Erratum to: The impact of incorrect examples on learning fractions: a field experiment with 6th grade students

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Figure 2 has been published incorrectly in the original publication. The corrected figure is provided below.

The online version of the original article can be found under doi:[10.1007/s11251-013-9302-5](https://doi.org/10.1007/s11251-013-9302-5).

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Petra drinks a quarter of a 2-liter bottle of coke. How much is still in the bottle? Give your results in liters.	
<p>Tom's solution:</p> $2 - \frac{1}{4} = 1\frac{3}{4}$ <p><i>There is still $1\frac{3}{4}$ liter in the bottle.</i></p> <ol style="list-style-type: none"> 1) Which solution step is not correct and why? 2) Why do you think the student made exactly this error? 3) Solve the problem correctly. 	<p>Tom's solution:</p> $\frac{1}{4} \cdot 2 = \frac{1 \cdot 2}{4} = \frac{2}{4} = \frac{1}{2}$ <p><i>Petra drinks half a liter. Thus, there is still $1\frac{1}{2}$ liter in the bottle.</i></p> <ol style="list-style-type: none"> 1) Describe the student's solution. 2) Why is the solution correct? 3) Solve the following problem: Peter drinks one third of a 2-liter bottle of lemonade. How much is still in the bottle? Give your results in liters.

Fig. 2 Exercise example used for the intervention: incorrect condition (*left*) and correct condition (*right*)