

## Fraction Task Debrief Video Transcript

Line #	Speaker	Transcript
1	Teacher 1	It is funny how adamant some of the students were on, that it did not matter
2	Teacher 1	about the shape, it did not matter about the size and they could divide it in any
3	Teacher 1	way they wanted.
4	Teacher 2	I found that with my group. It was the same. They didn't spend as much time
5	Teacher 2	with the equal. We got into that discussion after, that they have to be equal
6	Teacher 2	but that didn't happen as they were doing their work independently and in
7	Teacher 2	groups. They were just doing shapes and dividing them whatever way. And it
8	Teacher 2	only came up afterwards when someone said, "I like yours but the
9	Teacher 2	shapes aren't equal." And the other guy said, "Yours aren't either." And then
10	Teacher 2	they got into an argument and we talked about it.
11	Teacher 3	How important is it that it actually. I mean, yes, when you're in a textbook and
12	Teacher 3	you've got a computer generated picture it's really easy to do, to make it even.
13	Teacher 3	But when we've got it, when kids are representing it and we know what they
14	Teacher 3	mean, we know that they really mean two out of these five are coloured and,
15	Teacher 3	you know, like a reasonably close, you know, making an effort to make it even.
16	Teacher 3	I don't know, I think maybe if we want kids to represent, we have to kind of cut
17	Teacher 3	them some slack. Like, it is not measurement, it is not about being completely
18	Teacher 3	precise, it is about understanding of fractions. I don't know.
19		{cross discussion}
20	Teacher 4	Like, half, (drawing a circle and partitioning vertically in half) and then there's a
21	Teacher 4	little one (gesturing from the top left down to the centre), a little one (gesturing
22	Teacher 4	from the centre up to the right), and another little one (gesturing from the
23	Teacher 4	centre up further to the right) and they are obviously not equal.
24	Teacher 3	Yes.
25	Teacher 1	But when, in grade five, they get closer to having to compare two fractions, if
26	Teacher 1	they're not almost exact then they are unable to compare them. That's where
27	Teacher 1	they struggled, if they weren't exact.
28	Teacher 3	But then I wonder, is drawing their own representations the best way to
29	Teacher 3	compare it or are we better off to go to manipulatives at that point. To go to
30	Teacher 3	fractions circles or fraction bars. Maybe that's our...
31	Facilitator	Mmm. I think there might be two different things going on. One is the
32	Facilitator	representation that the student makes, which is an approximation and always
33	Facilitator	will be, or any of us makes. It just is. And the other one is knowing, what you

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34	Facilitator	were talking about earlier (looking at Teacher 1), knowing that they should be equal
35	Facilitator	amounts, the partitions should be equal. So, I think what you are saying
36	Facilitator	is that if they do understand that the partitions need to be equal then
37	Facilitator	approximations aren't that big of a deal. But if they don't, or if the
38	Facilitator	representations that they see all the time are kind of off, then that might be
39	Facilitator	leading them down a path.
40	Teacher 2	Well, when we looked at that, one of the kids actually mentioned that up here
41	Teacher 2	when they've got the fourths, quarters, and then one of those they divided into
42	Teacher 2	two which a lot of, they didn't know how to divide the shape. But he said, "Well,
43	Teacher 2	what if those were my two pieces of pizza (gesturing to larger pieces) and
44	Teacher 2	then you got those two pieces of pizza. That's not fair or that's not equal. And
45	Teacher 2	that is where they got into that discussion. Where they realized that those
46	Teacher 2	aren't, that's not the same as over here, where it is divided into, or here,
47	Teacher 2	where it's divided into equal pieces. But that is what they got into and I
48	Teacher 2	thought, well, that was very clear for them to see.