

ZMATH 2002d.03130

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Teaching and learning number sense: one successful process-oriented activity with sixth grade students in Taiwan.

Sch. Sci. Math. 102, No. 4, 152-157 (2002).

The aim of this article was to (a) describe how a teacher helped his students develop fractional number sense through a process-oriented activity, and (b) illustrate how a teacher included a worthwhile, interesting, and challenging mathematics question in his class to create a good learning environment for children. The results indicate that students' fractional number sense can be promoted through a process-oriented activity, effective teaching, and good learning environment. It also illustrates how teachers can help children promote their understanding of number sense from a pictorial representation to a symbolic representation. (orig.)

Classification: F43

doi:10.1111/j.1949-8594.2002.tb18197.x