

**ZMATH 1996d.02222**

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**Cognitive Gains for Kindergartners Instructed in Seriation and Classification.**

Child Study J. 25, No. 2, 79-96 (1995).

Studied effectiveness of instruction in seriation and classification for kindergartners cognitively lagging behind their peers. Found that extensive classification and seriation instruction in a variety of formats was particularly helpful in facilitating cognitive gains for struggling kindergartners. Individualized instruction provided children struggling with the cognitive demands of kindergarten with a resource that produced cognitive gains without sacrificing achievement gains. (ERIC)

*Classification: C71*