

**ZMATH 2015c.01002**

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**Learning mathematics with picture books.**

Nicol, Cynthia (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 5. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-365-4/v.5). 313-320 (2014).

Summary: This paper describes a field experiment with a pretest-posttest-control group design in which the potential of reading picture books to children for supporting their mathematical understanding was investigated. The study involved 384 children from eighteen kindergarten classes in eighteen schools in the Netherlands. Data analyses revealed that the experimental group showed a significantly larger increase than the control group in their mathematics performance in a project test containing items on a variety of mathematical topics including arithmetic, measurement, and geometry.

*Classification:* U61 D31 D41 C31

*Keywords:* kindergarten children; practice books; mathematical understanding