teach, to make effective connections. This is important because of the wide variety of abilities and content knowledge that the children bring to the classroom.

Suzanne's Thoughts

I actually used Pizza Night which is a 2nd grade PrimaryPoW in a 6th grade class last week. I used the Scenario Only linked to that problem.

I said, "I'm going to tell you a story!" I read the Pizza Night "scenario" aloud. I asked the students, "What did you hear?" I called on students quickly and they told me things like "pizza" "4 parts" "4 equal parts" "pepperoni" I said, "I'm going to read the story again. Listen to see if what you heard is really in the story." I read the Pizza Night "scenario" again and then said, "Now tell me what you heard. Did anything change?" And again the students told me things. Important was that I didn't say anything was right or wrong. The students were just "getting into the story."

Next, I asked them to draw a picture of the pizza. You'll notice on the scenario I didn't include the pizza graphic. The reason was that I was interested to see if anyone would draw different shapes.

Once we had pictures, we used a document camera to display them and we talked about them. The sixth graders described them using fractions and also percents and decimals and ratios (since we're using all four in the unit we're working on) but I would expect younger students to use this problem just for the fraction vocabulary it affords.

Now that the students are "into" the problem, you could project the full problem that includes the three questions. I actually didn't do that because the conversations that the 6th graders got to were far more in depth than the questions on that problem.

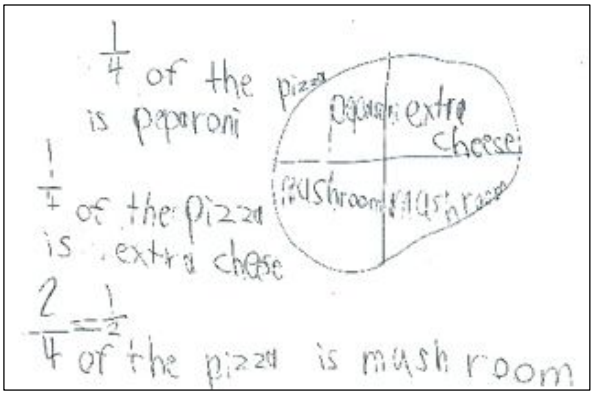
Student Solutions

This problem has received a few online solutions. We've included some here to give you an idea of how students might approach the problem. As you can see all of these samples could benefit from additional explanation of the student's thinking ... but ... all have a start on that process.

Henry, age 8

1/4 of the pizza has pepperoni. 1/4 of the pizza is extra cheese. 1/2 of the pizza is mushroom.

I drew a picture of the pizza and there were 4 sections. One said pepperoni, one said extra cheese and two said mushroom.



Marcy, age 7

1/4+1/4+1/2 = 1 whole.

1/4 for drew, 1/4 for his sister , 1/4+1/4 =1/2 (for mom & dad)

Ashley, age 11

1/4 of the pizza has pepperoni, 1/4 of the pizza has extra cheese, and 1/2 of the pizza has mushrooms.

one person (one section of the pizza) wanted pepperoni so that is one section out of four, one person (one section) wanted extra cheese so that is one section out of four, and both of his parents wanted mushrooms so that is two sections out of four, which will reduce to one half.

We hope this information is useful in helping you make the most of this Primary Problems of the Week. If you have stories to tell about this or other problems, we'd love to hear from you.

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