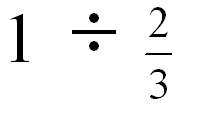
**Cathy Humphreys**

**Fractions Video[[1]](#footnote-1)**



*CH: “Without doing a rule that you know, like, see if you can make sense of why, what one divided by two-thirds is.”*

*Mathematically*

* What is the claim being discussed?
* What are the arguments that students are making? (Try to **mark each argument on your transcript**.)
* What counterarguments? (which are also arguments)

*Pedagogically*

* What is the teacher doing to support (or hinder) students’ engagement with argumentation?
  + Watch for “talk moves” or other pedagogical moves
* What are the students doing that support (or hinder) argumentation?

1. Video from *Connecting Mathematical Ideas: Middle School Video cases to support Teaching and Learning* – Boaler & Humphreys [↑](#footnote-ref-1)