

Ms. McKnight's Classroom Video Clip

Exploring Classroom Norms

- 1 Ms. M: So do you want to go first Chamari?
- 2 Chamari: I can't draw well.
- 3 Ms. M: You did a great job. So, Marion and Ari, now it's time to listen. You can draw on the board, I'll give you time to do that before you leave. Ari?
- 4 Ari: Yeah?
- 5 Ms. M: Be respectful, please. I said I'll give you time. So, can you guys find a place to sit? And Chamari is gonna talk about his idea. Okay. So, Chamari can you make sure all of us can hear. So, just tweak your body a little, and look at us.
- 6 Chamari: [turns to face whiteboard]
- 7 Ms. M: Look at *us*.
- 8 Chamari: [Turns around to the other side and looks out towards the class] Okay. First, I drew the rect- I drew the boxes. Then, I...
- 9 Ms. M: So - I'm gonna - I'm only stopping you... And this is why I'm stopping him, because remember, we're going to try to stay away from telling step-by-step what we did. We want to talk about *why* we did that. So, why did you decided to do what you did? Instead of telling us step-by-step, because we didn't see what you did. How does it compare six-tenths - what you did - compare six-tenths and four-sixths?
- 10 Chamari: I chose this way because I thought it was easier. Because if I use the one bar then it would be easier to draw the denominators.
- 11 Ms. M: Okay. Can you hear him? Please stop drawing. Go ahead.
- 12 Chamari: Because... Like, if I drew - if I drew - use the one bar, then it would be easier to um... draw the denominators.
- 13 Ms. M: What about those denominators? What can you tell me about those denominators?
- 14 Chamari: Ah... They're both different, but they're both the same um... size.
- 15 Ms. M: So they're both different. Everyone agree with the denominators are different?
- 16 Student 1: I can't see.
- 17 Ms. M: Well, the denominators are the same as what you have. Six-tenths and four-sixths. Ten and six. Right?
- 18 Student 1: I said, but yeah.
- 19 Ms. M: Okay. Are they the same size? The denominator tenths and the denominator sixths? Are those the same size?
- 20 Students: No

- 21 Ms. M: [Walks over to pick up fraction bar manipulatives] So if I look at some fraction bars – a sixth and a tenth – are those the same size?
- 22 Students: No.
- 23 Ms. M: They're not. So would you still stick with that, Chamari? That they're same size? So, they're different, right? We know that, for sure.
[...]
- 24 Ms. M: Alright. So, what was your conclusion? I see that you wrote down six-tenths. What is your conclusion? Which one's greater? Which one's less? Or are they equal?
- 23 Chamari: Ah, four-sixths is greater because four is closer – closer to the denominator... And six is further.
- 25 Ms. M: Okay. So let me just make sure I understand. You're saying that four-sixths is the bigger fraction – it's greater. Does anyone know how I would write four-sixths is greater?
- 26 Chamari: Yeah.
- 27 Ms. M: So. Does anyone know how I would write four-sixths is greater?
- 28 Ari: Yes.
- 29 Ms. M: Can you come up and show me? And so, Trinity and Michael and Jason, can you look over her?
- 30 Ari: [Walks to the whiteboard and fills in the symbol so the comparison looks like: $\frac{6}{10} < \frac{4}{6}$]
- 31 Students: No. Yes.
- 32 Ms. M: So, who can tell me which one says that four-sixths is greater? The top one or the bottom one?
- 33 Student 2: Bottom.
- 34 Ms. M: Why?
- 35 Student 2: Because, the – where the...
- 36 Ms. M: So, this is a symbol.
- 37 Students: [overlapping explanations]
- 38 Ms. M: Yeah. And we can make it as simple as that, right? We can say... And that's just how I remember it. Like, oh yeah, this is like the bigger size ... And like kind of chomping down on the bigger. I think you're thinking – I know what you're thinking here. You just have know how to write the symbol. Okay? So, who else wants to explain or maybe agree or disagree? Chamari is saying that six-tenths is less than 4/6.
[Class discussion continues]