Seating Arrangement

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
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|   | Marquis | Scott | Jael | Naia | Calvin | Robie | Ariel | Irene | Eric | David |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | TaQuiesha | Tosana | Mamadou | Dovan | Nathan | Michael | Azra | Allyiah |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**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?

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

Mamadou: The whole. The whole square.

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

Mamadou: The whole.

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

Students: Yes.

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

Mamadou: These two.

Teacher: Okay. And how many parts are shaded?

Mamadou: One.

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

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

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

Mamadou: Yes.

Teacher: Can everyone see this?

Students: Yes.

Teacher: And what did he do then, Kalvin?

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

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

Students: Yes.

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

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

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

Ariel: The whole rectangle?

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

Ariel: Yeah.

Teacher: Mamadou, are you watching?

Ariel: All this.

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

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

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

Mamadou: And I did half of the rectangle.

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