

Description: Clip 5 of 5: Finding flaws with the reconstructed 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 1
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10.2.207 V1: I don't know. What do you, what do you guys think what do you think happened? Because, you know, I see thirteen things here.

10.2.208 Meredith: I don't think they know how to count.

10.2.209 Erik: I think Meredith sabotaged it. [inaudible, laughter]

10.2.210 David: Well, I think I think, yesterday, maybe it was three blues

10.2.211 Erik: No it was smaller.

10.2.212 V1: It looks pretty, well, let's get it - this is the model you guys just had, right?

10.2.213 Meredith: No, we had one that was straighter.

10.2.214 V1: Ok, well, let's even out the ends. Okay? Now that looks pretty straight to me. Okay, now, these are all even, but I see, yeah there's thirteen, aren't there?

10.2.215 Meredith: We don't need twelfths.

10.2.216 Erik: That's the whole point!

10.2.217 Meredith: What's the point of twelfths? The point is two thirds and three fourths.

10.2.218 Erik: The answer is one twelfth.

10.2.219 David: Meredith, I made this thing to show that when you double it. To show that when you double it. The reds were one twelfths, now the reds aren't one twelfths, now the reds are, uh,

10.2.220 Erik: So you're trying to show that with different models, thirds, that they're twelfths, that if the numbers will change, no they're changing size but they don't change in answer!

10.2.221 V1: Ok, guys, you gotta start putting the stuff away. I'm afraid we need a little bit more work on that model.