| Description: Clip 2 of 3: Solving problems 2 and 3 about the | Transcriber(s): DeLeon, <br> meaning of "fewer" <br> Christina <br> Varent Tape: Word problems with addition and subtraction |
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| Jeff's group Date Transcribed: Spring 2013 <br> Date: 1989-03-21 Page: 1 of 4 <br> Location: Harding Elementary School - Kenilworth, NJ  <br> Researcher: Carolyn Maher  $\mathbf{l}$ |  |


| Line | Time | Speaker | Transcript |
| :--- | :--- | :--- | :--- |
| $\mathbf{1}$ | $0: 00$ | Jeff | [Jeff reads aloud the problem for the group] There are 11 <br> men in the room. There are 6 women in the room. How <br> many fewer women are in the room? |
| $\mathbf{2}$ |  |  | [Jeff, Jamie and Milin are working separately counting <br> either stones or Unifix cubes] |
| $\mathbf{3}$ |  | Jamie | Why do you like using the (inaudible)? |
| $\mathbf{4}$ |  | Jeff | I like it. |
| $\mathbf{5}$ |  | Jamie | (inaudible) |
| $\mathbf{6}$ |  | Jamie | [Jeff lines up two lengths of Unifix cubes together that are of <br> different lengths, one representing the woman and the men, <br> and counts the difference between the two] Five. |
| $\mathbf{7}$ |  | Milin | [Jamie counts to herself using the stones] |
| $\mathbf{8}$ |  | Jilin stands his two Unifx towers next to each other] Five! |  |
| $\mathbf{9}$ |  | Reff | [Jeff and Jamie have a conversation that is inaudible] |


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| $\mathbf{1 5}$ |  | Jamie | It's one, two, three, four, five, six. |
| :--- | :--- | :--- | :--- |
| $\mathbf{1 6}$ |  | Jeff | [Jeff explains his thought process to Jamie: he counts out the <br> number of Unifix cubes representing the number of women] <br> One, two, three, four, five six women. And then you go from <br> here; (pointing to the rest of the second Unifix cube tower <br> not matched to the six cube tower) one, two, three, four, <br> five! |
| $\mathbf{1 7}$ | $2: 30$ | $\mathbf{R 1}$ | Okay, maybe one of you can show me the eleven? Can <br> someone show me the eleven? Now, eleven cubes or you <br> can use eleven cubes. |
| $\mathbf{1 8}$ |  | Jamie | [Jeff and Jamie disagree. All three students write on their <br> papers.] |
| $\mathbf{1 9}$ | [Jamie reads the next problem aloud to the group] Jim has 3 |  |  |
| tennis |  |  |  |


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| 28 | 4:40 | R1 | You think that's two? |  |
| 29 |  | Jeff | Yeah. |  |
| 30 |  | Milin | Yeah. It's one fewer. |  |
| 31 |  | R1 | (inaudible) [Questions | dents about their answer] |
| 32 |  | Milin | Two. |  |
| 33 |  | R1 | Two? You think it's tw |  |
| 34 |  | Milin | Yeah. |  |
| 35 |  | R1 | Now I want you to read fewer tennis ball than | hat problem again. Jim has one . Jim has one fewer... Think. |
| 36 |  | Jeff | Jim has one fewer... |  |
| 37 |  | R1 | Think. Just before, just has three tennis balls a Don. So what does that | fore you go on to the next one. Jim Jim has one fewer tennis balls than make Don? |
| 38 | 5:24 | Jeff | Two! |  |
| 39 |  | R1 | Jim has one fewer than |  |
| 40 |  | Jeff | Fewer, fewer, fewer, fe | er, fewer. Four? |
| 41 |  | Jamie | One? |  |
| 42 |  | R1 | You're on the right track to look for how many | Think of what you're saying. Try n has. |
| 43 |  | Jamie | Five? |  |
| 44 |  | R1 | Jim has one fewer than have? | on, so what does that make Don |
| 45 |  | Jeff | That makes Don have f |  |


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| $\mathbf{4 6}$ | $5: 48$ | R1 | Right, okay you think that Don has four. Why don't you <br> show that to me? Show me the group of four. And then show <br> me Jim's group of three. Okay, Kevin, okay Jess. Now, the <br> question is Jim has one fewer tennis balls than Don. Let's <br> see if Jim has three, does he have one fewer than Don? |
| :--- | :--- | :--- | :--- |
| $\mathbf{4 7}$ |  | Jeff | Yeah. |
| $\mathbf{4 8}$ |  | R1 | So then how many tennis balls does Don have? |
| $\mathbf{4 9}$ |  | Jeff | Four. |
| $\mathbf{5 0}$ |  | Jeff | Oh, and how did you get that answer? What did you have to <br> do with the three and one to get that answer? <br> Um, I put three... <br> $\mathbf{5 1}$ |
| $\mathbf{5 2}$ |  | R1 | You have to add it. |
| $\mathbf{5 3}$ |  | R1 | I took three and put one more. So I added. |
| $\mathbf{5 4}$ | 6:26 | Jamie | Okay, so now we have Don with the four and Jim with the <br> three. And now does Jim have one fewer than Don, if Don <br> has four? |
| $\mathbf{5 5}$ |  | R1 | Okay. |
| $\mathbf{5 6}$ |  |  |  |

