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**Language Supports for Children's Understanding of Numerical Fractions: Cross-National Comparisons.**

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This study compared 6- to 7-year-olds' knowledge of numerical fractions prior to school instruction in Croatia, Korea, and United States. Results suggested that the Korean vocabulary of fractions may influence the meaning children ascribe to numerical fractions and that this results in children being able to associated numerical fractions with corresponding pictorial representations prior to formal instruction. (ERIC)

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