Matt	Start with one. Okay.
Stephanie	Okay. Get yellows, too. You're going to need yellows. All possible ways... (Stephanie builds a tower of two cubes.)
Matt	What are we going to do? Well, we
Stephanie	Okay. Build the same thing I build. (Stephanie builds another tower.)
Matt	We'll build, we'll start what, with two? Two tower? (Matt builds a red, yellow tower.)
Stephanie	Two towers. We'll do two towers. Oh, you know why it doesn't work, Matt? It doesn't work because these are building four towers and these are building three towers! Yes! I knew it worked! It's not the same amount of towers.
Matt	Oh, it's not the same amount of blocks?
Stephanie	Uh oh. No. I'm wrong. Because that's how, way off on this. Forget I said anything. Okay. Turn this upside down. (Stephanie turns her red, yellow tower upside down to make a yellow, red tower.)
Matt	Sorry about that.
Stephanie	Oh, well. okay. All right. So we have four, okay? Now we multiply that by two and we get eight. Okay, let's see if we get the next amount in eight.
Matt	Eight. Okay. So, what? Three?
Stephanie	Three. So really don't build again. Just add on. Well, actually, yeah, build again. That way we can show that we multiplied it out.
Matt	That. (Matt finishes building a tower.)
Stephanie	Here, I'll do the solid. Cause I know there was a way. I just don't know which way it was. Okay, we can do two yellows on top and a red on the bottom.
Matt	Okay.
Stephanie	Okay, and I'll do two reds, one yellow.
Matt	I'm sorry I got that one, too.
Stephanie	No you didn't!
Matt	Yeah, I did.
Stephanie	Okay. I'll do the opposite. Okay, there it is.
Matt	So,
Stephanie	1, 2, 3, 4, 5, 6, 7,8 I knew it worked!
Matt	All right, number four
Stephanie	All right, now the next is sixteen.
Matt	I'll do the solids.
Stephanie	All right. Here, can you pass me some, a whole red and a yellow
R3	Can I just arrange these for you guys?
Stephanie	Yeah.
R3	Okay so these are twos
Matt	We start out with two and we go on...
R3	And these are threes, right?
Stephanie	These are threes.
R3	I'll get those.
Stephanie	Okay. right, now. Are you doing the solids?
Matt	All right. I got that, and that, and ...
Stephanie	Here. We'll fix them here.
Matt	I got that one already. How about ones? Did you do towers of one? Uh huh. What? Here, put em up here. That way
R3	How about ones? Did you do towers of one?
Stephanie	Uh huh. What? Here, put em up here. That way we can all see, I can see what we're doing.

Description: Building Towers Selecting from 2 colors for Guess My Tower, Clip 2 of 5: Does the Number Double? **Parent Tape: Guess My Tower – Stephanie and Matt** **Location: Harding Elementary School** **Researcher: Professor Carolyn Maher**	Transcriber(s): Sran, Manjit Verifier(s): Liberman, Melissa Date Transcribed: Spring 2009 Page: 2 of 3

Matt	Towers of one? Yeah.
Stephanie	Yeah, we did towers of one. Oh, no we didn't!
R3	What are the possibilities for one?
Stephanie	One, two! 2, 2, 4, 8. Put em here that way I can see, we can all see what we're doing.
Matt	We got that and...
Stephanie	All right. do yellow, red, yellow, red and red, yellow, red, yellow.
Matt	I got it. I got it.
Stephanie	Okay. Well 1'11 do the yellow, red one. Here. Where's the whole? Do we have the whole?
Matt	No, I'll do that next.
Stephanie	Here, I got the yellow one.
Matt	I got the red.
R3	You do these so fast! How do you know when you have them all?
Matt	I don't know.
Stephanie	Well, we're trying to get up to sixteen. Because if you multiply this two, then it's four, and you get up to eight, and then eight times two is sixteen, so you pretty much figure.
R3	That's very neat. I wonder why that works?
Stephanie	All right, um... I don't know! It just works, sort of. Here,
R3	There must be a reason, don't you think?
Stephanie	Yeah. There has to be. I'll do it
Matt	2, 4, 6, 8, 10.
Stephanie	Ten. We need six more. If it works. put the pairs together. Okay. We have these two. We have these two. We have these two.
Matt	These two?
Stephanie	Okay, we have these two.
Matt	What about these two?
Stephanie	And those two. All right. So now we have our pairs.
Matt	No. This one and this one go together.
Stephanie	Oh, you want to do that. Okay.
Matt	Um, that's it! it! 2, 4, 6, 2, 4, 6, 8, 10.
Stephanie	That's it.
Matt	We need six more.
Stephanie	Unless it's adding. No, it can't be adding. I don't get that because it works.
Matt	Maybe it doesn't work for certain numbers?
Stephanie	No. It works!