

Abstract

Over the course of the summer, we conducted a research study that concentrated on with fractions. We were assigned a group of four rising fourth graders, two male and two female. The students were assessed with clinical interviews and via a written examination during the first week of the project. These preliminary tests allowed us to get a sense of where each student stood conceptually and in turn formed the basis for each of our weekly lessons. Following the first week, we conducted seven one-hour weekly instructional sessions in which we taught the children in accordance to the Common Core State Standards. After each class, we reviewed the video recordin