

REVEALING WHAT STUDENTS THINK!

Diagnostic Tasks for Fractional Numbers

Available
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Revealing What Students Think presents **thirty**, easy to use Diagnostic Tasks designed to reveal what students really think and understand about fractions.

Each task has been trialed with students and deal with common difficulties experienced by many students. The authors offer you detailed information about the purpose of the task, how you can adapt the task to students' background experiences and how to interpret their responses.

They also provide you with multiple student work samples that demonstrate a range of responses that may be found in any one classroom. Each sample is richly supported by suggested learning activities for those students and students with similar needs.

If you are a teacher working with 5 - 14 year old students you will find the bank of Diagnostic Tasks and supporting information an invaluable resource to help you uncover preconceptions, partial concepts or misconceptions embedded in students' understanding of fractional numbers. The tasks are also a powerful vehicle to promote teacher to teacher conversations about mathematics learning and pedagogy.

Revealing What Students Think is a great companion to the *First Steps in Mathematics*: Number series.

AVAILABLE:

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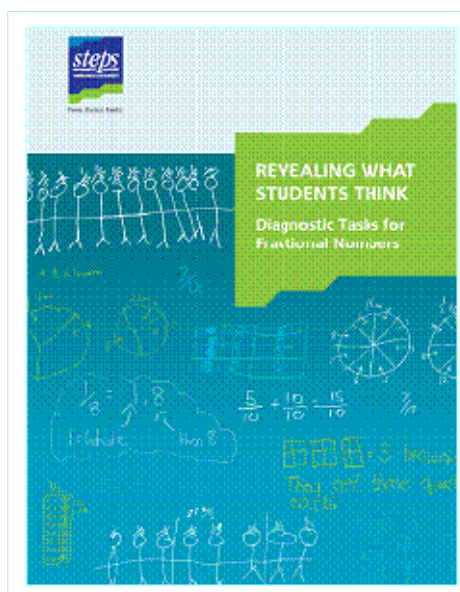
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ABOUT THE AUTHORS

Kaye Treacy, MEd, an experienced classroom teacher and Consultant training numeracy coordinators and conducting teacher courses in *First Steps in Mathematics* in Australia, the United States, the United Kingdom and New Zealand. She was involved in researching and writing *First Steps in Mathematics* and in creating the professional development modules.

Julie Cairnduff, MEd, has worked as a numeracy specialist teacher, in Western Australia regional and metropolitan primary schools, since 2003. In this capacity, she assists teachers in developing their understanding of *First Steps in Mathematics* strategies and materials, drawing on her teaching experience in primary schools.