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Abstrakt a autoři článků v tomto čísle

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Abstract

This journal issue is devoted to teaching materials developed within a TAČR project *Support of the integration of mathematical, reading and language literacy in primary school pupils*. The introductory article by Havlíčková et al. introduces the main goals and theoretical background used when preparing the materials. Their purpose is to support teachers in developing pupils' ability to solve word problems by developing reading, language and metacognitive skills. Pupils are first guided by questions to analyse the word problem's text and become aware of the actors involved and the relationships between them. Language questions, which can be used by the mathematics teacher or the Czech language teacher to develop pupils' language skills, are also recommended.

The paper by Vondrová presents materials based on inducing a comparison of two fictional children's word problem-solving strategies, correct or incorrect. Pupils are guided to understand the strategy and to be able to justify its steps and, for incorrect solutions, to identify the nature of the error. The paper by Slezáková and Jirotková presents teaching materials whose main goal is to enrich the range of pupils' problem-solving strategies and develop their ability to solve word problems and their metacognition. The paper by Havlíčková and Mottlová presents a non-traditional type of word problems, "Restless numbers", whose aim is to enhance pupils' need to argue and to use real experiences in solving them. They encourage pupils to experiment so that they discover new solving strategies. The paper by Sovič presents the materials called Varied word problems, whose aim is to develop problem-solving through the student's deeper understanding of the internal structure of word problems. Varied word problems consist of one basic task and two/three variations of the same context and different mathematical structures. The last paper by Páchová introduces an idea for teaching word problems in heterogeneous classrooms based on graded hints. Concrete examples illustrate all types of teaching materials.

Autoři článků v tomto čísle

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