their knowledge and interests into an article that provides teachers with strategies to promote mathematical fluency in elementary students. The authors strongly believe that learning math through activities that develop deep understandings of numbers and operations is more meaningful than memorizing the rules and procedures.

Adapting ideas from Kathy Richardson, the authors outline four structures that promote developing number sense and mathematical fluency among elementary students. This article is great for any current or future elementary school teachers, as these strategies are designed to encourage students to come up with their own strategies, making them problem solves, able to make sense of numbers in the world, with the overall focus being on student learning. The four structures that help students master basic number combinations are: the hiding assessment, number talks, math stations, and work-ethic rubrics. The combination of math stations and number talks
are of particular interest, as they resemble the Daily5 literacy structure which promotes student choice and helping students become independent learners. The work-ethic rubric is also a useful classroom management tool that helps students take charge of their own learning. Not only does this article provide clear and precise explanations of the four structures, there are also pictures of the activities in place in classrooms, pictures of activities to do with students, and a chart offering suggestions of different math station activities.

This article is short in length, but is full of useful ideas and is easy and engaging to read. This article provides great overviews of strategies to use in elementary classrooms that help students develop basic mathematical understanding and fluency, skills they will use throughout their educational careers, and into the rest of their lives. In addition to these overviews, if readers are interested in one or more of the strategies outlined, the authors provide further readings and other resources on the topic, as well as a reference list at the end of the article. Overall, this article provides a great introduction for elementary school teachers on different ways to engage students in mathematics and provide a solid foundation of number combinations and operations.