

ZMATH 2000d.02729

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Role of Schemas in One-Step Word Problems.

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Studied structures and relationships in one-step additive and multiplicative problems solved by 450 students in grades 2, 3, and 4. Results show that the facility ratio of the problems differs by structure, situation, and the sequence of data. The ability to solve one-step problems increases with age, but relative problem difficulty is grade independent. (ERIC)

Classification: F92

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