Holding Students Accountable

Miss Stastny: So, one half and 2/4. Who can talk about this one for me? Anasimon?

Anasimon: They're equal because they're both one half, if you make the two fourth into one half, it's going to be the same, you just broke up into more pieces.

Miss Stastny: Okay. Who can say more? Does this help with Tenisha and David, Lap?

Lap: I think it's equal because if you double one half, it equals 2/4.

Olivia: Okay, so you doubled the pieces, how many pieces does Tenisha have?

Miss Stastny: Mehall?

Mehall: 2.

Miss Stastny: 2, so which one of these models would be Tenisha's? Abdulla?

Abdulla: 1/2.

Miss Stastny: One half? But I thought she had 2 pieces? Selvia?

Selvia: 2/4.

Miss Stastny: 2/4? Explain how that could be Tenisha's?

Selvia: Because it said that she had 2 pieces and...

Miss Stastny: Amy, can you help her out?

Amy: That could be not Tenisha's because it has an actual line and is in four pieces, but she could of only eaten half, and not the other half.

Miss Stastny: Okay. So if her lasagna was partitioned into 4 pieces, she might have only wanted to eat half of it. Okay.

Miss Stastny: Who can tell me more about this one? Sara?

Sara: I agree with 2/4 because she ate half of it and I knew it was two fourths.

Miss Stastny: Okay, so she ate her two pieces. If I had this one, how could I have David's? What would his lasagna look like? Vinny?


Miss Stastny: 4/8? Why do you say 4/8?

Vinny: I disagree with 1/2 because it said he had four.

Miss Stastny: So he had four pieces, okay, so you're saying it should be four eighths?

Can somebody say more about that?

So just looking at these two models, talking about these two models, does this work? For Tenisha and David? Amy?

Amy: It does.

Miss Stastny: Okay, tell me more.

Amy: Because those add 2 actual lines to 2/4 and it's the same as 4/8.

Olivia: Can you come point to what you just said?

Amy: This one and this one.

Miss Stastny: Okay, so Amy just told us that these 2 lines were added, so what did I just to the size of the pieces? Anasimon?

Anasimon: You just kept on dividing them up.

Miss Stastny: Okay, so I divided the pieces into smaller pieces? Can anybody say more on that? Sara?

Sara: You split them so it could be equal.
Miss Stastny: I did split them so that equal amounts were shaded, is that what you're saying?
Sara: Mm-hmm (affirmative)
Miss Stastny: Okay, so equal amounts are shaded. I have 2 pieces and 4 pieces. Okay.
Can anybody add on to that? Demetrius?
Demetrius: So when you added on 2 lines in the middle, it just made the denominator bigger.
Miss Stastny: Okay, so it made my denominator bigger, did it make my pieces bigger or smaller?
Demetrius: Smaller.
Miss Stastny: Okay.
Demetrius: Since you added that many lines, so it would get smaller.
Miss Stastny: Okay, so if I had more lines, I have my smaller pieces so I divided it or I cut each piece in half, okay? How are these 2 equivalent? I want y'all to turn and talk with your group real quick. How are these 2 equivalent?
Miss Stastny: Alright, who can tell me how are these 2 fractions equivalent? Abdulla.
Abdulla: If you just put 2 lines in each of 2 squares, it's going to be the same thing as 4/8. It's like double.
Miss Stastny: Looking at the picture, how do I know that they're equal?
Lap?: Because 2/4, there's just two pieces shaded, but on 4/8 there is 4 pieces shaded but because they just put 2 lines to make it 8 parts.
Miss Stastny: Okay, so they partitioned it again.
Lap?: Mm-hmm (affirmative).
Miss Stastny: So you said they partitioned them differently. How did that change the size of the pieces? Let's see. Demetrius?
Demetrius: It changed the size of the pieces because when you added those two lines right there they—
Miss Stastny:: You can come point to it.
Demetrius: These 2 lines. If you add, if you add these 2 lines you, the size would be different because these squares are smaller, these four squares are smaller than these two squares. But if you take these lines away, they would be the same.