

Development and Trial of Children's Picture Books on Mathematics

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The purpose of this study was to develop two sets of mathematics picture books and try them out practically in the classroom to investigate whether the materials developed are suitable for the 4th graders. A qualitative method has been applied in this study. There are 14 4th-graders and three in-service teachers who joined the study voluntarily. The development process of the books has gone through three stages: (1) selecting lesson units and writing the story texts related to them; (2) modifying the texts after the suggestions being given by other in-service teachers and educators of mathematics; and (3) integrating pictures into the revised texts to become the final versions of the picture books. After this, based on the interviews with the in-service teachers, feedbacks from the students, and the reflections of the researchers' journals, how the newly completed mathematics picture books used in the fourth-grader's classrooms was explored. The findings conclude that these new mathematics picture books are applicable to the fourth-grade classroom.

Keywords: development process, fourth grader, mathematical picture books