

<b>Description: Clip 3 of 7: Mark and Laura compare one half and three fourth</b> <b>Parent Tape: Continuing to Explore Fraction Comparisons</b> <b>Date: 1993-10-06</b> <b>Location: Colts Neck Elementary School</b> <b>Researcher: Carolyn Maher</b>	<b>Transcriber(s): Yankelewitz, Dina</b> <b>Verifier(s): Yedman, Madeline</b> <b>Date Transcribed: Spring 2009</b> <b>Page: 1 of 2</b>
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- 8.1.184 Mark: This one, this one is supposed to be, like I didn't have another one of these so that's-
- 8.1.185 T/R 2: I can imagine that that's a dark green. Ok, so tell me what you're calling one, and what you're calling a half and what you're calling three fourths
- 8.1.186 Mark: This is one, the big green and blue
- 8.1.187 T/R 2: k blue and green together
- 8.1.188 Mark: And this is half, each dark green one, and these are fourths, yellow and light green.
- 8.1.189 T/R 2: Mmm hmmm, ok, so where, show me, show me what you're comparing now
- 8.1.190 Mark: So
- 8.1.191 T/R 2: Can you pull out the pieces that you're comparing?
- 8.1.192 Mark: Three fourths is bigger than one half by one fourth, if you take off that, this is even so
- 8.1.193 T/R 2: Ok, so the difference is then, you're saying, one fourth. Ok that's interesting, how about for this model?
- 8.1.194 Mark: Well, this model's like the same, this one whole, these are one half, and these are fourths. So it's bigger by one fourth.
- 8.1.195 T/R 2: Ok so the difference here was a fourth and the difference here is a fourth. How about up here?
- 8.1.196 Mark: This is, just like the same as this, but just, like, these equal up to that. I just changed the colors.
- 8.1.197 T/R 2: Oh I see, yeah, so it's the same length that model. These two models have the same length but this one has a different length. Ok, so you got one fourth as a difference? Do you think it makes a difference, do you think that um, when you build a model, do you think that um, what do you think that's gonna happen with the difference? Does it matter what type of model you build? Is that gonna change the difference, or...
- 8.1.198 Mark: If you build like a wrong model, it might change the answer, so
- 8.1.199 T/R 2: Mmm hmm, but if you build a model that um that where you can justify to me what you're calling one and what you're calling a half and what you're calling a fourth, do you think that um, the differences will be, will always be the same or do you think they'll be different?
- 8.1.200 Mark: I think they would be the same
- 8.1.201 T/R 2: You think so?
- 8.1.202 Mark: Yeah.
- 8.1.203 T/R 2: Laura, you have a model to share with me? You have one that looks a little different. Can you tell me about this model?

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- 8.1.204            Laura:     These are the fourths,
- 8.1.205            T/R 2:     Mmm hmm
- 8.1.206            Laura:     And this is the half,
- 8.1.207            T/R 2:     Ok
- 8.1.208            Laura:     And I think that it's bigger by one fourth.
- 8.1.209            T/R 2:     Ok, so here's another model Mark that Laura did which is smaller than yours, but she still gets a difference of one fourth. Ok, that's very interesting. These are nice, now you've got three of them that work here, and I think Mark shared with me what how it works with these two. Can you record these now, on paper for me?
- 8.1.210            Laura:     Ok.
- 8.1.211            T/R 2:     Ok? [talks about getting markers] And uh, while you're recording, do me a favor. Besides tracing the rods and putting, you know, labeling the one half and the one, could you also put the color name in each rod as you're tracing 'em and write it in there?