# Holding Students Accountable-Part 1

1    [Sixth grade teacher Michelle Saroney ensures all students are held accountable while Tayzir
2    shares his solution to the Pizza Party Task]

3    Tayzir:           At first, I did a tape diagram. And I'm made four groups of six. Four
4                      whole groups of six. I made one group of 5/6.

5    Mrs. Saroney:     OK. Can I stop you for one second? Can you point, as you do that, the
6                      four groups that you're talking about?

7    Tayzir:           It's like from right here and to right there. And then, these are the 5/6.

8    Mrs. Saroney:     OK. So why those four groups? And then 5/6 of another group?

9    Tayzir:           Because the question--

10   Mrs. Saroney:     Maybe I should do this for you so you can see the whole thing. Does that
11                     help?

12   Tayzir:           Yea.h Because there were 4 and 5/6 pieces left.

13   Mrs. Saroney:     OK. Can somebody repeat what he just said for me? Why did he do those
14                     four groups-- four full groups and then 5/6 left over? Madison?

15   Madison:          Because there were four and 5/6 pieces left.

16   Mrs. Saroney:     How many people agree that there are 4 and 5/6 pieces left? Raise your
17                     hand if you think that. What did you guys think? How much pizza did you
18                     guys think was left?

19   Erica:            We thought that there was 4/6.

20   Mrs. Saroney:     You thought there were just 4/6 of pizza left over? OK. Do you see why
21                     now that there's 4 and 5/6 pizzas left over? Where? Can you come up there
22                     and point to where it says there's 4 and 5/6 pizzas left over?

23   Erica:            Right here, in the tape diagram.

24   Mrs. Saroney:     Where in the words does it say that? Go back up to the words up there.
25                     Where does it say? There you go. Excellent. OK. So go ahead, Tayzir. So
26                     you have those 4 and 5/6 pizzas left. Can I ask you why do you have them
27                     cut in in sixths? Why do you have them divided in sixths?

28   Tayzir:           Because that was the denominator.

29   Mrs. Saroney:     What do you mean, that was the denominator? Talk to me a little bit more
30                     about that.

| 31 | Tayzir: | I really don't know-- |

| 32 | Mrs. Saroney: | Let's-- can we talk at our table groups for a minute? Why possibly does |
| 33 | | Tayzir have his tape diagram, he has 4 and 5/6. Why does he have that cut |
| 34 | | into sixths? Just go back to your table. I want you to talk about that in your |
| 35 | | groups for a minute. Why might have it cut into sixths? Talk at your table |
| 36 | | groups. |

| 37 | | [Returns to show Mrs. Saroney after students talk in their groups] |

| 38 | Mrs. Saroney: | My question was, why did Tayzir probably have his tape diagram cut into |
| 39 | | sixths? Go ahead. |

| 40 | Jazmyn: | Because his pizza is cut into sixths. And he only has five pieces left of that |
| 41 | | one pizza. |

| 42 | Mrs. Saroney: | So you're focusing on this 5/6 that's left over. And that was cut-- we know |
| 43 | | that that's cut into sixths. OK. So why might he have done the rest of them |
| 44 | | in sixths? Why did he probably cut the rest of them into sixths? |

| 45 | Jazmyn: | He cut the rest of them into sixths because they're six slices in a whole |
| 46 | | pizza. |

| 47 | Mrs. Saroney: | OK. How many people agree with that? Do you agree with what Jazmyn |
| 48 | | said? Kind of sort of? Tayzir, why did you cut it into sixths? |

| 49 | Tayzir: | I cut it into sixths because 2/3 was equal to 4/6, and that was like the |
| 50 | | common denominator. |

| 51 | Mrs. Saroney: | OK. So now you're throwing in a lot of stuff there. So talk to me about this |
| 52 | | 2/3. You think it's cut into sixths because you're saying 2/3 is equal to 4/6. |
| 53 | | OK. Can you talk to me-- actually, let's put it out there. OK? Can you talk |
| 54 | | at your table groups right now and tell me, do you agree or disagree with |
| 55 | | Tayzir that 2/3 is equal to 4/6? |