A Study of Remedial Instruction on Equivalent Fractions

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The purpose of this study was to examine the outcomes of remedial instruction for students who had misconceptions on equivalent fractions. Twelve students were selected from a small elementary school in middle Taiwan through interview before the instructions. Based on the students' misconceptions about equivalent fractions and on literature review, the researchers designed activities for remedial instructions.

The findings of the study indicated that most of the students could not solve the problems of equivalent fractions due to a lack of understanding about the basic meaning of fractions before the instructions. After the remedial instructions, most of the students not only built firm understanding about fraction meanings and the concept of unit, but also had a lot of progress in solving equivalent fraction problems. With the remedial instructions, the students in this study not only gained their confidence in mathematical learning, but also improved their understanding about equivalent fractions.

keywords : equivalent fractions, concrete teaching materials, 5th grade

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