FINDING LINKS BETWEEN EARLY WORK IN PROBABILITY AND THE TEACHING OF FRACTIONS

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Developing an understanding of probability depends on a wide range of activities but it is also dependent on an understanding of part-whole relationships, even before the stage of quantification is reached. This is particularly apparent in such probability tasks as sampling from collections of similar elements and using spinners with differently marked sectors. Since the work of Piaget & Inhelder (1951) much of the research in probability has centred around how children think about chance (Fischbein, 1975; Truran 1994, and many others). In most of the mathematics curicula probability stands apart from other areas of mathematics and how this is to change is a matter to be addressed. The focus of this presentation is on some aspects of a pilot study to explore ways in which early links can be made between foundational activities designed for developing an understanding of probability and for learning about fractions. This study was carried out with children in two age-groups, 7-8 years and 9-10 years, in three schools and consisted of several series of lessons for each age-group. What is presented in this poster outlines the experiences and activities used in one series of the lessons with the 7-8 year-old children.

References

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