6.0.27	T/R 1:	Alan has a different way by the way how many did it the same way that Jessica did it? You didn't agree with him? Let's hear what he has to say and maybe change his mind. Let's hear what he has to say alright, so, we had one argument to choose but we have Alan and he has a different one.
6.0.28	Alan:	Okay I used the dark green and um and I used the light greens for the halves and the red rods for the thirds and then I took the white rods and put them up against the reds. And those would be the halves. Those would be the thirds and those would be the sixths. So I took that out because that would be a half and that would be a third and one of these would be one sixth so I put that up to here and it took one sixth to complete, so it's, the half is bigger than a third by one sixth
6.0.29	T/R 1:	What do you think? Do you agree Jessica?
6.0.30	Jessica:	No
6.0.31	T/R 1:	Jessica doesn't agree?
6.0.32	Jessica:	I think he's like remember you said that it can be only be one size candy bar and that's like a whole different size candy bar he's making
6.0.33	T/R 1:	Now hold on, Alan, uh, ok Jessica disagrees. Kelly?
6.0.34	Kelly:	Well, me and Jacqueline agree
6.0.35	T/R 1:	Jackie and Kelly agree. Why do you agree?
6.0.36	Jackie:	Well, because when you go to the store there's not just one size candy bar there's all different kinds of sizes so you can make a model with a different size.
6.0.37	T/R 1:	So you can make the argument with different size candy bars. Ok Michael?
6.0.38	Michael:	I agree with it because um it can be done because there's like six whites equal up to one green and then it takes one white plus a red to equal a light green which is half so that would be one sixth
6.0.39	Jessica:	Yeah but it's, I think it still could be one sixth, but it's just a different size candy bar
6.0.40	Erik:	Yeah I know we said any one sixth is right.
6.0.41	T/R 1:	It can be one sixth either way. What do you think Jessica was confused about then?
6.0.42	Erik:	Yeah the sixth isn't the same size.
6.0.43	T/R 1:	Does it matter? This is a model where um
6.0.44	Michael:	Yeah because the whole is not the same size.
6.0.45	T/R 1:	Jessica

6.0.46	Jessica:	But because say if you wanted to give someone one sixth of that candy bar and then you were going to give someone one sixth of the other one, then the person with that size would get a smaller amount.
6.0.47	T/R 1:	Okay I think I see what the confusion is. Um, does anyone else see what the confusion is here? (T/R 1 listing out names of students who think they see what the confusion is: Beth, Andrew, Michael Erik, Brian, Jackie, Kelly, Mark) Ok, lots of people I think back here see what the confusion is. Uh, who's going- well, let me see what we agree on. We had a model that was built by Jessica and Erik and you agreed that that proved that one half was bigger than a third by one sixth and then we had a second model that Alan built, right? And you agree that Alan proved that one half was bigger than one third by one sixth. You agree with that? Um, so what's the problem, is there, is there a problem? What do you think?
6.0.48	Andrew:	Well, um, that's right because if um, it's just a different size candy bar. If you just gave half of that to the person and the other half of that to another person you would still have the same size. You can't switch the candy bars.
6.0.49	T/R 1:	Okay you say as long I whatever I do, I do it in the same candy bar, that's fair but what I can't start doing is switching. Did anybody switch a candy bar here? [Erik answers Yes] In this problem where's the switch? In this problem? [someone answers No]"
6.0.50	Erik:	Well they didn't switch a candy bar in that problem but from the problem that Jessica, that Jessica did, he switched the candy bar, they switched the candy bar from the orange and the red to the dark green and if you're giving someone half of the orange and red and someone else half of the dark green the person getting half of the orange and the red is getting a bigger piece.
6.0.51	T/R 1:	That's true but are we doing that?
6.0.52	Erik:	No.
6.0.53	T/R 1:	No, you're right if we do that it would be the wrong this to do but I think, um, as Andrew said we really didn't do that. Once we made a new one as long as we're in this one, whatever we share is from this one, then it's fair. And if we make the other one whatever we share from the other one is fair and we didn't switch we just showed it with the different candy bar. I think that is what Jackie was saying that you can show your model several ways. Michael?

6.0.54	Michael:	What Jessica was confused about is, she didn't think it would be right because they, you had a different size one sixth, but he also switched the whole, so the whole is smaller by one white.
6.0.55	T/R 1:	Ok, so it was what you called "one" that changed. In this problem Alan called one this "green" right? The dark green and when he called dark green then what became one sixth? Andrew?
6.0.56	Andrew:	The white
6.0.57	T/R 1:	The white. In the other model what was white? Jessica's model? One was, Beth?
6.0.58	Beth:	Orange and red
6.0.59	T/R 1:	Orange and red. So was it okay to call white one sixth now? No, what did you have to call one sixth now? Beth?
6.0.60	Beth:	Twelve I mean wait.
6.0.61	T/R 1:	Umm, what became ones sixth. I think you answered it what would you call white I think is the question you might. [long pause] What are you thinking Beth? [long pause] Sarah and Beth want to talk a minute? My question wasn't perhaps clear let me ask it again. When we call the orange and red one. What number name- what rod what rod had the number name one sixth?
6.0.62	Beth:	Oh, um, a red
6.0.63	T/R 1:	A red okay I didn't think I asked that clearly. So you all agree with that?