***Welcome to Mrs. Edward’s Third-Grade Class!***

In the video clips for this module, you will hear Megan Staples, a research who attended the class weekly during, interacting with a pair of students as they working on a sorting task: Is it a Half? Although the focus in on the pair, Mrs. Edwards provides some background information to help contextualize the work the pair was doing.

***Context for this set of videos:*** These video clips are from one lesson in the middle of the school year, about two weeks into a unit on fractions. Prior to video, students had worked on equipartioning.

***Purpose for the lesson:***

“My goal was to have them understand half in many different ways, and I wanted to get at some of their conceptions by going around and listening to them. For example, they might think something can only be ½ if it is symmetric.”

In terms of argumentation, students participated verbally in argumentation, as the goal to work through the ideas and develop a broader understanding of one half.”

***Lesson plan:***

“At the beginning of the class, we brainstormed a list of things that were “a half.” Students said things like half and apple, half moon, half full. I paired them up for this activity not by ability but to be sure there would be some kind of give-and-take with pair because I wanted the argumentation to come out and not one person doing everything. The students communicated orally with their partners to complete this activity. Students had about 20-25 minutes to work on this. Then we came together for a whole group discussion.”

*The lesson task is available at* [*http://bridges.education.uconn.edu/repository/*](http://bridges.education.uconn.edu/repository/)

***Class information:*** There were 15 students in this third-grade class in a PreK-5 elementary school. They are a heterogeneous group of students. A special education teacher often came in during math time. There were no emergent bilingual students in the classroom.

***Teacher information:*** It was Mrs. Edwards’ third year teaching third grade and her thirteenth year teaching elementary school.

***Classroom environment:*** Teacher’s comments on how students had learned to work together.

“Early in the year, students would write what they would agree or disagree with; once they could be respectful in writing, then we moved to having them raise their hands and talk. From the beginning of the year, the students were taught how to listen to each other. This included lots of modeling and discussing how to be respectful of others’ ideas. We talked about having your body facing the speaker; in pairs that’s knee-to-knee, hands on your lap. At this point in the year, the class generally was comfortable with this type of discourse as part of their classroom routine.”