

<p>Description: Clip 7 of 8: Erik and Alan pose problems as partners</p> <p>Parent Tape: Fraction as Number: An Introduction</p> <p>Date: 1993-09-20</p> <p>Location: Colts Neck Elementary School</p> <p>Researcher: Professor Carolyn Maher</p>	<p>Transcriber(s): Yankelewitz, Dina</p> <p>Verifier(s): Yedman, Madeline</p> <p>Date Transcribed: Spring 2009</p> <p>Page: 1 of 4</p>
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Line	Time	Speaker	Transcript
1.0.360		T/R 1:	Okay, that's really great. Okay, you are really wonderful. We have about five more minutes where we can do some problem solving and then put these things away. This is what I would like you to do. I would like you to take a turn to make a problem that will challenge your partner...
1.0.361		Erik:	I made a problem.
1.0.362		T/R 1:	And ask your partner that problem,
1.0.363		Erik:	You don't know mine.
1.0.364		T/R1:	And make your partner convince you, and then you switch roles, then your partner has to make up a problem and ask you, right? And you have to convince your partner. So we are gonna come and listen to you...
1.0.365		Erik:	You just don't know the problem I just made up. You don't know the problem I made up.
1.0.366		T/R 1:	[To Laura] You, you can actually just do it with the rods, but you have to make up a problem for your partner and, with the rods, and your partner will make one up for you, and then after you've done that successfully, I'd like you to try, this is called, 'try to stump your partner'.
1.0.367		Erik:	I know what mine is.
1.0.368		T/R 2:	This looks interesting. Are you experimenting?
1.0.369		Erik:	Yeah.
1.0.370		T/R 2:	Okay, let us know when you've got a problem.
1.0.371		Erik:	I have a problem already. I have a problem. I have a problem, remember it? If a light green, um, no, no. [Raises his hand]
1.0.372		Alan:	I have one for you.
1.0.373		Erik:	I have one for you, too. [T/R 2 walks over] I have a problem.
1.0.374		T/R 2:	You going to give it to Alan?
1.0.375		Erik:	I have a problem and Alan has a problem, too.
1.0.376		T/R 2:	I want to hear these.
1.0.377		Erik:	If a light green was one third, what would be a whole?
1.0.378		T/R 1:	What would be what?

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- 1.0.379 Erik: If a light green was one third, what would be a whole?
- 1.0.380 T/R 1: One, what would one be.
- 1.0.381 Erik: What would one be?
- 1.0.382 Alan: A blue.
- 1.0.383 Erik: Yep.
- 1.0.384 T/R 1: Can you show us and prove it?
- 1.0.385 T/R 2: You have to make it convincing.
- 1.0.386 T/R 1: Looks like you were doing it in your heads.
- 1.0.387 Erik: I could do it.
- 1.0.388 T/R 1: Doing it in your head?
- 1.0.389 Erik: This was the problem I was going to give out on the overhead.
- 1.0.390 Alan: [Puts three light green rods on top of the blue rod] There, that would, if you look down it would equal up to a blue.
- 1.0.391 T/R 2: Let's see.
- 1.0.392 Alan: Like this.
- 1.0.393 T/R 2: So it takes three of them?
- 1.0.394 Alan: Now I've got one for you.
- 1.0.395 T/R 2: Let's hear Alan's.
- 1.0.396 Alan: If the white one was considered one fifth, what would be considered one? [He holds up a white rod.]
- 1.0.397 Erik: What?
- 1.0.398 Alan: If this was one fifth.
- 1.0.399 T/R 2: It's a good one.
- 1.0.400 Alan: What would be one?
- 1.0.401 Erik: Yellow.
- 1.0.402 Alan: Right.
- 1.0.403 T/R 2: Are you going to let him get off that easily?
- 1.0.404 Alan: He knows it anyway. [Erik starts to put five rods next to the yellow rod.]
- 1.0.405 Erik: [Counting out five white rods] One, two...
- 1.0.406 T/R 2: Just in case you couldn't remember it in your head, you should always be able to go back and prove it.
- 1.0.407 Erik: Umm, and also I did, I just counted up five. [Erik counts up one the staircase on his desk.]
- 1.0.408 T/R 2: Oh.

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- 1.0.409 Erik: And I know that that's half of [He points to the orange rod], and I know that yellow is half of orange, which is ten.
- 1.0.410 T/R 2: Clever. So you're using [She accidentally knocks Erik's staircase], Oh, I'm sorry. [She straightens them]
- 1.0.411 Erik: That's okay.
- 1.0.412 T/R 2: You're using the staircase then to help you, so you don't have to do all that. That's very clever.
- 1.0.413 Erik: Should we think of another problem and do it?
- 1.0.414 T/R 2: Yeah, why not?
- 1.0.415 Erik: Ok, let's see.
- 1.0.416 T/R 2: I have one for you.
- 1.0.417 Alan: Okay.
- 1.0.418 T/R 2: Okay, let me see. No, that's too easy, let's see. [She takes a purple rod.] Okay. If I call this two, what would one look like? Which rod would one be?
- 1.0.419 Erik: That's two.
- 1.0.420 T/R 2: That's two.
- 1.0.421 Erik: Then one would be red.
- 1.0.422 Alan: Umm.
- 1.0.423 T/R 2: Okay, why?
- 1.0.424 Erik: Well, you see if that's two, [He points to the purple rod in his staircase] this would be a half of it and half of two is one.
- 1.0.425 T/R 2: Umm. [Alan puts a red rod next to the purple rod that T/R 2 has selected.]
- 1.0.426 Erik: And you take another one.
- 1.0.427 Erik: [He puts another red rod next to Alan's red rod.] I have one for you, Alan.
- 1.0.428 T/R 2: Clever. Okay, go ahead. [She leaves them.]
- 1.0.429 Erik: If this is three [He holds up a white rod], what is six? If this is three, what is six?
- 1.0.430 Alan: If that little thing is three, what is six?
- 1.0.431 Erik: Yeah.
- 1.0.432 Alan: This? [He holds up a light green rod.]
- 1.0.433 Erik: This? No. [He is shaking his head 'no' and holds up a white rod again.]
- 1.0.434 Alan: No, if that, if that, if that...

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- 1.0.435 Erik: If this is three, what is six?
- 1.0.436 Alan: If that was considered...
- 1.0.437 Erik: Hold on, I've got to check. [He checks Alan's answer, while covering his model with one hand.]
- 1.0.438 Alan: Three of something...
- 1.0.439 Erik: Oh, whoops, you were right. Sorry, sorry.
- 1.0.440 Alan: All right now...
- 1.0.441 Erik: I was thinking it was that. [He points to yellow in his staircase.]
- 1.0.442 Alan: Let me bump you off with one.
- 1.0.443 Erik: Like you can.
- 1.0.444 Alan: If this [holding up purple] would be considered, wait close your eyes, okay, if this was consider one half, what would be one?
- 1.0.445 Erik: Probably, what is that, purple? A brown. [Puts two purples together to show it is a brown] Yep, I knew it.
- 1.0.446 T/R 1: Okay, alright, this is very interesting, but I think you probably should start to pack up your rods because I think we have five more minutes.