

RETEACHING FRACTIONS FOR UNDERSTANDING¹

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This paper reports on the viability of a programme aimed at encouraging sixth grade students who have already been exposed to teaching practices leading to entrenched limiting constructions, to construct the concept of a fraction anew and to invent solution strategies for realistic problems involving fractions, in a school and classroom environment with serious practical and organisational problems.

Introduction

Much research has been done on the problems elementary school students experience with common fractions and on the design of teaching programmes for fractions at different grade levels (see Pitkethly and Hunting, 1996, for a review of the research).

An important issue is the effect that limiting constructions (D'Ambrosio & Mewborn, 1994) has on students' attempts to make sense of fractions. These include, for example, the influence of whole number schemes, which encourage the student to interpret the fraction symbol as two separate whole numbers, and limited part-whole contexts, where the student has had no or not sufficient experience of fractions as parts of collections of objects. Another issue is the possible adverse effect of rote procedures on students' attempts to construct meaningful algorithms for operations on fractions (Mack, 1990).

The above problems can be *prevented* by appropriate programmes for learning fractions in the lower elementary grades (e.g. Empson, 1995; Murray, Olivier & Human, 1996). However, when these limiting constructions are already firmly entrenched, it is to be expected that the task of encouraging students to develop strong and error-free conceptual and procedural knowledge about fractions will be much more difficult. Such attempts have already been made successfully (e.g. Bell, 1993; Kamii & Clark, 1995; Mack, 1990) in what we believe to be favourable learning environments.

In this paper we explore the possibility of implementing a programme for common fractions for Grade 6 students in less than favourable learning environments.

Theoretical framework

In line with our approach to the teaching and learning of whole number arithmetic (e.g. Murray, Olivier & Human, 1994, 1998), we believe that the teaching and learning of fractions should be based on eliciting and clarifying students' intuitions about fractions through posing realistic problems for which students have to invent their own solution strategies (cf. Empson, 1995; Kamii & Clark, 1995).

¹ Murray, H., Olivier, A. & De Beer, T. (1999). Reteaching fractions for understanding. In O. Zaslavsky (Ed.), *Proceedings of the Twenty-third International Conference for the Psychology of Mathematics Education: Vol. 3*, (pp. 305-312). Haifa, Israel.

Reteaching Fractions For Understanding

May Lazar



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Classroom Motivation from A to Z Barbara R. Blackburn, 2013-07-23 This book focuses on basic strategies you can integrate into everyday instruction in every subject area and across grade levels It shows teachers how to motivate and engage students The practical examples in this book make it easy for you to apply these strategies in your own classroom It presents lively stories about how teachers help their students succeed You ll meet teachers of all types from preschool to high school and you ll hear the voices of real students Companion Study Guide Available **Mine the Gap for Mathematical Understanding, Grades 3-5** John SanGiovanni, 2016-09-16 Being an effective math educator is one part based on the quality of the tasks we give one part how we diagnose what we see and one part what we do with what we find Yet with so many students and big concepts to cover it can be hard to slow down enough to look for those moments when students responses tell us what we need to know about next best steps In this remarkable book John SanGiovanni helps us value our students misconceptions and incomplete understandings as much as their correct ones because it s the gap in their understanding today that holds the secrets to planning tomorrow s best teaching SanGiovanni lays out 180 high quality tasks aligned to the standards and big ideas of Grades 3 5 mathematics including addition and subtraction of multi digit whole numbers multiplication and division of single and multi digit whole numbers foundational fraction concepts foundational decimal concepts and operations with fractions and decimals The tasks are all downloadable so you can use or modify them for instruction and assessment Each big idea offers a starting task followed by what makes it a high quality task what you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct gap commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks It s time to break our habit of rushing into re teaching for correctness and instead get curious about the space between right and wrong answers Mine the Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students reasoning better at discerning the quality and clarity of students understanding and better at planning teaching based on the gaps you see [Educational Measurements for the Class Teacher ...](#) New York (N.Y.). Board of education, Bureau of reference, research and statistics, 1930 **Opening the Common Core** Carol Corbett Burris, Delia T. Garrity, 2012-03-13 The CCSS open the door to success Do you wish you could leverage the Common Core State Standards CCSS to equip all students not just high achievers with the higher level thinking skills they need You can and this book will show you how The authors helped lead their district Rockville Centre in Long Island New York in closing achievement gaps and increasing the number of students who completed four year college programs The results of their efforts show a remarkable increase in both excellence and equity in English language arts math and science This book outlines the authors

research based ACES framework for instructional improvement to help achieve similar results Acceleration rather than remediation Critical thinking Equity in education for all students Support Educators will find practical strategies that are applied and developed in model lessons linked to the CCSS and KSUS Knowledge and Skills for University Success standards Understanding why we need to prepare all children to be college and career ready is easy Making it happen is not Learn from those who have succeeded and your students will reap the rewards *Bulletin* Indiana. Department of Public Instruction,1950 **Teaching Children Arithmetic** Robert Lee Morton,1953 **Diagnostic and Remedial Work in Arithmetic Fundamentals for for [!] Intermediate Grades** May Lazar,1928 **Teaching Arithmetic We Need** Guy Thomas Buswell,1955 **Publication** ,1928 *Semi-annual Report* New York (N.Y.). Board of Education. Division of Reference and Research,1928 *Bulletin* New York (N.Y.). Board of Education. Bureau of Reference, Research and Statistics,1928 *The Authentic Standards-Based Environment* Eileen Depka,2022-09-06 Why are standards so important and how do they improve student learning In *The Authentic Standards Based Environment A Systematic Approach to Learning Targets Assessment and Data* Eileen Depka dives into standards based student learning with a simple easy to use approach to unpacking standards developing learning targets and designing rubrics and assessments Using data driven methods and clear examples this book makes a standards based process manageable K 12 teachers and administrators will Learn to unpack standards and understand the components and expectations rooted in them Understand how to design standards based learning targets that directly connect to each component of the standard Design individual and common assessments that link with the rigor and expectations of the standard Report data and design a scope and sequence that will guide next steps Discover how to implement a standards based system school or districtwide Contents Introduction Part 1 The Foundation Chapter 1 Unpacking Standards Why and How Chapter 2 Designing Standards Based Learning Targets Part 2 Tools and Analysis Chapter 3 Creating Standards Based Assessments Chapter 4 Creating Standards Based Rubrics Chapter 5 Implementing Common Assessments to Ensure Comparable Data Chapter 6 Using Unpacked Standards to Report Data and Create a Scope and Sequence Part 3 Embedding the Process Chapter 7 Implementing the Process School or Districtwide References and Resources Index **Chicago Schools Journal** ,1960 **Publication** New York (N.Y.). Bureau of Educational Research,1928 *Understanding Arithmetic* Eldridge Tracy McSwain,1956 *Mathematics Handbook, Grades Five and Six[-grades Seven and Eight].* Denver Public Schools,1954 **Modern Mathematics Through Discovery** Myron Frederick Roskopf,1964 *Math Explorations and Applications* Stephen S. Willoughby,Carl Bereiter,Peter Hilton,Joseph H. Rubinstein,WrightGroup/McGraw-Hill Staff,2002-07 [The Durell and Gillet New York State Arithmetics](#) Thomas Jackson Durell,1926 **Math Advantage** Grace M. Burton,Harcourt Brace,1998-05-22

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