

THIRD GRADERS GENERATE THEIR OWN WORD PROBLEMS

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Documents from different educational organizations had long advocated a synergistic method for the teaching and learning of mathematics (Everybody Counts, NRC, 1989; Professional Standards for School Mathematics, NCTM, 1991; A Call for Change, MAA, 1991; Principles and Standards for School Mathematics, NCTM, 2000). This method advocates a conceptual and collaborative interaction between teacher and students that brings to the fore the complementarities between partnership and individuality, inter-subjectivity and subjectivity, conventionality and idiosyncrasy, teaching and learning. The paper analyzes the method a teacher used with third graders to elicit the generation of story problems throughout the school year, and the students' solution strategies based on their own diagrams and their conceptualization of number. Students' diagrams and symbolizations are analyzed from the Peircean semiotic perspective.

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