1.0.67	T/R 1:	Someone told me, someone told me that the red rod is half as long as the yellow rod. What do you think?
1.0.68	Erik:	Which red rods?
1.0.69	Alan:	These little ones. [He is holding up red rods to show Erik.]
1.0.70	T/R 1:	Someone told me that the red rod is half as long as the yellow rod. What do you think?
1.0.71	Alan:	[To Erik and to himself] No. Look. [He holds up the red rods to show Erik.]
1.0.72	Erik:	Nope.
1.0.73	Alan:	You'd have to fit more here. There is enough to fit another light green in here.
1.0.74	T/R 1:	Danielle, what do you think?
1.0.75	Danielle:	No.
1.0.76	T/R 1:	Danielle thinks no. What can you do to convince me that that's not true? Can you speak nice and loud, Danielle?
1.0.77	Danielle:	Put the two red ones next to the yellow one.
1.0.78	T/R 1:	And?
1.0.79	Danielle:	And there's more space.
1.0.80	T/R 1:	So it doesn't work, does it? How many of you agree that the red rod is not half as long as the yellow rod? How many of you agree that whoever told me that I shouldn't believe it? And you can all convince me? And you all did the same thing in convincing me, right, you put the two red ones and it didn't come out to be a half,

		that's what you all did? What a smart class this is! I'd better be careful who I listen to, right? Okay, someone told me that the purple rod…
1.0.81	Alan:	[He hold up the purple rod] This one.
1.0.82	T/R 1:	Is half as long as the black rod.
1.0.83	Erik:	No.
1.0.84	T/R 1:	What do you think?
1.0.85	Erik:	No.
1.0.86	Alan:	Nope.
1.0.87	T/R 1:	[To Erik] The black rod.
1.0.88	Erik:	Oh, the black rod. [He puts back the blue rod, which he has used by mistake; he takes out a black rod.]
1.0.89	Alan:	It would take another light green to make a whole and that's not half. [He is holding up the black rod with the purple rod in one hand and with his other hand, he takes the light green and puts it together with the purple rod to show that the train of purple and light green is equal in length to the black rod.]
1.0.90	Erik:	Yeah, it is, look. [Erik puts two purple rods in a train next to the black rod.]
1.0.91	Alan:	That is not as long as the black, it would take another light green one.
1.0.92	Erik:	Oh.
1.0.93	T/R 1:	[To the class] What do you think? David.

1.0.94   David: No.

1.0.95   T/R 1:   David doesn't believe it, why not David?

1.0.96   David: Because if you put the two on top…

1.0.97   T/R 1:   Nice and loud David.

1.0.98   David: Cause if you put the two purple, if you put the two purples on top of each other they'll be taller than the black.

1.0.99   T/R 1:   Okay, how many of you agree with David? Okay, can you find dark green? Are you ready for this one? Someone told me, that the red rod is one third as long as the dark green rod. What do you think?

1.0.100   Erik: Yep.

1.0.101   Alan: Yep.

1.0.102   Erik: Mmm-hmm.

1.0.103   Alan: Mmm-hmm. Cause two of these would make (inaudible).

1.0.104   T/R 1:   Discuss it with your partner.

1.0.105   Erik: Yeah, I think so.

1.0.106   Alan: Umm, cause if you did it like this…

                [Andrew has the dark green rod on the table and is putting three red rods; Erik points to the red rod in his staircase]

1.0.107   T/R 1:   Someone told me…Jackie.

1.0.108   Jackie: Yeah.

1.0.109   T/R 1:   Jackie thinks so. How many of you agree with Jackie? [Most of the students raise their hands.] What would you do to convince me? You

want to come up here and convince me, Jackie, on the overhead? That the red rod is one third as large, as long as the dark green. [Jackie goes to the overhead and lines up three red rods under the green to show the lengths equal] How many did that? Okay, what a smart class, are you sure everyone didn't work with this last year? What a smart class. That's lovely, thank you, Jackie.