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| **Description: Introducing the Problem (Clip 1 of 3)**<br>**Parent Tape: Fraction problems: Sharing Candy Bars (Front View)**<br>**Date: 1993-10-29**<br>**Location: Colts Neck Elementary School**<br>**Researcher: Professor Carolyn Maher** | **Transcriber(s): Yankelewitz, Dina**<br>**Verifier(s): Reid, Adrienne; Farhat, Marcelle**<br>**Date Transcribed: Spring 2009**<br>**Page: 1 of 3** |

| Line | Time | Speaker | Transcript |
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| 1. | | T/R 1: | Well, good morning. [students Good morning] What did you do yesterday in math? [students raise hands] Ah. All these people are going to tell me. Amy? |
| 2. | | Amy: | We did, we figured out the chocolate, we divided chocolate. |
| 3. | | T/R 1: | Oh. Did you all agree? |
| 4. | | Students: | Yeah. |
| 5. | | T/R 1: | You agree? Was that an easy decision? |
| 6. | | Andrew: | Yeah |
| 7. | | T/R 1: | No discussion, or, or differences? |
| 8. | | Andrew: | Well, a little |
| 9. | | T/R 1: | How did that work. |
| 10. | 00:54 | Andrew: | Well, we um like divided us into groups, the class into groups and um, and our, in my group, there was like nine people, so each person got like, um one and one ninth. |
| 11. | | T/R 1: | How did you decide that? How much did you have to start with? |
| 12. | | Andrew: | We had uh, ten pieces. |
| 13. | | T/R 1: | Ten pieces. I see, how did you do one and one ninth? I'm curious. |
| 14. | | Andrew: | Well, we um, we said there was nine people, so we had to give a whole piece of candy to each person and then we had one left over so we would have to, and there's nine people, so if we divided it into ninths there would um be enough, for everyone. |
| 15. | | T/R 1: | Is that hard to do? |
| 16. | | Andrew: | Yeah, a little. |
| 17. | | T/R 1: | But you did it? |
| 18. | | Andrew: | Yeah. |
| 19. | | T/ R 1: | And you all felt good about it? |
| 20. | | T/R 1: | Oh, and you were in that group too, Graham, huh? |
| 21. | | Graham: | Yeah. |
| 22. | | T/R 1: | What about another group? What did another group do? You were in a different group? Jessica, what did you do? |
| 23. | | Jessica: | Well, my group, we like had uh, eight people in our group, so well, we each got one whole piece and then we had two pieces left over so then we divided each of the two pieces into fourths. |
| 24. | | T/R 1: | And, so, how, how much did each person get? |
| 25. | | Jessica: | One and one fourth. |
| 26. | | T/ R 1: | You got one and one fourth. Did you all think that was fair, in that group? [mmm hmmm] Did the people in Andrew's group get the same amount as the people in Jessica's group? [no] Who got more, |

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| | | | the people in Andrew's group or the people in Jessica's group? Michael? |
| 27. | | Michael: | The people in Jessica's group. |
| 28. | | T/R 1: | The people in Jessica's, now, of course I could ask you how much more, you think you could you figure that out? You don't have to tell me that right now. |
| 29. | | Michael: | Yeah |
| 30. | | Meredith: | Yeah, if we got one ninth and they got one fourth, then um, nine minus four equals five, so they got um one fifth bigger, than we… |
| 31. | | T/R 1: | Say that again? |
| 32. | 02:33 | Meredith: | See, um, we had, each of us had one and one ninth. |
| 33. | | T/R 1: | Let's see, let's see, Andrew's group had nine people, right? Each person, |
| 34. | | Andrew: | Got one and one ninth |
| 35. | | T/R 1: | And, in Jessica's group, eight people and each person got, you said, |
| 36. | | Jessica: | One and one fourth |
| 37. | | T/R 1: | One and one fourth |
| 38. | | Meredith: | And |
| 39. | | T/R 1: | And so, you're telling me, |
| 40. | | Jessica: | But there was another group. |
| 41. | | T/R 1: | Maybe we'll hear about the other group and we'll come back to this, but I also didn't want to lose what Meredith said, what Meredith said was the people in Jessica's group got more than the people in Andrew's group. [Meredith laughs] and I, I kind of asked how much more |
| 42. | | Meredith: | Nine minus four equals five so they got one fifth more. |
| 43. | | T/R 1: | So you're claiming, this is Meredith's claim |
| 44. | | Meredith: | One fifth. They got five more, whatever. |
| 45. | | T/R 1: | [writing on overhead transparency, figure 10-29-01] That each person in Jessica's group got how much more did you say Meredith? Got one fifth more than each person in Andrew's group. How many of you believe that? [all students raise hands]. Ok, you're gonna have to then convince me. But we'll let that hold for a minute. But who's the other group? [there was three groups] Ok, who was, who was in a different group? A group other than Andrew's and Jessica's group? Kimberly? Ahah. How many in your group, Kimberly? |
| 46. | 04:27 | Kimberly: | There, we each got one and one fourth. |
| 47. | | T/R 1: | How many people in your group? |
| 48. | | Kimberly: | Eight |

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| 49. | | T/R 1: | Eight people? And in your group got |
| 50. | | Kimberly: | One and one fourth. |
| 51. | | T/R 1: | One and one fourth. So the people in Jessica and Kimberly's group, right? You're claiming you got more. And the difference you claim is |
| 52. | | Kimberly: | Five, one fifth. |
| 53. | | T/R 1: | Wow, that's a good question. I don't know you got one fifth. Um, it's sort of like saying to me, if I got a half, and Amy got a quarter, right? Who got more? I got more, right? I got a half, ok, and Amy got a quarter, but by your theory, you would tell me that I got, how much more? |
| 54. | | Meredith: | One fourth |
| 55. | | T/R 1: | But you would have told me a half more, think of the way you did that problem. |
| 56. | | Meredith: | Oh |
| 57. | | T/R 1: | Is that right, Meredith? Right? Did I get a half more [Meredith laughs]. You all know I didn't get a half more. I got how much more? |
| 58. | | Meredith: | Oh. |
| 59. | 05:49 | T/R 1: | A quarter more. |
| 60. | | T/R 1: | Whatever you're thinking, you could imagine a fifth, you could imagine a fourth, you could imagine a ninth, do you imagine in your head, is my question, do you imagine in your head that the, if you'd compare the one fourth rod and the one ninth rod, the difference would be the one fifth rod, do you think that makes sense to you, as you're imagining this in your head? |
| 61. | | Meredith: | Ummm, if you put the four and the five together it would equal up to the ninth rod. |
| 62. | | T/R 1: | You think so? [mmm] I think we ought to get out the rods. |
| 63. | | CT: | Yeah. |
| 64. | | T/R 1: | I think we ought to get out the rods, what do you think? How many of you want to work on this? How many of you want to know how much more the people in Andrew's and Je- uh, Andrew's group, uh Jessica's group and Kimberly's group got than the people in Andrew's group. |