

Description: Proportional Reasoning Continued 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 6
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Line		Speaker	Transcript	Code
1		T/R 2	Okay, let's see. We're calling the orange rod the number name "fifty." How about the yellow rod? What number name will we give it? I would love to hear from somebody that I have not had a chance to hear from. Okay, let's see here, is there anybody here I haven't had a chance to hear from? Michael.	
2		Michael	Well, I think I would call the yellow "twenty five" because twenty five plus twenty five equals fifty.	
3		T/R 2	That sounds, that sounds interesting. Okay, so what is twenty five and twenty five, what made you decide on using twenty five? Umm, why didn't you say ten plus ten plus ten plus ten plus ten equals fifty?	
4		Michael	Because it takes two yellow rods to equal one orange rod.	
5		T/R 2	Oh, okay. Does anyone want to add to that? ... That's very nice. I want to hear, I heard people say it slightly differently, but that's the, that's really a very important idea. Beth.	
6		Beth	Umm, me and Sarah thought, first we thought it'd be umm twenty and thirty, but we knew we couldn't do that because they [yellow rods] were exactly the same size, the yellows. So then we started thinking in cents and we thought of two quarters equal umm fifty and so one twenty five and twenty five equals fifty.	
7		T/R 2	Interesting. Did anyone think about it like that in terms of money? I heard some people say that where they thought about it like two quarters being like fifty cents. Jackie, you thought about it that way. Anyone else think	

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			about it that way? That's very nice. Oh, I thought I was going to stump you with that one. Okay, let me ask you another question. Let's keep the name fifty [for the orange] for a minute. The number name "fifty" for this [orange]. Okay, now this is going to be a little tougher. What number would I give to one white rod if we're still calling the orange the number name "fifty?"	
8		Sarah	[Whisper] Five, ten, fifteen, twenty ... Oh!	
9		T/R 2	Okay, I want to hear, now take a little time, think about it and talk to your partners.	
10		Sarah	We would call these little [white] ones five, ten, fifteen, twenty, twenty five, thirty, thirty five, forty and then [adds two more] fifty. And you get fifty out of ten.	
11		T/R 2	That's interesting. How did you come up with it so quickly?	
12		Sarah	I did [smile].	
13		T/R 2	You just thought of it? What made you think of five's? Why didn't you start counting by two's or ten's?	
14		Sarah	Because. Ten's, because ten's would only need five. So it would be ten, twenty, thirty, forty, fifty. So for ten's it would be five. And then for two's, two, four, six, eight, ten, and it would go on and be more than ten.	
15		T/R 2	And five just popped into your head as being the right one?	
16		Sarah	Yeah	
17		T/R 2	Very nice. That was nicely done. Let me hear what some other people are saying.	
18		Meredith	I think it is five because, cause five times ten equals fifty.	
19		T/R 2	[To David] What do you think?	

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20		David	I think that it's five too.	
21		T/R 2	You think five works?	
22		Meredith	Yes.	
23		T/R 2	You all thought of that so quickly. How did you think of it so quickly? That's what I'm wondering.	
24		Meredith	We know our, we know our division? Ha ha, we know out multiplication tables.	
25		T/R 2	Do you fell that is pretty convincing? Do you really feel you could convince people that we would be calling the white rod the number name "five?"	
26		Meredith	Uh huh.	
27		T/R 2	Okay, I'm going to hear from some other folks. Let me go over here first and then I'll come back to you Brian. Laura and Jessica always get to see me last. Here, let me come over and see then next.	
28		Laura	Five. You count by fives. Five, ten fifteen, twenty, twenty five, thirty, thirty five, forty, forty five, fifty.	
29		T/R 2	Ok, that's interesting. What made you think of five so quickly? I'm asking people that around here.	
30		Jessica	Well we tried, like, we just though, umm, like... well, we tried umm two's, and that didn't work. So then we just thought five [giggles].	
31		T/R 2	And it worked?	
32		Jessica	Yeah.	
33		T/R 2	Very nice. Brian, let's hear what you have here.	
34		Brian	I got the answer, but I don't know how to say it... explain it really.	
35		T/R 2	Well do you want to try? It's a good chance to practice talking to me.	

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36		Brian	Well, I just found out, five, I don't know, I can't find out why. I think, well, five times ten equals fifty, so ...	
37		T/R 2	Does that have something to do with it? Why times ten? Why are you telling me five times ten? That's interesting.	
38		Brian	Well, well because there are ten of them here [white rods] and... hm, I'm not sure, I'm not sure. Before I said one fiftieth, but I think, Dave explained something to me and I thought, I guess I just thought it was right. But, I guess I'll just go with one fiftieth.	
39		T/R 2	You're going to go with that?	
40		Brian	Yeah, one fiftieth.	
41		T/R 2	One fiftieth?	
42		Brian	Yeah, but I'm not that sure.	
43		T/R 2	Ok. It just seems like a good name to call it because you're calling this [the orange rod] fifty?	
44		Brian	Yeah	
45		T/R 2	Is that what you're thinking?	
46		Brian	Yeah, and if there are fifty of them in there, I guess I just call it one fiftieth.	
47		T/R 2	Are fifty of what in there? Fifty of what kind of what?	
48		Brian	Um....Fifty...	
49		T/R 2	Fifty of these here [white rods]?	
50		Brian	Well no, but, but if we're calling this [orange rod] fifty, and there are each one in there, then it's [white rod] pretty much called a fiftieth, I guess.	
51		T/R 2	Hmm, ok so that's the number name you've given it.	
52		Brian	Yeah.	
53		T/R 2	Ok.	

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54			[To class] I got to hear a lot of interesting arguments. Is this a good time for me to ask people what they came up with or are there still a lot of people working here? People pretty much look like they've thought about it some. I'd like to hear some of your ideas. Ok for the number name of this. Remember this is called fifty, the orange. Ok, let's see, um, Sarah. Beth, you come up with her? Please everybody listen to this and see if this is an argument that's like yours, because if yours is different, you know, I'd like to hear it.	
55		Sarah	If we call the white cube five, then it would equal up to fifty.	
56		T/R 2	Ok, so you're going to call the white the number name five. How many people called it five? Interesting. Ok, it looks like a lot of people did. Did anybody call it something different? Ok let's hear their argument maybe this will convince us one way or another that this works.	
57		Beth	If you count by fives to fifty, you'll have ten; you'll count, you'll have ten, you have to have five ten times to get to fifty. And then...um...	
58		T/R 2	Is there anything else you want to say about that? Or does that basically say it? ... What do you think? Would anybody like to add to that? They said they counted by fives to get up to fifty. Ok. And that it worked. That it brought them up to fifty, when they counted each of those as a five, those white ones. [calls on Meredith]	
59		Meredith	Well, I did it sort of equivalent. I did five times ten equals fifty.	
60		T/R 2	Five times- ok, Meredith said she did five	

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			times ten equals fifty. Ok, why did you, why did you decide to do that, to use a multiplication problem to help you?	
61		Meredith	Because this is a ten rod [the orange rod]. It has ten ones. Ten times five equals fifty. So I said ten times what gives you fifty? And five, gives you ten times five equals fifty.	
62		T/R 2	Interesting.	