

Young Children's Use of Representations in Problem Solving

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Abstract : This study investigated how young children (six years old) constructed and used representations in mathematics classroom; particularly in problem solving. The purpose of this study is to explore the ways children used representations in solving addition problems and to determine whether their representations can play a supportive role in understanding the problem situation and solving them correctly. Data collection includes observations, children's artifact, photographs and conversation with children during task completion. The results revealed that children were able to construct and use various representations in solving problems. However, they have certain preferences in generating representations to support their problem solving.

Keywords : young children, representations, addition, problem solving

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