

**ZMATH 2000d.02693**

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**The Effects of Concrete to Semiconcrete to Abstract Instruction in the Acquisition and Retention of Fraction Concepts and Skills.**

Learn. Disabil. (Pittsbg. PA) 9, No. 3, 115-22 (1999).

A study of 125 elementary students with and without learning disabilities compared effects of concrete to semiconcrete to abstract (CSA) instruction in fraction concept and skills to instruction that was based on textbook curriculum. Students taught fraction concepts and skills in a CSA sequence performed significantly better. (ERIC)

*Classification:* F43