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Description: Towers Group Sharing, Clip 5 of 6:
Stephanie and Dana work on finding towers
three cubes high
Content: Harding Elementary School
Researcher: Professor Carolyn Maher
Tape: Towers Group Sharing
Date: 10/11/90
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Authors: Madeline Yedmen
Verified: Robert Sigley
Date: 12/07/13
Page: 1 of 3

| Line | Time | Speaker | Transcript |
| :---: | :---: | :---: | :---: |
| 1 | 00:00 | T | What were we trying to figure out? After you figured out? |
| 2 | 0:08 | Matthew | Take one block and there would be two. One take one block away from each pattern. |
| 3 | 00:14 | T | And then? |
| 4 | 00:15 | Matthew | And then count up how many you have. |
| 5 | 00:19 | T | Do you think we have enough time? |
| 6 | 00:20 | T2 | We should be. |
| 7 | 00:21 | T | Say everybody, with your partners, see if you can figure out...(everyone talking at the same time.) Remember that each one has to be different. And all the others are different. |
| 8 | 1:00 | Stephanie | One, two, three, four, five, six, seven, eight, nine, ten, eleven. Okay, twelve, thirteen, fourteen, fifteen, and sixteen. And then we can probably go one, two, so we can have one that looks like this. Red-red-blue and red-blue-blue. Yup we do. And, let's see. If we had something like blue-red-blue... |
| 9 | 2:05 | Dana | How about, try red-blue-red? I mean, red-blue-blue? |
| 10 | 2:08 | Stephanie | I doubt it. Let's try these ones, okay? How about red-bluered? |
| 11 | 2:17 | Dana | We have one. |
| 12 | 2:24 | Stephanie | There are two red-blue-blue. Oh, so that would be less than sixteen. So we take this one away and throw it in the trash. |
| 13 | 2:43 | Dana | Amy, we think there is less. |
| 14 | 2:44 | Amy | Oh, why? |


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| $\mathbf{1 5}$ | $2: 46$ | Stephanie | Because we took one away. We had two of these so we got |
| :--- | :---: | :--- | :--- |
| $\mathbf{1 6}$ | $2: 56$ | Amy | (Asked a question but inaudible). |
| $\mathbf{1 7}$ | $2: 58$ | Stephanie | Well, we can't have more than same (sixteen) because... |
| $\mathbf{1 8}$ | $3: 07$ | Amy | Are there any more that are the same? |
| $\mathbf{1 9}$ | $3: 08$ | Stephanie | Uh... |
| $\mathbf{2 0}$ | $3: 10$ | Dana | Yes. Yes. Yes. |
| $\mathbf{2 1}$ | $3: 13$ | Amy | Why don't you put all the ones that are the same on this side <br> over here? |
| $\mathbf{2 2}$ | $3: 15$ | Stephanie | Okay we will but I just have to find that other one so I could <br> find what is missing again. ... And it was this one. |
| $\mathbf{2 3}$ | $3: 28$ | Dana | And red and red. So that's thirteen so far. |
| $\mathbf{2 4}$ | $3: 34$ | Stephanie | Thirteen but where are the blue missing parts for them? <br> Here? Now, what else is missing? Dana, please. |
| $\mathbf{2 5}$ | $3: 46$ | Dana | This one goes over here and this go here, and this go here. <br> These two and these two (inaudible). |
| $\mathbf{2 6}$ | $4: 03$ | Stephanie | Amy, so far we got fourteen. |
| $\mathbf{2 7}$ | $4: 04$ | Amy | Okay, are there more that are the same there? |
| $\mathbf{2 8}$ | $4: 07$ | Stephanie | Well, we checking. So far, none I see. |
| $\mathbf{3 0}$ | $4: 19$ | Dana | Stephanie |
| *points at a duplicate* Twelve. |  |  |  |
| So we are taking away one part from the tower. And when |  |  |  |
| you take them apart, they can be different. But, let's see. |  |  |  |


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