

Description: Towers Group Sharing, Clip 6 of 6: Discussing their findings of how many towers can be built three cubes high Content: Harding Elementary School Researcher: Professor Carolyn Maher Tape: Towers Group Sharing Date: 10/11/90	Authors: Madeline Yedmen Verified: Robert Sigley Date: 12/07/13 Page: 1 of 4
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Line	Time	Speaker	Transcript
1	00:00	T	Okay, can everybody look up
2	00:04	Jeff	Six, seven, eight, we got eight.
3	00:06	T	Okay, now, before I say anything, does anybody want to change their minds?
4	00:15	Students	Yes!
5	00:21	T	Does anybody want to change their minds from what they've said here? Everybody wants to change their minds? Well, okay. Now, this was Dana and Stephanie (inaudible) over here. You said a while ago there was the same: that would have been sixteen. And then now you want to change your mind? What did you get now?
6	00:42	Stephanie	It's less, there is only eight.
7	00:45	T	How come?
8	00:46	Stephanie	Well, because once you take these apart, you start to see that ...
9	1:00	Dana	The match.
10	1:03	Stephanie	Because one took it off and made a whole difference.
11	1:06	T	All of them, taking one off? Taking one off changed the answer to eight. How many of them were a match?
12	1:17	Dana	Eight.
13	1:18	T	Eight of them, then. Gosh, so you changed your mind and you said eight. Okay, what about Michelle, Michelle, and Erin?

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14	1:28	Michelle?	It's (inaudible).
15	1:30	T	So you are changing your mind too. Why do you think that happened?
16	1:36	Michelle?	Because there is (Michelle is too far away to hear.)
17	1:41	T	So when you take one off, (inaudible). Okay, what about (calls out two kids in a group)?
18	1:50	Group 1	We think it's less. (Jeff coughs so the rest is inaudible.)
19	1:55	T	Okay, what about (other two kids in a group)?
20	2:00	Group 2	We said it was less and eight.
21	2:04	T	You said it was less? Why do you think that it happened? It was (inaudible). If you took one off, there were a lot more blocks to deal with. So shouldn't it be more? And you think it was less? And you two think it was less also? Why do you think so?
22	2:37	Brian	Because you take one off the bottom and one off the top, you might have another that is same as that. And then you have to make like things that you can't use them because it's a match, and they have to be different.
23	2:56	T	And Brian, how did you figure that?
24	2:58	Jeff	Well, because, first of all, you could choose to do it the math problem. Sixteen minus eight is eight.
25	3:08	T	You mean there is something about math to it?
26	3:10	Jeff	Yeah because sixteen minus eight or eight plus eight equals sixteen. And when you take one away from each, it would be one minus, one minus, one minus because it's sixteen minus eight or eight plus eight.

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27	3:32	T	I see, so there is something to do with sixteen minus eight. *calls on a student*
28	3:40	Student	We changed our minds to less.
29	3:44	T	Yeah, I thought you did. Okay, actually, you said less to begin with. And Jamie said there would be the same.
30	3:50	Jamie	I don't know why I did that.
31	3:54	T	I know. You guys did such a good job. Can everybody agree now there is less?
32	3:59	Everyone	Yes.
33	4:00	T	What about you two, Michael and Paul? You are the last holdouts. What do you think?
34	4:06	Michael/Paul	Oh, I think they are the same.
35	4:08	T	You still think it's the same? Oh, because you only did this (inaudible).
36	4:18	Amy	I am going to pass out your math journals and what I want you to do is, I want you to write out what you think you learned for the past two days in math.
37	4:39	T	<p>Brian, if you would write up that math thing that you were just telling me about, if you could explain what you were saying about sixteen and the eight, that would really help me to think about it when I go back and read these, okay?</p> <p>(She's actually talking to Jeff...)</p> <p>Write about what you did. (Gives Jeff's folder to Brian.)</p> <p>Wait, which one are you? Are you Jeff?</p>
38	5:25	Brian	No, he's Jeff.

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39	5:28	T	Oh, but you are sitting backwards. Oh....
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