

Name \_\_\_\_\_

Date \_\_\_\_\_

**Interview # 2**  
**Use after Lesson 15 or 16**

**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. Display 15 tiles without counting or telling the child how many there are.
  - (A) Say: You can arrange the tiles any way you want. I want you to show me the fraction  $\frac{2}{3}$  with these tiles.
  - (B) Explain what you were thinking in order to solve this problem.
  - (C) Show me a model for  $\frac{2}{3}$  using a different number of tiles. How are the two models using tiles alike? different?

2. Read this story to the student:

*Mary and Jose both have some money to spend. Mary spends  $\frac{1}{4}$  of hers and Jose spends  $\frac{1}{4}$  of his. Is it possible that Mary and Jose spent the same amount of money? Tell me what you are thinking.*

## Order Questions

[same  
numerator] 3. Say: Here are two fractions.

Show:  $\frac{2}{5}$   $\frac{2}{3}$

Say: Are they equal or is one less? Which one is less?  
Tell me how you know. Did you picture anything in your mind as you thought about these fractions?

[same  
numerator] 4. Say: Here are two fractions.

Show:  $\frac{1}{17}$   $\frac{1}{19}$

Say: Are they equal or is one less? Which one is less?  
Tell me how you know. Did you picture anything in your mind as you thought about these fractions?

[same  
denominator] 5. Say: Here are two fractions.

Show:  $\frac{14}{26}$   $\frac{18}{26}$

Say: Are they equal or is one less? Which one is less?  
Tell me how you know. Did you picture anything in your mind as you thought about these fractions?

[residual] **6. Read this story to the student:**

*Alice and Janis both receive the same allowance. Alice spent  $\frac{4}{5}$  of hers on a movie. Janis spent  $\frac{9}{10}$  of hers on a new CD. Did they spend the same amount or did one spend less? [if less ask: who spent less?]*

**Say: Tell me how you know. Did you picture anything in your mind as you thought about these fractions?**

[transitive] **7. Read this story to the student:**

*Mark and Jenny walk home from school. Mark walks  $\frac{3}{7}$  of a mile. Jenny walks  $\frac{6}{9}$  of a mile? Do they walk the same amount or does one walk less?*

**Say: Tell me how you know. Did you picture anything in your mind as you thought about these fractions?**

## Concept of Unit Questions

8. Show the red fraction piece.

Say: This is  $\frac{1}{6}$  of my unit. With your fraction circles show me the unit. Talk aloud as you solve the problem explaining each step. Record answer

**[If correct change data: pink is  $\frac{2}{3}$ ; find the unit].**

9. Read this story to the student:

*Ten children went to a party in a group. This group of 10 children was  $\frac{2}{5}$  of all the children who were invited. How many children were invited?*

Provide tiles and ask student to show you how to use these tiles to solve the problem. Ask students to talk aloud as they solve the problem.

Record answer