

Seating Arrangement

Jessica								Maddie
Ally								Cozy
Sabrina								Holly
Brianna								Luke
Tori								Arthur
Paige								Britney
David	Vinnie	Rebecca	Sarah	Ben	Trevor	Michael	Sean	Autumn

July 11, 2006:

Problem:



What fraction of the big rectangle is the blue region?

What fraction of the big rectangle is the green region?

1 Teacher:

Alright, let's try to summarize what we've done so far. There were a lot of different kind of good explanations there and I think people are watching each other a little bit more closely today, so that's good. So here are some things that we've done so far and then we're gonna try a few more fraction problems. One thing we started yesterday that we're doing more today is being careful about what we're calling the whole. David and Vinnie, I'm gonna move you guys apart if you talk when we're in whole group, okay? Okay, just keep your eyes up here right now. So one thing we talked about is being careful about the whole, and that came up here because I wanted you to think of this as the whole. (*Points to the big rectangle.*) But then Ally did a nice job of looking at different wholes and then putting it back together. So she still kept her eye on the original big rectangle. Then a thing we made much more clear yesterday is that we're interested in dividing wholes into equal parts. We didn't use the word equal very much at first and today I hear people talking about equal much more. Everyone who explained talked about equal parts. Another thing we started to talk about yesterday was that what we name the equal parts comes from the number of equal parts we make. Remember how we were practicing yesterday? Like if you make five equal parts you would call them?

27 Students:

Fifths.

28 Teacher:

Fifths. And if you make twelve equal parts you would call them?

30 Students:

Twelfths.

31 Teacher:

Twelfths. What if there were eighteen equal parts, what would you call one of them?

33 Students:

Eighteenths.

34 Teacher:

Eighteenths. So now there's one more thing I think we wanna add to this and then we're gonna try a little later

36 today to see if we can put down a definition of what a 72
37 fraction is so that we can always be much more clear 73
38 about them. So another thing we wanna say is that if 74
39 we have, let's say, in this case, an- here's an eighth.
40 (*Points to blue region.*) One thing you haven't quite
41 said that I want you to think about is if we made eight
42 copies of this- this triangle- what could we do with
43 them? What if I made eight copies of this blue triangle
44 right here? What could I do with it? Ally, what could-
45 No, not sure? Okay Sean, what could I do with it?

46 Sean: Fill in the whole big rectangle and have

47 Teacher: I could-

48 Sean: one remaining.

49 Teacher: I interrupted you, go ahead. Fill in the whole what?

50 Sean: Rectangle, and then since you made eight copies
51 there'd be one remaining.

52 Teacher: Yes, if I take eight copies of this one-eighth, I can fill in
53 the whole rectangle. So when we talk about- Luke and
54 Art- when we talk about, like, one-eighth or one-fifth or
55 one-twelfth that means we can make that many copies
56 of it and fill in the whole again. So what if I have one-
57 half, how many copies do I have to make to fill in the
58 whole? Rebecca?

59 Rebecca: Two?

60 Teacher: Two. What if I have one-fourth? How many copies do
61 I have to make to fill in the whole? Vinnie? If I have
62 one-fourth of a shape, or one-fourth of something

63 Vinnie: Four.

64 Teacher: how many copies would I have to make?

65 Vinnie: Four.

66 Teacher: Four. Okay so now we're gonna go on and try a couple
67 more fraction problems together and then I'm gonna
68 ask you a couple of hard ones to do by yourself. So the
69 next thing I wanna check is- moving on, and think
70 about eighths in some different ways because they're-
71 this is one way to show an eighth and here's another

way to show an eighth. Those have different shapes
but you both- you agree that they were both one-
eighth, right?