

Description: Writing assignment: Reviewing solutions Parent Tape: Comparing Fractions: Number Names and a Preliminary Method of Generating Models Date: 1993-10-01 Location: Colts Neck Elementary School Researcher: Professor Carolyn Maher	Transcriber(s): Yankelewitz, Dina Verifier(s): Yedman, Madeline Date Transcribed: Spring 2009 Page: 1 of 1
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- 6.0.17 T/R 1: The issue then, let's see if we can state what the issues are. First of all there was a problem posed. The problem was comparing two fractions? Right, comparing? If one were bigger than the other and by how much? And the two fractions we were comparing were as Michael said
- 6.0.18 Michael: One half and one third
- 6.0.19 T/R 1: One half and one third, and when we were comparing them we asked by how much some of you came up with a solution to that which was?
- 6.0.20 Michael: One sixth
- 6.0.21 T/R 1: One sixth. And you were able to make an argument to show that, right? Um, and we had a couple of arguments being presented for that and we had a couple of models that were being built with the rods to make the argument. Now I have really another goal for today that I want you to think about the goals so that I am asking you to do some more writing and Mrs. Phillips is asking you to do some more writing this weekend. You can sort of maybe think about what you will be writing about. Many of you have written your solution to that problem and we've read them, Dr. Martino and I, and we have really enjoyed them and we are really pleased about what you have been writing. Umm but what I would like you to think about another solution. One different than the one you've written that someone else has proposed. Do you understand? That's reasonable. Or, you may choose somebody else's solution that you don't agree with that you find something wrong with it that you write about that. That you feel I'm not convinced and the reason I am not convinced is because so and so is arguing this and I am having trouble with this part of the argument because or however you wish to say it. Cause what mathematicians do is they argue about a certain kind of reasoning and it has to make sense. And if a certain kind of reasoning doesn't make sense then its their job to show what about it doesn't make sense. So you're going to take another role, take the role of taking an argument that makes sense if you can or showing that some argument doesn't make sense. Do you understand? Now some have you have shown an argument to make sense but you haven't taken on the second task of showing why another argument might not make sense. So we're going to push you a little bit more to reason like a mathematician. Because what you do is really you're doing mathematics and we'd like you to do it much like mathematicians do mathematics. Okay, so is it clear what we might hope will come out of today? [Students: Mmm hmm] We'll give it a try.