Description: Which is more, 1/4 or 1/9 of a candy bar? How much more? Clip 1 of 5 **Parent Tape: Fraction problems: Sharing and Number Lines** **Date: 1993-11-01** **Location: Colts Neck Elementary School** **Research: Professor Carolyn Maher**	**Transcriber(s): Schmeelk, Suzanna** **Verifier(s): Poprik, Brad** **Date Transcribed: Spring 2009** **Page: 1 of 2**

Line	OrigLine	Time	Speaker	Class View
1	46		Jessica	Well, I just realized um, cause um, I think that um well there is twenty-five people in the class and that's an odd number, yeah, so um, like you couldn't have like all even groups, so that's why I think, like, some people got like, one ninth and one fourth.
2	47		RT1	I wonder if there would have been a way. I don't want you to solve this now, but I want you to think about, of sharing those three bars of candy so everybody got the same amount, exactly. [*Andrew raises his hand*] Can you think about a way, think about that Andrew, any ideas?
3	48		Andrew	Well, I um, what I did one um day we had to do for homework, that we had to divide it equally, so I came up with the answer everybody got one and one fifth.
4	49		RT1	How did you do that?
5	50		Andrew	Well, there was three candy bars and each one had ten um rectangles in it. So I took um twenty-five of them and circled it and put one. Then, the five left, if you divided them up into fives it would be five, ten, fifteen, twenty, twenty-five, so each person would get one and one fifth.
6			Jessica	Yeah, that's what I got myself.
7	51		RT1	That is an interesting conjecture, isn't it? Did you hear that what Andrew said? How many of you followed what Andrew said?
8	52		Class	[*Few students raise their hands.*]
8	53		RT1	I wonder if there is a way to uh to test that, that it would have been, um, okay. Could you draw us a picture or something to show us, is there a way? Did you?
9			Andrew	Well, Yeah
10			RT1	Andrew, how did you show that?
11			Andrew	Well, I um made the three candy bars
12			RT1	Can you all try to imagine what he's doing, the three candy bars?
13	54		Andrew	With the ten pieces in them.

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14	55		RT1	Alright, Ten. Ten. Ten. Could you all imagine that?
15	56		Class	Umm-hum [‘*Yes’*]
16	57		Andrew	And then, I took two candy bars and then five pieces of the other one to make twenty-five.
17	58		RT1	Everybody gets one of those thirty pieces and there are how many left over?
18	59		Class	Five.
19	60		RT1	Five. Do you all follow that? How many of you follow so far?
20	61		Class	[*Some students raise their hands.*]
21	62		RT1	There’s thirty pieces and everybody got a piece, there’s five left over, okay.
22	63		Andrew	Then those five would be just like one candy bar only they would be smaller so you divide them into fifths and five, ten, fifteen, twenty, twenty-five. Cause five times five is twenty-five equals the amount of people. So everybody gets one and one fifth.
23	64		RT1	How many, what do you think about that? Would that have been fairer, you think?
24	65		Class	[*Mumbles ‘Yes’*]
25	66		RT1	To get one and one fifth? As compared to some people getting one and one quarter and some people getting one and one ninth? What do you think?
26	67		Class	Yea