

Name \_\_\_\_\_

Date \_\_\_\_\_

**Interview # 3: Addition and Subtraction Interview**  
[Use before Lesson 19]

**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. The interview will not be graded so you do not have to worry about wrong answers. In fact you have worked on the type of problems I will ask about. I am interested in how you try to solve them before you learn from your teacher how to do them.**

1. Read this story to the student:

*Sally ate  $\frac{2}{3}$  of a pizza for dinner. The next morning she ate another  $\frac{1}{6}$  of a pizza. How much of a pizza did she eat altogether?*

- (A) Say: Without working out the exact answer, give me an estimate that is reasonable. (If needed provided clues: Is the answer  $>\frac{1}{2}$  or  $<\frac{1}{2}$ ? Is the answer  $>1$  or  $<1$ ?).
- (B) Say: Tell me what you were thinking to reach this estimate.
- (C) Say: Using fraction circles, act out how you would find the exact answer. Talk aloud as you solve the problem.
- (D) If the student was successful, ask student to record each step with the fraction circles with symbols.

**2. Read this story to the student:**

*A movie costs Jane  $\frac{1}{6}$  of her allowance. If she only had  $\frac{11}{12}$  of her allowance before the movie, what fraction of her allowance did she have after the movie?*

- (A) **Say:** Without working out the exact answer, give me an estimate that is reasonable. (If needed provided clues: Is the answer  $>\frac{1}{2}$  or  $<\frac{1}{2}$ ? Is the answer  $>1$  or  $<1$ ?).
- (B) **Say:** Tell me what you were thinking to reach this estimate.
- (C) **Say:** Using fraction circles, act out how you would find the exact answer. Talk aloud as you solve the problem.
- (D) **If the student was successful, ask student to record each step with the fraction circles with symbols.**

**3. Read this story to the student:**

*Josie and Al each receive the same allowance. Al spent  $\frac{6}{10}$  of his allowance on a book. Josie spent  $\frac{4}{5}$  of her allowance to fix her skateboard. How much more did Josie spend ?*

- (A) Say: Without working out the exact answer, give me an estimate that is reasonable. (If needed provided clues: Is the answer  $>\frac{1}{2}$  or  $<\frac{1}{2}$ ? Is the answer  $>1$  or  $<1$ ?).
- (B) Say: Tell me what you were thinking to reach this estimate.
- (C) Say: Using fraction circles, act out how you would find the exact answer. Talk aloud as you solve the problem.
- (D) If the student was successful, ask student to record each step with the fraction circles with symbols.

4. (A) Say: Tell me about where the answer to this addition problem would be on this numberline.

$$\frac{3}{4} + \frac{1}{3}$$

- (B) Say: Tell me how you know.

5. (A) Say: Tell me about where the answer to this subtraction problem would be on this numberline.

$$\frac{7}{8} - \frac{1}{2}$$

- (B) Say: Tell me how you know.

6. Say: Jon calculated the problem as follows:  $\frac{2}{3} + \frac{1}{4} = \frac{3}{7}$ .

Ask: Do you agree? Tell me all you can.