

LINDA FISHER: Okay. Um. I was really interested when I was listening to you plan, because you talked about spending a lot of time on the first question, where kids were supposed to be thinking about $\frac{6}{9}$ ths and $\frac{2}{3}$ rds. You said something to the effect that even though this was really easy, you wanted kids to still spend a lot of time on it, and you had some really good logic for that. Can you tell us about why you thought it was important to spend time on this piece?

HILLARY LEWIS-WOLFSON: Kids have been taught fractions and procedures, and how to deal with fractions. But they don't always understand the parts of the fraction, and what the parts of the fraction, and how they relate to the diagram that we're looking at.

CAROLYN DOBSON: It's like the mathematics really comes out of real life. So here's a real-life situation: where is the equivalent fraction in there? How can you look at it and see that these two fractions are really equivalent?

HILLARY LEWIS-WOLFSON: Mmm hmm. (nodding)

LINDA FISHER: Okay. Good. So is there anything else that you just want to share about the lesson, or what you want us to observe for as we watch the lesson?

CAROLYN DOBSON: I think that the main thing is: do we see the kids really enjoying it? Are they excited about discussing the mathematics and the different ways of thinking?

HILLARY LEWIS-WOLFSON: It's a re-engagement. Are they engaged in an assessment that they've already done, and in their opinion, they're *done* with it! Can we re-engage them in that?

LINDA FISHER: And then I think it was something about—you know, we have different levels of learners. So will some of the students who didn't do well learn some new strategies, but also, will students who maybe got the correct answers maybe get some new insights into what they're looking at?

CAROLYN DOBSON: Exactly.

HILLARY LEWIS-WOLFSON: yes.