**COVERING LETTER**

PRIMARY SCHOOL STUDENTS' ABSTRACTION LEVELS OF WHOLE-HALF-QUARTER CONCEPTS ACCORDING TO RBC THEORY

Whole-half-quarter concepts are important mathematical topics and form the basis of fractions. In this study, it was aimed to determine the primary school students' abstraction levels of whole-half-quarter concepts according to RBC theory. Six students from the second grade of primary school are the participants of the study. The researches in this field show that the students have difficulty in learning fractions, ratio and proportion and that their comprehension level is insufficient. Although many studies have been done about RBC theory in the literature, there is no study which analyzes the abstracting process of the whole-half-quarter concepts of students according to the RBC theory. Therefore, this study is important and will contribute to the field. As a result of the study, it was determined that many of the students could not abstract the whole, half and quarter concepts. Only two of them abstracted “half” and one of them abstracted “quarter” concepts. It was also concluded that difficulties of students to abstract the whole-half-quarter concepts resulted from reasons such as not understanding the half and quarter concepts, not being able to divide the whole into two equal parts, not being able to divide one dimensional shapes into half and quarter, generalizing dividing into quarter as putting a "+", not being able to divide into four equal parts for quarter.