

# RETEACHING FRACTIONS FOR UNDERSTANDING<sup>1</sup>

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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).

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<sup>1</sup> 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

**Rachel S Tattersall**



## **Reteaching Fractions For Understanding:**

*Handbook of Research on the Psychology of Mathematics Education*, 2006-01-01 This volume is a compilation of the research produced by the International Group for the Psychology of Mathematics Education PME since its creation 30 years ago It has been written to become an essential reference for Mathematics Education research in the coming years The chapters offer summaries and synthesis of the research produced by the PME Group presented to let the readers grasp the evolution of paradigms questions methodologies and most relevant research results during the last 30 years They also include extensive lists of references Beyond this the chapters raise the main current research questions and suggest directions for future research The handbook is divided into five sections devoted to the main research domains of interest to the PME Group The first three sections summarize cognitively oriented research on learning and teaching specific content areas transversal areas and based on technology rich environments The fourth section is devoted to the research on social affective cultural and cognitive aspects of Mathematics Education Finally the fifth section includes two chapters summarizing the PME research on teacher training and professional life of mathematics teachers The volume is the result of the effort of 30 authors and 26 reviewers Most of them are recognized leading PME researchers with great expertise on the topic of their chapter This handbook shall be of interest to both experienced researchers and doctoral students needing detailed synthesis of the advances and future directions of research in Mathematics Education and also to mathematics teacher trainers who need to have a comprehensive reference as background for their courses on Mathematics Education

**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

**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

*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

A Focus on Fractions Marjorie M. Petit,Robert E. Laird,Caroline B. Ebby,Edwin L. Marsden,2022-07-29 The third edition of this book offers a unique approach to making mathematics education research on the teaching and learning of fraction concepts readily accessible and understandable to pre service and in service K 8 mathematics teachers Revealing students thought processes with extensive annotated samples of student work and vignettes characteristic of classroom teachers experience this book provides teachers a research based lens to interpret evidence of student thinking inform instruction and ultimately improve student learning Based on research gathered in the Ongoing Assessment Project OGAP and updated throughout this engaging and easy to use resource also features Two new chapters dedicated to understanding the OGAP Fraction Framework and Progression based on research conducted with hundreds of teachers to gather and interpret evidence of student learning along a learning progression referenced throughout the book so readers can apply the concepts to their instruction A close focus on student work including 180 annotated pieces of student work to help teachers improve their ability to recognize assess and monitor their students errors and misconceptions as well as their developing conceptual understanding A discussion of decimal fractions also new to the third edition In chapter sections on how Common

Core State Standards for Math CCSSM are supported by math education research End of chapter Looking Back questions to allow teachers to analyze student thinking and consider instructional strategies for their own students Instructional links to help teachers relate concepts from each chapter to their own instructional materials and programs Accompanying online Support Material includes an answer key to Looking Back questions as well as a copy of the OGAP Fraction Framework and Progression A Focus on Fractions is part of the popular A Focus on collection designed to aid the professional development of pre service and in service mathematics teachers As with the other volumes on addition and subtraction ratios and proportions and multiplication and division this updated new edition bridges the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions

**How the Brain Learns Mathematics** David A. Sousa, 2014-11-13 To reach all your math students use your brain and theirs too The bestselling and award winning first edition of How the Brain Learns Mathematics quickly revolutionized math teaching and learning The second edition takes readers to the next level with new brain friendly strategies backed by the latest research from education and neuroscience and even more ways to seamlessly incorporate what you learn about your students developing minds into your math classroom In this essential resource you ll discover the cognitive mechanisms involved in processing mathematical operations while exploring the environmental and developmental factors that create learning difficulties How the Brain Learns Mathematics also presents a unique and simplified four step teaching model that relates students classroom experience to concrete real world applications Features of the new edition include More strategies for motivating adolescents Integration of the arts into mathematics instruction New information on how technology affects attention and memory Expanded sections on number sense and ELL instruction More than 160 new references and a greatly expanded index for readers convenience No matter what grade you teach your students are growing and changing Understanding how their brains work is the key to reaching every one of them and making math a positive part of their lives for years to come David Sousa s book is a wonderfully readable presentation of how neuroscience and cognitive psychology can inform the teaching of mathematics in elementary and secondary schools Sousa engages his readers intellectually with recent research on the brain and mathematics learning and avoids pat answers where the evidence is suggestive rather than conclusive The book is a valuable text for teachers who want a deeper insight into thinking processes behind the learning and teaching of math Robert E Slavin Director Center for Research and Reform in Education Johns Hopkins University Teaching mathematics without having read this book is like trying to master tennis without a coach Sousa s book is a tour de force It builds a solid bridge from cognitive neuroscience to daily classroom practice Every teacher of mathematics will benefit from this well researched well organized thoughtful and practical approach to making math instruction align with how brains learn Spencer Kagan Publisher Professional Developer Kagan Publishing and Professional Development

**Math Instruction for Students with Learning Difficulties** Susan Perry

Gurganus,2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction      *Understanding Nuclear Reactors*

Brian Hooton,2024-05-08 *Understanding Nuclear Reactors* provides a non mathematical understanding of how nuclear reactors operate It describes the components the Pressure Vessel the Pressuriser to control the pressure in a Pressurised Water Reactor PWR and the Steam Generator and it also explains how the chain reaction is controlled in the day to day operations in the Control Room What goes on elsewhere in the nuclear fuel cycle mining enrichment fuel manufacturer spent fuel management and reprocessing are also covered in detail The book tells a set of historical stories about the development of the physics behind reactors and the discovery of fission and explains the hopes for the development of Generation IV reactors Special attention is given to the safety of reactors and the lessons to be learned from the incidents at Three Mile Island Browns Ferry Chernobyl and Fukushima Hooton uses a set of stories to explain the invisible hazard of radiation on the human body Global warming was the motivation for the book so Hooton offers a detailed account of alternative energy sources to fossil fuel solar panels wind turbines geothermal as well as nuclear He gives a detailed account of all the current developments in nuclear fusion as a future prospect for the production of electricity The hydrogen strategy is emerging and may become a revolution but it is a very subtle partner in the quest for net zero so he includes a detailed account of how it fits into the plan to defeat Global warming      *Middle Grade Teachers' Mathematical Knowledge and Its Relationship to Instruction*

Judith Sowder,Randolph A. Philipp,Barbara E. Armstrong,Bonnie P. Schappelle,1998-07-16 Investigates how middle grade teachers deeper understanding of the mathematics of number quantity and proportion influences the way they teach and the way students learn      **Better Questioning for Better Learning** Benjamin Johnson,2021-08-10 Learn how to ask deeper questions and develop better questioning habits with this important resource Author Benjamin Stewart Johnson takes you step by step through the key considerations and brain based research to keep in mind when developing questions He begins with an overview of why it s important to understand participants thought process when being asked questions He then shows how to set expectations for virtual questions and face to face questions how to plan authentic higher order questions how to scaffold and differentiate questions and how to avoid zombie questions In addition he debunks myths such as wait time and points out the best ways to help learners support their answers use questions to check for understanding

and more Each section concludes by helping you create an action plan to improve your skills in a given area Appropriate for teachers instructional coaches training facilitators and specialists the book can be used independently or in schoolwide book studies to help educators of all subjects and grades improve the depth and quality of their questioning [Parallel Curriculum Units for Mathematics, Grades 6-12](#) Jann H. Leppien, Jeanne H. Purcell, 2011-04-07 Maximize your mathematics curriculum with this powerful guidebook that shows how to create a high quality curriculum and differentiate lessons to benefit all students *Mathematics Education* Mason Ross, AI, 2025-03-11 Mathematics Education delves into the multifaceted world of mathematics learning and teaching exploring how pedagogical approaches have evolved and influenced our ability to solve problems It examines the historical context of mathematics education tracing its roots and highlighting the shift from rote memorization to more constructivist learning models A key insight is the importance of understanding both the mathematical content and the cognitive processes involved in learning advocating for methods that foster conceptual understanding and mathematical reasoning The book progresses logically beginning with fundamental principles of mathematical cognition and learning theories before delving into specific pedagogical strategies like inquiry based learning and collaborative problem solving Assessment and evaluation methods are also discussed alongside the integration of technology The book emphasizes mathematical literacy and the development of problem solving strategies applicable across various disciplines demonstrating mathematics education's critical role in STEM education and cognitive development Ultimately this academic textbook distinguishes itself through its integrated approach combining theoretical insights with practical strategies and empirical evidence It offers a balanced perspective acknowledging challenges alongside possibilities for improvement in curriculum design and teacher training By drawing on diverse evidence including empirical studies and international assessments Mathematics Education provides a comprehensive guide for educators and anyone interested in optimizing mathematical understanding **Learning to Use Fractions After Learning about Fractions** Debra Johanning, 2005 **How to Teach Mathematics for Mastery** Helen Drury, 2018-03-22 How to Teach Mathematics for Mastery is a research informed guide to the key principles of the mastery approach It summarises a wide range of research in a readable format providing practical recommendations and guidance to help Secondary maths teachers and heads of department implement this approach in their schools Written by a pioneer of the approach in the UK How to Teach Mathematics for Mastery explores the theory and practice with plenty of local and international examples to help teachers in Secondary schools develop a greater understanding of the mastery pedagogy for teaching mathematics [Math Instruction for Students with Learning Problems](#) Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive

factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis

**Eight Habits of Highly Effective Math Students (and the Teachers Who Teach Them)** Sue Chapman,Holly Burwell,Mary Mitchell,2025-04-01 Essential habits to build mathematical confidence and competence for all students It has been said that teachers make approximately 1 500 decisions a day Given the volume of work it is no wonder that these decisions are frequently made reflex like and in the moment By intentionally nurturing effective habits in students as well as in teachers we can make these decisions more deliberately and in so doing foster a positive relationship with mathematics that will set students on an unstoppable trajectory of math learning Eight Habits of Highly Effective Math Students and the Teachers Who Teach Them focuses on developing eight essential habits that support mathematical competence and confidence in students This resource is designed as a personalized practice based professional learning experience leading you through a wealth of professional learning and application activities to support you in growing a specific math habit in your classroom to strengthen your students math learning and build your own efficacy The book offers the chance to choose your own adventure through three teacher inquiry options focused on a specific math habit Give it a Go An Informal Exploration of a Teaching Action and Its Impact on Student Learning Classroom Inquiry A Classroom Based Teacher Inquiry Project Focus on Equity A Teacher Inquiry to Notice and Disrupt Patterns of Inequity This book provides an actionable framework for improving math teaching and learning by Emphasizing a commitment to equity because all students are capable of learning high level mathematics when provided with access to high quality instruction Helping teachers develop mindsets and habits to consciously reflect on their instructional practice to continually strengthen teaching effectiveness and student learning outcomes Curating short readings and practice based professional learning activities that can be engaged in individually or collaboratively Highlighting the importance of celebrating growth and the role of teachers in nurturing good habits in their students Offering a guide to coaching the habit through a process called Notice Nurture Name and Nudge Eight Habits of Highly Effective Math Students and the Teachers Who Teach Them is grounded in the unwavering belief that all students are math capable and all teachers can effectively teach mathematics The book can be used individually by elementary school teachers and education leaders at school and district levels or in collaborative professional learning settings It is an excellent companion to Holly Burwell and Sue Chapman s book Power Up Your Math Community Corwin 2024

Theory and Practice of Lesson Study in Mathematics Rongjin Huang,Akihiko Takahashi,João Pedro da Ponte,2019-05-28 This book brings together and builds on the current research efforts on adaptation conceptualization and theorization of Lesson Study LS It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives Presenting the practices and theories of LS with practicing teachers and prospective



teachers in more than 10 countries it enables the reader to take a comparative perspective Finally the book presents and discusses studies on key aspects of LS such as lesson planning post lesson discussion guiding theories connection between research and practice and upscaling Lesson Study which has originated in Asia as a powerful effective professional development model has spread globally Although the positive effects of lesson study on teacher learning student learning and curriculum reforms have been widely documented conceptualization of and research on LS have just begun to emerge This book including 38 chapters contributed by 90 scholars from 21 countries presents a truly international collaboration on research on and adaptation of LS and significantly advances the development of knowledge about this process Chapter 15 How Variance and Invariance Can Inform Teachers Enactment of Mathematics Lessons of this book is available open access under a CC BY 4 0 license at [link.springer.com](http://link.springer.com) Theory and Practice of Lesson Study in Mathematics An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges Max Stephens Senior research fellow at The University of Melbourne It works Instruction improves learning improves Wide scale Enduring Deep impact Lesson study has it When something works as well as lesson study does while alternative systems for improving instruction fail or only succeed on small scale or evaporate as quickly as they show promise it is time to understand how and why lesson study works This volume brings the research on lesson study together from around the world Here is what we already know and here is the way forward for research and practice informed by research It is time to wake up and pay attention to what has worked so well on wide scale for so long Phil Dara A leading author of the Common Core State Standards of Mathematics in the U S *Understanding Arithmetic* Eldridge Tracy McSwain,1956 [CliffsNotes FTCE General Knowledge Test 4th Edition](#) Jeffrey S. Kaplan,Sandra Luna McCune,2018-06-19 The exam that all future teachers in Florida need to take the FTCE General Knowledge Test is being revised Offered year round by appointment the general knowledge test is required for every educational specialty Chapter reviews are dedicated to the four subtests that comprise the test Essays English Language Skills Reading Mathematics Included in the package are two model full length practice tests to ensure success on test taking day **Geochemical and Hydrological Reactivity of Heavy Metals in Soils** H. Magdi Selim,William L. Kingery,2003-03-26 The hydrological and geochemical interactions between clay minerals and organic matter in soils directly influence the reaction behavior and mobility of heavy metals in soils Geochemical and Hydrological Reactivity of Heavy Metals in Soils is one of few books that comprehensively illustrates this cause and effect relationship It highlights anal

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