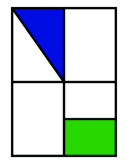


Seating Arrangement¹

										Marquis
Pharoah										Scott
Nick										Jael
Karina										Naia
Alyssa										Kalvin
Autumn										Robie
Honoré										Ariel
Shawn										Irene
Noah										Eric
Leyla										David
	TaQuieshia	Tosana	Mamadou	Dovan	Nathan	Michael	Azira	Alliyah		

Problem #1 on the board:



What fraction of the big rectangle is the blue region?
 What fraction of the big rectangle is the green region?

¹ Some names used are pseudonyms and, to the extent possible, match the actual linguistic and ethnic backgrounds represented by the names. They also accurately reflect the individual's gender.

1 Teacher: I'd like to see some hands from people I haven't seen speaking in whole group yet today. Who thinks that they could explain their thinking for question one? Still waiting to see a few more hands. Lots of people have work done in their notebooks. Okay, Mamadou. What do you think about question one?

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7 Mamadou: Question one, I say it's one-half.

8 Teacher: Okay. Can you explain how you came up with one-half?

9 Mamadou: Because they both equal. They both equal, and one-half of it is shaded in and the other half is not. So that is...

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11

12 Teacher: Okay. Can you come up to the board and point and show us what you're looking at? Just- there's a diagram right there. Can you come up and show? Did everyone hear what Mamadou said? You should be thinking already about his reason. Who can repeat what Mamadou said? Okay. Well if you're listening carefully, you should always be able to tell what someone just said. Dovan, what did he say?

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20 Dovan: He said he's looking at the squ- rectangle, and he's saying it's one-half of the rectangle, not just- He's just- He's not looking at the whole, he's just looking at the one part-

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22

23

24 Teacher: Wait, wait, wait, let him talk. Don't go on to explain it yet. Okay.

25

26 Dovan: Oh.

27 Teacher: Mamadou, go ahead. Do you want to use the big one?

28 Mamadou: Half of the-

29 Teacher: Just a second. Everyone should be looking up at where Mamadou is pointing, otherwise you won't understand his explanation. Shawn? This way. Look up there. Okay?

30

31

32

33 Mamadou: They both equal, and half of it is shaded in. So that makes it one- one-half.

34

35 Teacher: Okay. So let's look at our working ideas about fractions
36 that we were doing earlier today. Can someone say
37 what- Or maybe you should say what are you calling the
38 whole? When you're looking at the whole what are you
39 looking at?

40 Mamadou: The whole. The whole square.

41 Teacher: Can you put your finger around the part you're calling
42 the whole?

43 Mamadou: The whole.

44 Teacher: Okay. So, do you see where he just pointed?

45 Students: Yes.

46 Teacher: Okay. And where are the equal parts? Can you show
47 us the equal parts?

48 Mamadou: These two.

49 Teacher: Okay. And how many parts are shaded?

50 Mamadou: One.

51 Teacher: Okay. Raise your hand if you understand what
52 Mamadou did. Who knows what Mamadou did to get
53 his answer of one-half? I don't want to hear how you
54 agree or disagree. I just want you to tell me what did
55 he do. Calvin?

56 Calvin: He just made the part where the blue part is shaded.
57 He just used that rectangle as a whole.

58 Teacher: Okay. Let's draw it on here so we can keep our original
59 picture. You used this to be the whole, right?

60 Mamadou: Yes.

61 Teacher: Can everyone see this?

62 Students: Yes.

63 Teacher: And what did he do then, Calvin?

64 Calvin: And then he had saw that one part was shaded and the
65 other part wasn't so he...

66 Teacher: And are these two equal parts? So if Mamadou calls
67 this the whole, is he right that that's one-half?

68 Students: Yes.

69 Teacher: Yes. Now the question asks you something a little bit
70 different. So who can tell everybody what question
71 we're trying to answer? What Mamadou did is right, but
72 he used something different to be the whole. Good job,
73 Mamadou. Now pay attention to what the other
74 question was that we're answering too, okay? You can
75 go sit down. Thank you. Alright. So look at question
76 one. Would somebody read it and say what are we
77 supposed to interpret the whole to be from that
78 question? How about Ariel? Can you read question
79 one?

80 Ariel: What fraction of the big rectangle is shaded blue?

81 Teacher: Okay. And what do you think is meant by the big
82 rectangle?

83 Ariel: The whole rectangle?

84 Teacher: What whole rectangle? You wanna come up and show
85 us?

86 Ariel: Yeah.

87 Teacher: Mamadou, are you watching?

88 Ariel: All this.

89 Teacher: Okay. The whole big rectangle. Okay. So now I need
90 someone to explain, if you look at the whole big
91 rectangle as the whole- Okay, now we want to talk
92 about all of this. The question asks, if you use the
93 whole big rectangle to be the whole, how much is
94 shaded blue? Mamadou, do you see the difference
95 between the question you answered and this question?
96 Okay. What's the difference?

97 Mamadou: You gotta try to figure out, out of the whole square-

98 Teacher: Out of the whole rectangle. And you used what?

99 Mamadou: And I did half of the rectangle.

100 Teacher: You did a smaller part of the rectangle. Okay?