

Description: Meredith's Number Line Model (clip 1 of 4) Parent Tape: Number Line Models and Placing Numbers on the Big Number Line Date: 1993-11-10 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Yankelwitz, Dina Verifier(s): Reid, Adrienne, Farhat, Marcelle Date Transcribed: Spring 2009 Page: 1 of 7
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Line	Time	Speaker	Transcription	
1.		RT1	I was just wondering if they were thinking about it anyway. How many thinking about the number lines?	
2.		Students	[<i>Seven students in camera view raise their hands.</i>] Wow, that's very good. See, Mrs. Phillips.	
3.		RT5	Yeah.	
4.		RT1	I am impressed. Well, I was looking at your number lines, the ones some of you did in class last time; Meredith said that we could share hers. [<i>RT1 puts Meredith's work on overhead</i>] She has several. Can you see that?	
5.		Students	[<i>Students murmur.</i>]	
6.		RT1	I had some questions about her number lines, and was wondering if you do too? And maybe she could explain to us a little bit about it. How about that Meredith?	
7.		Meredith	[<i>Murmur off camera.</i>]	
8.		RT1	Can you take a look at that line and see if you have any questions? Things you want to ask Meredith? I know I have at least one question. I'm wondering if you had any also.	
9.		Michael	[<i>Raises hand off camera</i>]	
10		RT1	OK, so we have Michael, who has a question. So, we have another question. You may want to talk with each other for just a minute to see if you are sure that the number line that Meredith made is clear. Meredith will talk with you about it until she talks with the whole class. Why don't you just talk with your partner about the number line to see if it makes sense to you.	
11		Students	[<i>Students then discuss amongst themselves.</i>]	
12		RT1	We have two people with questions. I know Mark has a question, and Audra has	

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			a question. Any more questions? [<i>Students remain quite</i>] Anyone need more time to talk? [<i>Students remain quite</i>] Oh, Amy, also. very good. And, James and Jacqueline, great. There are some more questions. Graham, ok, Mark. I think Michael was first so we will let him go first.	
13		Michael	Why do you have, like you have for your half, you have one half and one half. I am not arguing that. But, in your third number line you put two thirds as your half and then two fourths, then three fifths. I see the half but it is not exactly the half way, then, I think the three fifths are either too small or too big. The two fourths are fine. The halves are fine. It is the two thirds and three fifths. Why are you calling two thirds, one half? Because, it is not half. It is bigger than one half, two thirds is bigger than one half. We did that once.	
14		Meredith	<p>[<i>Murmurs</i>] I know it. I just didn't know where to put it. [<i>Walks to overhead</i>] Well, this is what the bottom is.</p> <p>[<i>Points</i>] This is one third.</p> <p>This is two thirds.</p> <p>This area right here is one third.</p> <p>This area right here is two thirds.</p> <p>This area is three thirds.</p>	
15		Michael	You have one third, two thirds and then three thirds.	
16		Meredith	One third, two thirds, three thirds. This is the area in the middle.	

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17		Erik	But, two thirds is not the area in the middle because two thirds is not equal to half.	
18		Meredith	This is two thirds.	
19		Erik	Then, why did you put it there?	
20		Meredith	I have.	
21		Erik	Why did you put it right under the half?	
22		Meredith	[Points] See, this is the one third area, so I put it there.this is the two thirds area so put it there.	

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23		Erik	No, Meredith, what you did, where you think is the one thirds area and you put it under the line and in the one thirds area. It does not make sense. Which one is it?	
24		Meredith	It is the bottom one.	
25		Erik	Then why did you put it in the area?	
26		Meredith	Because, I wanted to show the one thirds, two thirds and three thirds area.	
27		Erik	Yeah, but they are in the wrong space. If you wanted to do that you should put it in the exact space or at least approximate.	
28		Meredith	<i>[smiles and shakes her head.]</i>	
29		RT1	Well, I think her spaces are, here, Erik.	
30		Meredith	Yeah.	
31		Erik	<i>[off camera]</i> I know, but	
32		RT1	What I am hearing her say is pretend you don't see these... <i>[RT1 covers numbers above line with her hand.]</i>	

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33		Michael	Oh, I get it. She is just labeling the spaces like one third of a space, and that is two thirds and three thirds. [<i>Students in the room giggle.</i>]	
34		RT1	Well, why are you laughing? What do you think, Amy?	
35		Amy	Ohm.	
36		RT1	What was your question? Thank you, Meredith. [<i>Meredith sits down</i>]	
37		Amy	My question was, why didn't she just make one big one and not make like five?	
38		Student	[<i>Michael or Erik</i>] It just doesn't make sense, because you do not need to have them there and a lot of people will think that they are the numbers and it is confusing.	
39		RT1	Okay, for a moment lets us pretend the numbers are not on the top, for a moment. Can you pretend these space numbers are not there? Can you all do that for a minute and look at Meredith's first number line? Do you have any trouble with that?	
40		Students	No.	
41		RT1	No. That's fine. I think what Meredith was trying to do, is giving us. Remember what Alan did? When Alan magnified a piece of the number line? Do you remember that?	
42		Students	[<i>murmer</i>]	
43		RT1	[<i>RT1 gets Alan's work and puts it on overhead</i>] Did you see what Alan did here? Remember? How many of you remember what Alan did? [<i>Four students on camera raise their hands.</i>] Right? Now I'm sort of thinking, when I saw this, I was thinking that Meredith maybe was doing some variation of what Alan did; but, what she did rather than magnify a piece of the number line, she showed you particular sections of the	

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			number line by making them over again, that is what I think. It that what you did Meredith?	
44		Meredith	Yes.	
45		RT1	That is what I imagined you did.	
46		Student	She is making smaller parts of it.	
47		RT1	Yeah, she is making smaller parts of it. Why do you think she is doing that? Jessica?	
48		Jessica	It is just easier to see when making the whole number line over. It is just easier to see.	
49		RT1	Yeah, it gets kind of crowded sometimes doesn't it? So I think that is why she did it. That was not my question. You asked a different question, Erik asked a different question and Michael. That was not my question, but I still have a different question. That did not bother me. I kind of thought that was neat to show me all the different pieces of the line. Also, on that first number line Meredith also kind of showed me she knew where to put those numbers, right? That first number line tells me Meredith knew where to put them. Can you see that?	
50		Students	[Murmur] Yes.	
51		RT1	So maybe they, were you worried about lining them all up carefully? Is that what you did, Meredith?	

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52		Meredith	[Shakes here head no.]	
53		RT1	I got the feeling that the second one you were showing halves and the third number line what were you trying to show?	
54		Meredith	Thirds.	
55		RT1	And, the fourth one?	
56		Students	Fourths.	
57		RT1	The fifth one?	
58		Students	Fifths.	
59		RT1	She was focusing on showing different pieces of it	