

Description: Jessica and Andrew's Number Line, Clip 4 of 5 Parent Tape: Fraction problems: Sharing and Number Lines Date: 1993-11-01 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Schmeelk, Suzanna Verifier(s): Poprik, Brad Date Transcribed: Spring 2009 Page: 1 of 7
--	---

Line	Time	Speaker	View: OHP
1	0:00 35:21	RT1	You know what I would like you to do? Maybe the problem is there isn't a lot of space; when you use the overhead pen it takes a lot of space. You know what I'd like you all to do in your seats? I would like you all to make your own number line between zero and one at your seats. I would like to see if you could place fractions between zero and one. I'd like you to place all the fractions, one half, one third, one fourth, one fifth, one sixth, one seventh, one eighth, one ninth and one tenth, with your partner. Jakki?
2		Jacquelyn	[<i>Whispers to RT1</i>] (Inaudible talking between many)
3		RT1	Sure. You can put your papers the long way if you want. Absolutely
4			Students Break into pairs (Noise from movement and chatter)
5		Andrew,	[<i>The camera focus on group consisting of Jessica and Andrew.</i>] One fifth. one tenth
6		Andrew	One tenth would be one, two, three, four, five, sixth, ... one, two, three, four, five, sixth, seven, eight, nine, ten [<i>counts out 10 spaces</i>]
7		Andrew	It would be right about there ...one tenth right
8	40:33	Andrew	One hundredth?
9		Jessica	One one-hundredth
10		Andrew	Would be right here
11		Jessica	That would be like on top of the zero almost.
12		Andrew	And, then, one thousandth would be right there [<i>points closer still to zero</i>]
13		Jessica	On top of it Like one one-hundredths and one one-thousands, well like one one-hundredth would be right there and One thousandths would be right on the zero.
14		RT1	Then, where would one ten-thousandths be?
15	39:06	Jessica	You would have to have a bigger thing. I think..

Description: Jessica and Andrew's Number Line, Clip 4 of 5 Parent Tape: Fraction problems: Sharing and Number Lines Date: 1993-11-01 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Schmeelk, Suzanna Verifier(s): Poprik, Brad Date Transcribed: Spring 2009 Page: 2 of 7
--	---

16			Well, if you squish it together, then you could put it all together.
17		Andrew	Well, it depends onWell..
18		Jessica	It sort of depends how big,.....
19		Andrew	No, not really, because
20		Jessica	Otherwise you would have to squish it all in ...
21		RT1	You were saying Andrew?
22		Andrew	It would be like something you really cannot see. Actually you would need something like a stop watch to figure it out. It does not matter what size it is, because you will still have to have one half and a one third would still take up as much room as anything else, so.
23	OHP 40:40	Jessica	I wonder where one one-thousandth would go? Oh, I know where one one-thousandths would go; that's easy. I think it would be one, one-hundredth, one one-thousandths and one one-tenthousandths. [shows work to RT1]
24		RT1	Okay [moves away]
25		Jessica	Dr. Maher I think I have one-one hundredth, one one-thousandth and one one umm ten thousandth or Then, you could do, one one-hundred-thousandths and one one-millionths.
26		Danielle	[to Jessica] How high are we supposed to go?
27		Andrew	I went to one one-hundredth.
28		Jessica	Up to, one one-hundredth.

Description: Jessica and Andrew's Number Line, Clip 4 of 5 Parent Tape: Fraction problems: Sharing and Number Lines Date: 1993-11-01 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Schmeelk, Suzanna Verifier(s): Poprik, Brad Date Transcribed: Spring 2009 Page: 3 of 7
--	---

29		Andrew	[<i>Camera focuses on Andrew</i>](whispers counting to self,) Fifty should; be here on the one hundredth so its like.. (starts counting quietly)
30		Jessica	One one Hundreds
31	Brian view	Erik	[<i>Off camera</i>] one one-thousandth would be at the window.
32	Brian	RT1	[<i>Off camera</i>] That's a very good question, Erik. Would one one-thousandth be somewhere on this line or somewhere near the window?
33	Brian	Erik	[<i>Off camera</i>] You would have to make the line bigger.
34	Brian	RT1	[<i>Off camera</i>] Would it still be on the line?
35	Brian 36:39	Erik	[<i>Off camera</i>] Probably not.
36			[<i>Camera focus on students in front of Michael/Erik.</i>]
37	Brian 38:30	Michael and Erik	In stead of making it exact, but they will be a little more approximate. [<i>Michael talks about dividing up line.</i>]
38	Brian 39:40		[<i>Michael and Erik use a ruler to measure where the numbers will go.</i>]
39	Brian 39:50	Meredith	[<i>Counts out 5 spaces on line.</i>]
40	Brian 40:10	Brian	I think I know where the hundredths would go. Because zero, five, ten, fifteen, 15 would go in there [<i>motions towards space near</i>

Description: Jessica and Andrew's Number Line, Clip 4 of 5 Parent Tape: Fraction problems: Sharing and Number Lines Date: 1993-11-01 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Schmeelk, Suzanna Verifier(s): Poprik, Brad Date Transcribed: Spring 2009 Page: 4 of 7
--	---

			<p><i>the 0].</i></p> <p>100 would go in there [<i>motions towards space near the 0 past the 1/15</i>],</p> <p>1000 would go in there [<i>motions towards space near the 0 past 1/100</i>].</p> <p>It's like a pattern.</p>
41	Brian 42:03	RT1, RT3	[<i>Off camera discuss having Alan present.</i>]
42	Brian 42:44	RT1 to Class	Okay. If you're done and you're waiting for other people to finish, could you mark on your line where three fourths would be?
43	OHP 42:14	Andrew	Three fourths?
44		Jessica	[<i>Off camera</i>] <i>One third, one fourth, three fourths would probably be in the middle.</i>
45		Andrew	Hum.
46		Jessica	Well, three fourths would probably be in the middle of one fourth and one third.
47		RT2	How are you all doing here? [<i>stands over Andrew</i>]
48		Jessica	I mean Three fourths? Oh. [<i>off camera</i>] I think it would be between them.

Description: Jessica and Andrew's Number Line, Clip 4 of 5 Parent Tape: Fraction problems: Sharing and Number Lines Date: 1993-11-01 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Schmeelk, Suzanna Verifier(s): Poprik, Brad Date Transcribed: Spring 2009 Page: 5 of 7
--	---

49		Andrew	Here [<i>motions to either side of 1/2</i>]
50	OHP 42:58	RT2	[<i>to Andrew</i>] Can I ask you a question?
51		RT2	I see one third here and I see one third, here
52		Andrew	Yeah, I did it on both sides.
53		Jessica	[<i>off camera</i>] Yeah, I did it on both sides.
54		RT2	How does that work?
55		Andrew	Well, you see, it does not matter because I just did it on both sides so that it this doesnt like work.
56		Jessica	[<i>off camera</i>] Yeah, that is what I did, I did it on both sides.
57		Andrew	You could go by that way [<i>motions from the right</i>]
58		Andrew	Or you could go by that way [<i>motions from the left</i>]
59		RT2	Oh, I see. Okay. So you just sort have done it a mirror image both ways
60		Andrew	Yeah
61		Jessica	[<i>Off camera</i>] Yeah, you could just you could just do it like that [<i>folds paper in half off camera</i>]
62	43:34	RT2	So if I fold it in half, then I would have enough information to talk with. I see.
63		Jessica	[<i>Off camera</i>] Yeah.

Description: Jessica and Andrew's Number Line, Clip 4 of 5 Parent Tape: Fraction problems: Sharing and Number Lines Date: 1993-11-01 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Schmeelk, Suzanna Verifier(s): Poprik, Brad Date Transcribed: Spring 2009 Page: 6 of 7
--	---

64		Andrew	[Follows Jessica and folds paper]
65		RT2	Okay. That is interesting. I see you put one one-hundredth right there
66		Andrew	Yeah
67		RT2	That's interesting.
68		Andrew	What I thought was that I was trying to estimate, count all the way up to one half because
69		RT2	How many times did you have to count?
70		Andrew	Like, if you wanted to put the exact one hundredth, you would have to make it the length
71		Jessica	[Off camera] All even
72		Andrew	The length, to count all the way up to fifty by one half, then the other fifty in the other one half.
73		RT2	Oh.
74		Jessica	[Jessica off camera] So, you would have to imagine the length
75		RT2	What do you think if you were going from zero to one tenth, how many times would you have to count to place one hundredth?
76	44:30	Andrew	Well, zero to one tenth, you would have to place one hundredth about ten times because ten,
77		Andrew	Fifteen

Description: Jessica and Andrew's Number Line, Clip 4 of 5 Parent Tape: Fraction problems: Sharing and Number Lines Date: 1993-11-01 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Schmeelk, Suzanna Verifier(s): Poprik, Brad Date Transcribed: Spring 2009 Page: 7 of 7
--	---

78		Andrew	Twenty
79		Andrew	Thirty
80		Andrew	Forty, Fifty
81		Andrew	Well, yeah, I think it would be like ten times.
82		RT2	Okay. So if you took this little piece,
83		RT2	And then you could divide it into ten pieces.
84		Andrew	Yeah. About ten times.
85		RT2	Yeah. That's interesting. Okay [<i>nods head up and down 'yes'</i>]! Alright, Looks good.