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| Description: Graham and Michael share their model 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 2 |
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- 6.0.190 T/R 1: Ok, ok, I think we're almost ready. We have a few ideas here I've seen about four different, five different models.
- 6.0.191 Erik: We have like six.
- 6.0.192 T/R 1: You have six different models. Okay, now it's listening time because, how many have one model? How many have two models? How many have three models? How many have four models? How many have five models [Erik and Alan raise their hands]? How many have more than five models? So, okay, wow! Let's get .
- 6.0.193 Erik: I think we may. We have six or seven models
- 6.0.194 T/R 1: Six or seven models okay you all can listen right? Because there are only two people here that claim they have more than five everyone can listen and we'll learn something or we'll argue that they're wrong, right? You either have to refute what they are saying or you have to say "gee I can learn something from what they've done" That's the important thing. So listening is important. Let me make a friendly suggestion to you. Listening with rods means the following when someone is giving an explanation what you should be doing is at your seat building what they are building up there. That's how you're going to follow their reasoning if it makes sense. And if at any point it doesn't make sense you have to stop them. Your job is to say "hey wait a minute, how did you do that? Why did you give that rod that number name? I don't understand that." Do you understand, your job you're the audience, in a sense, you're the jury. You can not let them get by with saying something unless you're convinced. And you can't just sit there if you're not convinced, not being convinced. Your job is to be convinced. Is this clear what your job is? Okay let's get started. Up front you're all listening very carefully to the team. Graham built a model and Graham lost his partner so he wanted some more partners but give it a try Graham. Let's hear it.
- 6.0.195 Graham: The orange and the red would be one and the dark greens would be a half and the light greens would be a quarter.
- 6.0.196 Michael: And um, it- we think it will be bigger, we think one half would be bigger than one quarter by one quarter because it takes two quarters to equal that. And why we think that is because four is um, two more than two, so it would take two fourths to equal two, two pieces. Because there's four pieces and then they would have to put those two pieces together to make two pieces.
- 6.0.197 T/R 1: Alan you have a question or a comment? Any questions or comments, uh, for the team up on top. They added some extra ideas what do you think, Andrew?

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- 6.0.198 Andrew: Is the green and the light green supposed to be, uh, are you going to have the fourths to it?
- 6.0.199 Michael: What do you mean?
- 6.0.200 Andrew: There's no fourths what rod is the fourths?
- 6.0.201 Michael: One fourth is a quarter, its another name for a quarter
- 6.0.202 Andrew: It's looks like you have a dark green there
- 6.0.203 Michael: This is just, it's one of the regular ones because we ran out of the greens
- 6.0.204 Andrew: Yeah, but do you have four fourths?
- 6.0.205 Brian: Yeah
- 6.0.206 Brian: One, two, three, four
- 6.0.207 T/R 1: Can you separate those two on top a little bit because they're a different color and they look like does that help Andrew? That's a very good observation. I was wondering about that myself. I was glad you asked that question. Do we have any other questions from the audience? We'd like questions from the audience anything that was presented by that team that you want to question anything they said anything they showed. We'd like to thank you very nicely done up front.