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| **Description: Which is more, 1/4 or 1/9 of a candy bar? How much more? Clip 1 of 5**<br>**Parent Tape: Fraction problems: Sharing and Number Lines**<br>**Date: 1993-11-01**<br>**Location: Colts Neck Elementary School**<br>**Research: Professor Carolyn Maher** | **Transcriber(s): Schmeelk, Suzanna**<br>**Verifier(s): Cann, Matthew; Farhat,Marcelle**<br>**Date Transcribed: Spring 2009**<br>**Page: 1 of 3** |

| Line | Time | Speaker | Class View |
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| 1 | 0:00 | RT1 | Does anybody want to sort of kind of review how you went to show that one quarter was larger than one ninth by five thirty-sixths? |
| 2 | | RT1 | Can you kind of remember it in your head without the rods, how that worked**,** James? |
| 3 | | James | Well, we had the thirty-six whites and it took five whites to equal one fourth to one ninth, or one ninth to one fourth, so it took five thirty-sixths to get so that was the answer. |
| 4 | | RT1 | To show the difference? How many of you remember that? |
| 5 | | RT1 | Do you know what I am curious about? Some of you said one fifth. In fact everyone in this class thought the difference would be one fifth before you did the activity. Do you remember that? I asked you? |
| 6 | | Class | Um-hum. |
| 7 | | RT1 | I'm kind of curious, what made you think one fifth? Brian? |
| 8 | | Brian | Well, it's the same, well me and Meredith kind of thought it was the same as nine minus four equals five. |
| 9 | 1:08 | RT1 | So you were thinking whole numbers. |
| 10 | | Brian | Yeah. |
| 11 | | RT1 | Does it work that way with fractions? What do you think Meredith? |
| 12 | | Meredith | Well, if you put the blue which had nine ones in it, and the four rod and then five rod, the five would equal up to the nine if you put it next to the four. |
| 13 | | RT1 | You said if you took the blue, and what number name are you giving that? |
| 14 | | Meredith | Um, well, I'd call it nine. |
| 15 | | RT1 | You're going to give it nine, and what were the other rod? |
| 16 | | Meredith | Um, The four rod which was I think was the purple rod. |
| 17 | | RT1 | You're saying you're calling the purple four? |

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| 18 | | Meredith | Yeah, and then the yellow would be the five and it would equal up to it. |
| 19 | 2:08 | Erik | [*Shaking-head, 'NO'*] I think that … |
| 20 | | RT1 | What is wrong with that thinking? [*Meredith simultaneously says that was what she thought at first*] Five plus four is nine. She just told me five plus four is nine. I believe that. That work? Erik were you going to say something? |
| 21 | | Erik | Well I think that it doesn't make sense because how could the blue rod be one ninth of one model and the purple rod be one fourth when the blue rod is larger than the purple rod? Maybe if you made a super gigantic train then maybe the blue rod would be the ninth but I would think that the purple rod, well more sensibly the purple rod or the yellow rod would probably be the ninths and the blue rod would probably be the fourths. |
| 22 | | RT1 | That's not what I heard Meredith say. I heard Meredith . . . |
| 23 | 3:03 | Erik | I just don't think the way Meredith explained it, the way she thought before, made much sense … |
| 24 | | Meredith | Yeah I know I changed my answer. I just think the five rod equals up to the same as five thirty-sixths. |
| 25 | | RT1 | So you think the five thirty-sixths, um, somehow is related. |
| 26 | | Meredith | Um-hum. |
| 27 | | RT1 | That's an interesting idea. Do we have enough of these on here? How is that, is that better? |
| 28 | | RT1 | Okay. So that's a start that can get you very confused. Is that right? |
| 29 | | Class | Yeah. |
| 30 | | RT1 | If you call the blue rod nine and you could say then the white rod is one and the pink rod is four and the yellow rod is five and you proved five plus four is nine. You actually proved five plus four is nine, but it sort of doesn't quite work that way for fractions, does it? What do you think? |
| 31 | 4:03 | Class | [Quiet] |

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| 32 | | RT1 | Okay. That was very interesting, so, I was just wondering when you saw the big model that was built and you saw that the person who got one quarter of the candy bar got five thirty-sixths more than the person who got the ninth of the candy bar, is that much of a difference you think? |