

<b>Description: Towers Group Sharing, Clip 4 of 6:</b> <b>Jeff and Brian work on finding towers three cubes high</b> <b>Content: Harding Elementary School</b> <b>Researcher: Professor Carolyn Maher</b> <b>Tape: Towers Group Sharing</b> <b>Date: 10/11/90</b>	<b>Authors: Madeline Yedmen</b> <b>Verified: Robert Sigley</b> <b>Date: 12/07/13</b> <b>Page: 1 of 5</b>
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Line	Time	Speaker	Transcript
<b>1</b>	00:00	<b>T</b>	Okay, can everybody put their cards next to here and see if ...
<b>2</b>	00:04	<b>Jeff</b>	Don't forget the top.
<b>3</b>	00:05	<b>Brian</b>	The top?
<b>4</b>	00:06	<b>Jeff</b>	No, (inaudible).
<b>5</b>	00:10	<b>T</b>	Remember that each one has to be different. Just like before.
<b>6</b>	00:24	<b>Jeff</b>	Wait, we have them.
<b>7</b>	00:27	<b>T</b>	You add two of the same and (inaudible)
<b>8</b>	00:32	<b>Brian</b>	No, no, take one off from the top of this.
<b>9</b>	00:35	<b>Jeff</b>	No, you can't.
<b>10</b>	00:37	<b>Brian</b>	They are the same.
<b>11</b>	00:38	<b>Jeff</b>	Oh, yeah, yeah.
<b>12</b>	00:40	<b>Brian</b>	Put that one on the bottom, and that one on the top. No, up here.
<b>13</b>	00:51	<b>Jeff</b>	Great, we have them like this. Yeah.
<b>14</b>	00:57	<b>Brian</b>	A blue one.
<b>15</b>	1:04	<b>Jeff</b>	Two blue on the bottom and one red on top. Uh oh. Oh no.
<b>16</b>	1:14	<b>Brian</b>	Uh oh, gotcha gotcha. (Seems like Brian found a duplicate of what Jeff made.)
<b>17</b>	1:17	<b>Jeff</b>	Take one away. Make a match make a match.

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<b>18</b>	1:31	<b>Brian</b>	A match? Where?
<b>19</b>	1:34	<b>Jeff</b>	Those two and this one.
<b>20</b>	1:39	<b>Brian</b>	This won't match.
<b>21</b>	1:40	<b>Jeff</b>	No, blue on top. They are all blue and we won't have any blue. (inaudible).
<b>22</b>	1:48	<b>Brian</b>	Then red on top!
<b>23</b>	1:49	<b>Jeff</b>	No, Brian, then we will have another one.
<b>24</b>	1:56	<b>Brian</b>	Put that on the bottom.
<b>25</b>	1:59	<b>Amy</b>	How is it going?
<b>26</b>	2:00	<b>Jeff</b>	Very good.
<b>27</b>	2:01	<b>Amy</b>	Very good?
<b>28</b>	2:02	<b>Jeff</b>	Yeah. We got... blues are on the bottom and reds are on top.
<b>29</b>	2:13	<b>Brian</b>	Well, we are putting them back together. You gotta take one off the top.
<b>30</b>	2:17	<b>Jeff</b>	Oh, good, we have (inaudible).
<b>31</b>	2:21	<b>Amy</b>	Make sure every one is different. (walks away.)
<b>32</b>	Jeff counts 14 towers and Brian is making more towers.		
<b>33</b>	2:38	<b>Brian</b>	And here is a blue one in the middle.
<b>34</b>	2:39	<b>Jeff</b>	Blue one in the idle, blue one in the middle, blue in the middle...
<b>35</b>	2:44	<b>Brian</b>	We have fifteen.
<b>36</b>	2:45	<b>Jeff</b>	That's definitely the last. Your bottoms, you can change it all around.

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<b>37</b>	3:02	<b>Brian</b>	Take one in the middle, like this. Look at this. Oh, no. Triple match.
<b>38</b>	3:17	<b>Jeff</b>	Blues on the top, blues on the top... I don't think I have a match.
<b>39</b>	3:23	<b>Brian</b>	No, this. Yes. Liar. Oh yeah, this piece. Like this... A double match, a triple match, a quadruple match.
<b>40</b>	4:06	<b>Jeff</b>	I am not convinced yet.
<b>41</b>	4:12	<b>Teacher</b>	What do you think?
<b>42</b>	4:13	<b>Brian</b>	So far, we got...
<b>43</b>	4:17	<b>Teacher</b>	Well, you can't do that.
<b>44</b>	4:18	<b>Brian</b>	We got double match. We got a quadruple match.
<b>45</b>	4:38	<b>Jeff</b>	We are going to have nothing left. One, two, three, four, five, six, seven, eight, nine.
<b>46</b>	4:47	<b>Brian</b>	This one. No match. And we are convinced,
<b>47</b>	4:48	<b>Jeff</b>	Brian, there is less.
<b>48</b>	5:03	<b>Teacher</b>	Oh yeah?
<b>49</b>	5:12	<b>Jeff</b>	There is less because we can only have one, two, three, four, five, six. One, two, tree four.. seven. I have seven.
<b>50</b>	5:32	<b>Teacher</b>	Let's line them up.
<b>51</b>	5:36	<b>Brian</b>	We are just going to (inaudible) that there is only seven.
<b>52</b>	5:39	<b>Teacher</b>	Oops, there is a same one right here.
<b>53</b>	5:40	<b>Jeff</b>	Where? Ughh. Two, four six!
<b>54</b>	5:48	<b>Teacher</b>	Oh, those are not opposites. Does that one have an opposite?

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<b>55</b>	5:54	<b>Brian and Jeff</b>	Yes. Awesome. (Jeff points to a tower.)
<b>56</b>	5:55	<b>Teacher</b>	No, it's not opposite to that. I thought you said opposite was blue red blue, red blue blue.
<b>57</b>	6:00	<b>Jeff</b>	We never said anything about the opposites.
<b>58</b>	6:04	<b>Teacher</b>	But that's what you did it here.
<b>59</b>	6:08	<b>Jeff</b>	Hey, alright. Let's do it. So,
<b>60</b>	6:18	<b>Teacher</b>	Those are the same. Those are the opposites. What is the opposite of that?
<b>61</b>	6:20	<b>Jeff</b>	You have to say, red, blue, blue.
<b>62</b>	6:23	<b>Teacher</b>	No, that's not the opposite of that. What is the opposite of this?
<b>63</b>	6:30	<b>Jeff</b>	I have no idea.
<b>64</b>	6:32	<b>Teacher</b>	Okay, think about it. If this is the opposite of this, what is the opposite of this?
<b>65</b>	6:38	<b>Jeff</b>	Oh, then it's two blues, and red.
<b>66</b>	6:41	<b>Brian</b>	Yes, we got it!
<b>67</b>	6:49	<b>Teacher</b>	No, (inaudible). This is what they were talking about up there.
<b>68</b>	6:56	<b>Jeff</b>	Oh, I know.
<b>69</b>	6:59	<b>Teacher</b>	Don't mess with the others (already built towers).
<b>70</b>	7:02	<b>Brian</b>	That's the opposites?
<b>71</b>	7:03	<b>Teacher</b>	That's one. You see what I am saying? What is the opposite of this? What is the opposite of this?

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<b>72</b>	7:13	<b>Brian</b>	Oh my god, it's (inaudible).
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