Description: Clip 3 of 5: Attempting to reconstruct the big model for comparing two thirds and three fourths Parent Tape: Revisiting construction of large models to compare fractions Date: 1993-10-08 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

10.2.105	T/R 2:	How's this big model coming?
10.2.106	Erik:	Not too good
10.2.107	David:	Not too good.
10.2.108	Erik:	We had it, we had it better yesterday.
10.2.109	T/R 2:	What happened?
10.2.110	Erik:	It was fine yesterday but now it doesn't work.
10.2.111	Meredith:	Oh I see what's wrong!
10.2.112	T/R 2:	What do you think's messing things up?
10.2.113	Meredith:	It needs a one.
10.2.114	Erik:	But can't we, can't we, can't we trade in one of the blacks for a brown?
10.2.115	David:	But then that wouldn't fit.
10.2.116	Erik:	Yeah it would.
10.2.117	David:	It would mess everything up though, Erik. The purples wouldn't fit, the greens wouldn't fit, the whites would fit, but maybe not the reds.
10.2.118	Meredith:	No, if we trade it for a... no let's trade it for a blue.
10.2.119	T/R 2:	Oh, I see, you're calling, I see, you're calling one of those, that top train, with the oranges and the blues and the blacks?
10.2.120	Meredith:	Because then if you put another green here.
10.2.121	Erik:	Oh, yeah! But,
10.2.122	Erika and David:	What about the purple?
10.2.123	Meredith:	Just take the purples out, you don't need the purple.
10.2.124	David:	Well, then that's going to mess everything up, Meredith.
10.2.125	Erik:	Then what will be the twelfths? No yeah, then what would be the twelfths?
10.2.126	Meredith:	We don't need the twelfths!
10.2.127	Erik:	Yeah we do.
10.2.128	David:	Because that's the whole thing.
10.2.129	Erik:	That's the whole question. That's the whole answer. It's either three twenty-
10.2.130	Meredith:	Well, where's the two thirds?
10.2.131	Erik:	Well, we don't really know.
10.2.132	Meredith:	[laughing] But the question is which is bigger, two thirds or three fourths.
10.2.133	David:	Well, Erik, um, remember, fourths, if green was one twelfth then that would be it, but like I said before that I thought that well we don't really need the greens.

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10.2.134	Erik:	Wait wait wait wait wait. This isn't the model we did before. The model we did before I believe was three oranges and like something else
10.2.135	David:	No it wasn't, cause I remember your original model was an orange a blue and a black, and then I thought if we doubled it.
10.2.136	Erik:	What if we did just, an, two oranges, two blues, one black and one blue. That one's not totally messing it up.
10.2.137	Meredith:	Except the purples
10.2.138	Erik:	Purple we could figure out-
10.2.139	Meredith:	Wait! Wait. I've an idea. Take away this, put on this [an orange instead of a black]
10.2.140	Erik:	Oh no
10.2.141	Meredith:	And then put a one there. Then you could put one here, it would fit better.
10.2.142	Erik:	Then put a red [some inaudible conversation]
10.2.143	David:	Do you really need the green?
10.2.144	Erik:	No, not really.
10.2.145	David:	So should we just take it out?
10.2.146	Erik:	Yeah, cuz I mean it's giving us too big of a problem, and we don't need it. I don't know why we put it on.
10.2.147	David:	I just did that because I thought the green ones were the twelfths.
10.2.148	Erik:	Yeah, I know. This is a- oh let's measure it! It is approximately, fifty-three. No, it's fifty-two. No it's fifty-two and a half.
10.2.149	Meredith:	No it isn't. Watch. It needs to be equal.
10.2.150	David:	Erik, it starts like that.
10.2.151	Erik:	No it doesn't start at one, it starts at zero. [take away meter sticks, mess it up, fix it] Yes. [start putting reds on model]
10.2.152	Meredith:	Another one, another one, another one, another one.