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**Victoria Kofman\*** (drkofman@comcast.net), Stella Academy, 1358 Busch parkway, Buffalo Grove, IL 60089, and **Sayonita Ghosh Hajra**. *A Snapshot of Pre-service Teachers' Use of Visual Representation for Solving Word Problems*.

American students mostly present pictorial representations that retell situations, although students in other countries, e.g., Russia and Singapore, use pictorial representations that lack details, but present the word problems in a schematic way. Here, we present our findings from a pre-assessment on word problems with pre-service teachers, who were enrolled in a mathematics content course for elementary school teachers. We found most of the pre-service teachers, when asked to model to explain word problems, used free style situational pictures retelling the text. When dealing with small, three digit numbers, students still used squares as a one, resulting in time consuming illustrations. None of the pre-service teachers illustrated their solutions for more challenging 2-3 step problems where three digit numbers greater than 200 were involved. We concluded teaching pre-service teachers how to use visual models to solve challenging problems is a must in a mathematics course for pre-service teachers. (Received September 20, 2015)