

Name _____

Date _____

Interview #1:
[Use after Lesson 10 or 11]

I am going to ask you some questions about fractions. I am very interested in how you come up with the answers so it is important for you to tell me what you are thinking about. The interview will not be graded so you do not have to worry about wrong answers. Are you ready?

Concept Questions

1.

(A) Use your fraction circles to show to show a model for the fraction $\frac{3}{5}$.

(B) Now I want you to explain how you know that this models $\frac{3}{5}$.

(C) Now can you show me another way to model $\frac{3}{5}$ using the fraction circles. Explain how the two models are alike and different.

2. Display 15 tiles without counting or telling the child how many there are. [This is an extension. Tiles have not been introduced as a model yet].
- (A) Say: You can arrange the tiles any way you want. I want you to show me the fraction $\frac{3}{5}$ with these tiles.
- (B) Explain what you were thinking in order to solve this problem.
- (C) Show me a model for $\frac{3}{5}$ using a different number of tiles. How are the two models using tiles alike? different?
- (D) How is this model for $\frac{3}{5}$ like your fraction circle models. How are they different?

Order Questions

- [same numerator]3. Say: I'm going to show you word names for two fractions. I'll ask you to tell me whether they are equal or if one is less.
- Ready? 1- fifth and 1-sixth. Are they equal or is one less? Which is less? Explain your reasoning. [ex: Do you imagine or picture something in your mind to help you tell which is less?]

[same denominator] 4. Say: I'm going to show you word names for two new fractions.

I'll ask you to tell me whether they are equal or if one is less.

Ready? 3-ninths and 4-ninths. Are they equal or is one less?
Which is less? Explain your reasoning. [ex: Do you imagine or picture something in your mind to help you tell which is less?]

[transitive] 5. Read this story to the student:

Jon and Lara each ordered a small pizza at Dominos. Jon's pizza was cut into 8 equal-sized parts. Lara's was cut into 6 equal-sized parts. Jon ate 5 pieces; Lara ate 2 pieces. Did they eat the same amount, or did one eat less?

Explain your reasoning. [ex: Do you imagine or picture something in your mind to help you tell which is less?]

[residual]

6. Read this story to the student:

Mark and William both had bags of M&M peanut candies. The bags held the same number of candies. Mark ate 2-thirds of his bag.

William ate 3-fourths of his bag. Did they eat the same amount or did one eat less?

Explain your reasoning. [ex: Do you imagine or picture something in your mind to help you tell which is less?]

Concept of Unit Questions

7. Show and read the statment:

Tim used 6 cubes to build $\frac{1}{5}$ of an orange tower. How tall will the whole tower be when finished?

(A) Provide unifix cubes and ask student to show you how to use these cubes to solve the problem. Ask students to talk aloud as they solve the problem.

(B) [If correct repeat changing the data: 8 cubes; $\frac{2}{3}$]