Description: An Introduction to Proportional Reasoning **Parent Tape: Introducing Fraction Equivalence and an Exploration of Fraction Comparison** **Date: 1993-09-27** **Location: Colts Neck Elementary School** **Researcher: Professor Carolyn Maher**	**Transcriber(s): Yankelewitz, Dina** **Verifier(s): Reid, Adrienne, Farhat, Marcelle** **Date Transcribed: Spring 2009** **Page: 1 of 4**

Line		Speaker	Transcript	Code
1		T/R 2	Ok, this time though, I'm going to call the orange "ten." The number name "ten." And I'm wondering if you could tell me the number name for white. Okay, I hear some little mumblings "oh this is easy, this is easy." I'm going to want to hear this. If you think you know, please raise your hand. Some of us will be around to kind of hear what you're thinking about it.	
2				
3		S Beth	This is a ten, and ten of these equal to one.	
4		Meredith	[Sarah and Beth discuss the problem but the recording is inaudible.]	
5		T/R 2	It gets to be a really tough when I change the number name, doesn't it? You have to rethink the whole thing. Okay, think, why don't you discuss and think a little bit more about what we might call this piece [white rod], ok, of this, and I'll come back… I want to hear something thinking of some other folks. Okay, what do we think over here, you two?	
6		Meredith	This is only one because if you call the orange a ten and the one's equal to a ten when you call this [white rod] a one, then they're going to change to a one.	
7		T/R 2	So you'd give it a number name of one? So do you feel that by showing me this, you've proven that? That's interesting. David, what do you think? Are you in agreement with that or do you think it's something different?	
8		David	Well, I think I agree with Meredith. Because, if this is ten, then this would be one then because if you add ten of these up… then umm, there would be ten of these. So it's ten.	

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9		T/R 2	Okay, alright, I'll buy that. Okay, let me talk to a couple of other people, then we'll get somebody to come up and tell us about this. Brian, what do you think?	
10		Brian	Well, umm, ten wholes because well these are originally tenths, and this is considered if this is considered ten, then this would be, this would be like switched around ten wholes.	
11		T/R 2	Okay.	
		Brian	So it's like switched around.	
12		T/R 2	Okay, so if we are going to call this [orange] "ten," and the number name for this [white rod] would be…	
13		Brian	Ten wholes. One's. One.	
14		T/R 2	I'm confused now. Okay, this piece here, this one piece here, what are we going to call? The one white rod? Would it be called ten?	
15		Brian	Yeah. Well, if this was one, then that would be ten, but when it's switched around, this is… all, all ten, all ten tenths when you put them on here they're like they would be like ten wholes, even though this would be considered… Well, [chuckles] if this is supposed to be ten, you put then of these up then these would be ten wholes.	
16		T/R 2	Okay, but what, so then what would the name for one of them be? You said if I put then of them up, it's ten wholes.	
17		Brian	One. One whole. One whole… no… I don't know how to say it, but I think I know it. I don't know how to say it.	
18		T/R 2	You said something like one.. if this would be…	
19		Brian	Yeah, yeah, one. Well, if you put all of them up, there would be ten wholes, but…	
20		T/R 2	Let's just call them "ten". There would be ten of these. Okay, because we're giving them	

			number names now. We don't want to say "wholes" or anything like that. We don't have any particular item, like pies, we are thinking about or anything. Just call it "ten."	
21		Brian	Ok, but, but didn't you call this [orange] a "ten?"	
22		T/R 2	Yeah, I called that a ten. That was my question. I asked you what you would call this [white rod].	
23		Brian	Oh, then this would be… one… I guess.	
24		T/R 2	That sounds like a good name for it, doesn't it? Okay, now let me just hear what these ladies over here have come up with.	
25		Jessica	Umm, we got, since umm, if you have, like if you put all these [white rods] up to this [orange], umm you would get umm ten, I think. Wait… Ten. And, and this one [white], just that would be one.	
26		T/R 2	So that's the number you would give it then?	
27		Jessica	Yeah because if you have ten, then [white] that would be one of them [orange].	
28		T/R 2	Okay. Alright. I'll buy that. Okay, I think a lot of people have come up with something. Let me just… What did you come up with?	
29		Beth	If ten of these [white] equals one of these [orange], then one of these [white] could be one whole because, and then ten of these would ten wholes.	
30		T/R 2	Okay, we'll just call them one and ten. We won't say wholes for now.	
31		Beth	Okay.	
32		T/R 2	Ok? So this would be one then. If I'm calling this ten, you're saying this would be one. So what would this be [puts two white blocks against the orange block]?	
33		Beth	That would be… two. And then three and four	

			and five and six.	
34		T/R 2	Nice thinking.	
35		F T/R 2	Okay. Alright, I've gotten to hear the thinking of a lot of people and I hope I'm not interrupting anybody who's still thinking about this. Is there anybody who would like to tell me what they think about this?	
36		S CT	Call on my girlfriend here. Jackie.	
37		Jackie	Umm. The white would be one.	
38		T/R 2	The white would be one. Okay. I heard a lot of people say they would call the white "one." Why would you call the white "one?"	
39		Jackie	Well because it takes ten ones to make up an orange.	
40		T/R 2	Do you all agree with that? Did you hear what Jackie said? Okay, Danielle didn't hear what you said, Jackie. Can you say it again please?	
41		Jackie	It takes ten one's to make up an orange.	
42		T/R 2	Did you hear that? Do you agree with that? She said it takes ten of these [white rod] to make one of these oranges. Okay, and if I'm calling the orange "ten," you're calling the white the number name…	
43		Jackie	One.	
44		T/R 2	Okay, is there any disagreement about that? See I sort of switched it on you. It took you a minute to rethink that one. Okay, you all knew, but I really did switch that one on you.	