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Year 3 children's understanding of fractions: Are we making progress?

Barton, Bill et al., Mathematics education in the South Pacific. Vol. 1 and 2. , (ISBN 0-86869-048-1; 0-86869-053-8; 0-86869-054-6). 195-202 (2002).

The aim of the study reported here was to examine the quality of understandings developed by young children in the area of fractions and decimals. Analysis of data showed that the existence of great disparity in Year 3 children's knowledge base of fractions. We discuss these results in light of levels of competence that are expected in K-6 curriculum documents and with reference to past research on students' knowledge of fractions. The results of this small study raise doubts about the progress being made in the teaching of fractions. (orig.)

Classification: F42