Description: Clip 4 of 5: Alan reasons about the third model he constructed **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 1**

10.2.153	T/R 2:	Ok, Alan, now you tried to make it with four orange. Tell me about this model and tell me just what you told me before.
10.2.154	Alan:	Ok, originally I had two oranges, and that was, that would only use twenty of the whites, but if you added another two of them on it would be forty of the whites. So the whites down here are the fortieths. And the purples would take five to use for the two, and another five over here, so that would be the tenths. And now, these, if you put two oranges together, the two oranges each would be the halves. These would be the twentieths [reds], and the browns would be the fifths. Now there should be, I think nineteen more on here to complete the fortieths. You can't make the model any bigger than this, You would have to use one blue. It wouldn't be the exact size. [places five blue rods] So you can't make a model any bigger than this, without making a train, making all these uneven. So basically, this is the only model you can make that's even without using trains, like this one here, that would make all of these unequal.
10.2.155	T/R 2:	So, if I wanted to continue my train with oranges, you're saying, I would have trouble showing
10.2.156	Alan:	Another four, no, another four oranges to fit five more of the browns on, so it would be a yard long probably.
10.2.157	T/R 2:	Oh my goodness, can you imagine the size of that? If you wan- if you wanted to make a train, though, where you were adding a different color rod on the end of this train of four oranges, do you think you could come up with other models?
10.2.158	Alan:	Well, it could be, but this is the, basically the only equal model using, you know, tenths twentieths, fortieths. ... for the whole.
10.2.159	T/R 2:	That's interesting, that's really interesting