Integrating Manipulatives to Improve Fraction Concepts

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Integrating Manipulatives to Improve Fraction Concepts

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Introduction and Research Questions

With a recent emphasis on meeting the Common Core expectations, using manipulatives to eliminate misconceptions in the mathematical classroom has become even more prevalent. I explored the misconceptions that many students struggle with and provided possible methods of eliminating them at all levels for learning. During this investigation, I studied the effect of manipulatives on students’ understanding of fraction concepts and the students’ conceptions of the unit of reference when working with fraction word problems.

• What are students’ conceptions of the unit of reference when working with fraction word problems?
• Which manipulatives will help increase performance when working with the unit of reference?

Significance of Study

• Add to the research already conducted on effective manipulatives in the classroom with a more specific study on the conceptions of the unit of reference
• Learn more about students’ conceptions of the unit of reference when working with fraction word problems

Methods

Mixed-Method Pre and Post Assessments Sample interviews, artifacts from assessments and artifacts from work during lesson interventions Lesson Intervention: Manipulatives Number lines and fraction bars Circles Combination

Participants

3rd and 4th grade students 24 Students Ages 8-10

Instrument: Assessment

Word Problem Addition
Word Problem Multiplication
Word Problem Sharing Definition
Procedure Addition
Procedure Multiplication
Fraction Identification

Designed to identify what the participants believe is the unit of reference

Intervention

5 Days of Instruction
Fraction Identification ➔ Fraction Multiplication
Influence of Word Problems (Critical Thinking)

Manipulatives

Linear Representation
Circular Representation

Results

Quantitative Highlights

Multiplying Fractions: 67% increase
Fraction Identification: 56% for 3rd grade students using circular representation
Sharing Definition: Importance of Circular and Linear

Qualitative Highlights

Motivation to use number line floor mat to hop, skip and jump
Many students explained that this was the item that helped them the most with their higher performance
Kinesthetic learning
Students should not be constricted to a specific representation of a word problem

Discussion

• Manipulatives in the mathematics classroom increase student achievement
• Manipulative use throughout all content areas
• Opens a new door of possibilities for eliminating mathematical misconceptions

Figure 1: Overall Student Improvement Per Question

3rd Grade Differences
4th Grade Differences