

<p>Description: Discussion of Meredith's Number Line Model (clip 2 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</p>	<p>Transcriber(s): Yankelewitz, Dina Verifier(s): Reid, Adrienne, Farhat, Marcelle Date Transcribed: Spring 2009 Page: 1 of 7</p>
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Line	Time	Speaker	Transcription
1.		RT1	I thought that it was kind of a neat way to do it. It was different from what anybody else did. But, I still had a question. You sort of got at my question a little bit, but I am not quite sure. Erik, you were going to say something?
2.		Erik	Well, see, if someone was to look at this for the first time, on the third number line, for the first time, I know when I did I got confused because I thought that in the middle of the section where she put the one third, two thirds and three thirds. I thought that, that, is where they would be. So that's why. I think that is what Michael did, too. So, that is why he asked the question.
3.		RT1	How many of you thought that?
4.		Students	[Two students in the camera view raise their hand.]
5.		RT1	How many of you did not think that?
6.		Students	[Four students in the camera view raise their hand.]
7.		RT1	So, we all looked at it differently. Jessica?
8.		Jessica	I think what Erik means is that he thought Meredith was making a whole new number line; like, she thought two thirds was the half.
9.		Erik	Yeah. It looks confusing.
10		RT1	But that was not what she was doing, was she?
11		Students	No.
12		RT1	No. Alan what were you going to say?
13		Alan	The way I thought, when you divide it up into fractions then you have a line going to the fraction, but Meredith just put the fractions above the number line without the line, so that meant she was labeling the area.

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14		RT1	Okay, now in the particular region over here, she has two thirds in this region, see where I am pointing?	
15		Students	[<i>Murmur.</i>] Yes.	
16		RT1	Between the one third and the two thirds, in that region represent two thirds of the line?	
17		Erik	It represent one third.	
18		RT1	OK, it represents one third; How do you know that?	
19		Erik	[<i>walks to board</i>] Because the way you said that one segment. Well, if you use both those segments like the segment here to here, that would be two thirds, but you said the segment here. It would be the two thirds the segment, but it would be only one segment.	
20		RT1	Could you show me what represents two thirds, what part of that line represents two thirds?	
21		Erik	Right to there. That would represent two thirds.	
22		RT1	What do you think?	
23		Students	[<i>Murmurs.</i>] That is true.	
24		RT1	How many of you agree with that?	
25		Students	[<i>Two students on camera raise hand. Some murmur right.</i>]	
26		Alan	[<i>Stands up and walks to overhead.</i>] Right, but what I think Meredith was trying to do was, you see how it had one third and the one third being here. She was saying that she was labeling this to be the second third of the line and labeling this to be the third, third of the line.	Al.g

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27		RT1	Okay, so where would you put three over three, where would you write that number if you were to write it on the number line?	
28		Alan	You are doing it the way Erik's talking about it, you would put one third over that area and you would put two thirds in that area and three thirds in that area, because this would be representing one third, both of those would be two thirds and three of those would be three thirds.	
29		RT1	Ok, so if you were to put the number three thirds on the line? I see over here the numbers zero, one third, two thirds, and one.. Where would you put three thirds?	
30		Alan	If you put three thirds, you would put it just in that big area because it would be...	
31		Erik	[<i>Erik points to 1 on overhead and murmurs</i>] No, you wouldn't. It would be right, there.	
32		Alan	Right, that would be the mark of the three third, but all three of those are the three thirds.	

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33	Erik	Meredith is saying right here that three thirds is right here, she says that is one, three thirds in her perspective would be right here [<i>Erik points to area above two thirds.</i>].
34	Meredith	No.
35	RT1	No. Let us hear what Meredith has to say.
36	Erik	But ...
37	RT1	Let us hear what Meredith has to say.
38	Meredith	As I did over here, I am saying this area here is three thirds.
39	Erik	I know; but, if someone were to look at this for the one time, they would think that would be one whole and that would be three thirds, because you did not label. You should label one whole and under it put three thirds.
40	RT1	But, I did hear Meredith say that this piece is three thirds, did you mean that Meredith?
41	Meredith	Yeah, this whole entire piece right here [<i>Points to overhead</i>].
42	RT1	You mean that?
43	Meredith	Yeah.
44	Erik	And another thing Alan said ...
45	Alan	Well, that is why I said ...
46	Erik	[<i>Points to overhead</i>] I agree that would be the first piece. That is the second piece. But, together they make two-thirds.

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47		RT1	And what makes three thirds?	
48		Alan	Entire thing ...	
49		Erik	[<i>Points to overhead</i>] Three thirds would be the entire thing, it would go right here, if this is the third one third segment.	
50		Alan	Right, that is just representing the three-thirds.	
51		Erik	That's what I was talking about Alan, I am talking about, one section is one third, one section is two thirds like what Meredith said, they are separate, when you put them together they are two thirds.	
52		RT1	Ok. Ok, let's hear from what other people are thinking. Brian?	
53		Brian	I know what Meredith is trying to say. She is trying to say—to label—between it, because if someone said—if someone looks at it—and they did not know a thing about a number line, they would probably think that the one third would be between the one third and two thirds, that is why she labeled it also in the middle, because if someone saw it and did not know what a number line was, they would probably think one third is between the one third mark and the two third mark, so she is just labeling it in the middle to make it less confusing.	
54		RT1	Ok, Amy and Jakki, you were going to say something?	
55		Amy and Jakki	[<i>Murmur no off camera.</i>]	
56		RT1	Not going to say any more? Ok. Any one else have a comment? Ok, let me ask you You have a comment, yes, Mark?	
57		Mark	[<i>Walks to overhead and points</i>] I agree with Bryan because if no one ever saw a number line, they would think that this was one third and this was two thirds.	

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58		RT1	Ok, mathematicians conventionally, what they do so that people are not confused they kind of agree to a way to mark those numbers on the line, they have a common way to agree. And, the common way to agree, you can see here that we have a big number line, we take it apart in a minute, but you see where we put our numbers, we place them where Meredith placed them. That is the way Mathematicians do it, and if you want to know where those numbers go you usually look on the bottom of the line, ok, and that sort of helps us understand the why we have the notation. Alan?	
59		Alan	We could do that so that we could represent one half, two thirds, and three thirds in pieces. [<i>Alan walks to the board. RT1 looks for a fresh transparency and marker. Alan begins to write.</i>] Here is one way to do it. Now, here would be one mark, two marks. Now, you could take out one of those pieces and say it is one third. And, then you could take out another piece this long and you could put two third And, then you could use the entire number line and say it three thirds	
60		RT1	What do you think, you like that?	
61		Students	[<i>Room is silent.</i>]	
62		RT1	How many of you like that?	
63		Students	[<i>Seven students on camera raise their hands.</i>]	
64		RT1	How many had questions about?	
65		Students	[<i>None of the students on camera raise their hands.</i>]	
66		RT1	Okay. Thank you. Alan, stay there, let me ask you another question. On the first number line you wrote up there, could you place the fractions zero, one third, two thirds, and three thirds?	

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67		Alan	<i>[Alan makes a new line on overhead and labels it underneath accordingly.]</i>	
68		RT1	What about zero?	
69		Alan	<i>[Alan writes a '0' on the number line accordingly.]</i> Zero would be put here.	