Milin, jeff, jamie

Line	Time	Speaker	Transcript
1	0:00	**R1**	[R1 is speaking off camera] Ask that each group leader has the very first question, when you get to your group… The things that you're going to be working with today, could you just tell me what you have on your desk that you're working with, Devon?
2		**Devon**	Um, we have blocks and rocks.
3		**R1**	You have what on your desk? Say it again.
4		**Devon**	Rocks.
5		**R1**	You have, okay, little stones. Can you show us a few in the bag? (pauses before speaking) Everyone hold up their stones, let's not take the stones out of the bag. [Students hold up their individual bags of stones] Okay, so we're holding up the whole bag, alright. What else are we working with this morning besides the bag? Unifix cubes, okay, alright. Students, you may start, okay.
6	0:49	**Jamie**	Okay.
7		**Jeff**	[Reading aloud the problem] David has 14 Legos.
8		**Jeff & Jamie**	[Reading aloud the problem together. Paul has 5 Legos.
9		**R1**	Can I have one group leader read it out loud for us? Brian, would you read it out loud for us? [Brian begins to read the problem, while the others follow along] Thank you, Brian. [After Brian finishes reading the problem the students work separately on the problem]
10			[Jeff and Jamie are talking but it is inaudible]

11		R1	Perhaps, Brian's group could tell us what you're doing. How are you trying to solve the problem? Let's see what you're using; are you using any tricks to find the number. How are you going to do that? Tell us what you're doing? And Michael and Michelle, what is it that you're doing?
12	1:58	Jamie	[Jamie is counting something on her paper] Eight, eight's the… (inaudible)
13			[Either Jeff or Milin question Jamie and she responds, but the whole exchange is inaudible]
14		R1	What are you doing there, Brian? Are you counting them? How many do you have? Hold them up. How many do you have?
15		Milin	[Milin is counting using the Unifix Cubes] Fifteen.
16		Jeff	[Jeff is counting using the Unifix Cubes] Okay, nine.
17		Jamie	Eight.
18		Jeff	Eight?
19		Jamie	Yea. See: one, two, three, four, five (counting with the Unifix Cubes). This is five.
20	2:29	Jeff	I put five, I put… (inaudible)
21		Jamie	One, two, three, four, five. That's minus… (inaudible). One, two, three, four, five, six, seven, eight. Eight!
22		Jeff	I got nine!
23		Jamie	It's eight. It's eight. One, two, three, four, five (counting out loud) One, two, three, four, five… eight. It has to be eight.
24			[While Jamie is counting again, Jeff is talking and counting as well his part is inaudible]

25		Jeff	No, it's not. It isn't eight.
26		Jamie	Yes, it is. (inaudible)
27		Jeff	I am not. [Jeff gestures to Milin] I need you to help!
28			[Milin and Jeff discuss the problem (inaudible)]
29	3:13	R1	…the rocks. How many more does it say to have? How did you figure that out?
30		Jeff	Jamie! You were supposed to go over the directions!
31		Jamie	I didn't (inaudible)
32		Jamie	[Jeff and Jamie argue. Jamie opens up the bag of stones and starts separating them into groups] One, two, three, four, five, six (inaudible)
33		R1	[Addressing another group in the classroom] Anyone in a group of three? Do you agree with that? Is that athe way you solved it? Want to try the stones to make sure?
34		Jamie	One, two, three, four, five, six (inaudible)
35			[Milin, Jeff, and Jamie are individually counting and sorting their stones]
36	4:23	R1	How are we doing in this group? Could you read that first problem for us again?
37		Jeff	David has 14 Lego blocks. Paul has 5 Lego blocks. How many more Lego blocks does David have than Paul?
38		R1	Okay, could you show us the 14 Lego blocks that David has. Perhaps with the stones or with the Unifix cubes? Let's count the fourteen for me.
39		Jamie	One, two, three, four, (inaudible) [Jamie uses the stones to

			count]
40		**Jeff**	Two, four, six, eight, ten, twelve, fourteen. [Jeff uses the Unifix cubes to count
41			[Milin uses stones and begins to take them out of his bag]
42		**R1**	Oh, good you counted by two's! Now, can you show me who owns five Lego blocks, please? Can you show me five? Keep your fourteen together, perhaps if you keep the fourteen together then just get another group for me. The more that you can use, that's great. Okay, now perhaps you can compare and see how many more Lego blocks does David have than Paul.
43	5:23	**Jeff**	I got nine.
44		**R1**	You think it's nine? Okay, perhaps you can share that with the children in your group.
45		**Jeff**	Me and Milin got nine, Jamie got eight.
46		**R1**	Jamie, perhaps you can work with Jeff and show us how you solved the problem. You have your fourteen and your five. That's nice, you're doing it right on the paper. That's fine, sweetie. Okay, do you have your fourteen? Can you count them for us?
47		**Jamie**	Two, four, six, eight, ten (pauses and recounts the set by one's)
48		**R1**	There's your fourteen. Okay, that's the fourteen for David. Now where are the five for Paul?
49		**Jamie**	Right here (pointing to a pile of stones)
50		**R1**	Okay, now how many more does David have?
51	6:14	**Jamie**	Eight?

52		R1	Count again out loud. Why don't you match five of them? Those two match, great. Those two match. That's good, that's good. Now count the ones that remain.
53		Jamie	One, two, three, four, five, six, seven, eight, nine
54		R1	Uh huh. Okay, see why he (Jeff) said that? Okay, it's nice to use (inaudible).