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| Speaker | Line | Transcript | Time | Comment |
| A | 1 | (laughs). Okay. So let's talk about some of these, uh, things. Um, let's, let's look at what, this looks mostly at, at Randy's thinking and then we'll, we'll talk about some, some of the other things that are going on there. Any ideas about, about what's happening there? | 00:00 |  |
| B | 2 | For Randy's, um, uh [inaudible 00:00:31] similarly to what Katie was doing, but instead of using the side lengths it runs [inaudible 00:00:38] | 00:23 |  |
| A | 3 | Yeah, he used it to find the center of dilation. | 00:40 |  |
| C | 4 | And then it uses that [inaudible 00:00:46]. | 00:45 |  |
| A | 5 | And so yeah, so- | 00:46 |  |
| C | 6 | [inaudible 00:00:48] bands so that way like if my students- | 00:48 |  |
| D | 7 | My students would just compare the corresponding sides- | 00:51 |  |
| A | 8 | Uh huh. | 00:53 |  |
| D | 9 | Instead of going back to the definition and using the center of dilation. | 00:55 |  |
| A | 10 | Okay. So why was he looking for the, for the distance from the... What distance was he looking at? | 00:58 |  |
| B | 11 | From the center of dilation to R and then E. | 01:05 |  |
| A | 12 | Okay. All right. And so what, what infor, what, what did that tell him? What, what function did, did finding the center have? Yup, Maria. | 01:09 |  |
| E | 13 | I think that helped him measure the skill factor because then it's the distance from the center that tells you how much it was enlarged. So that was a way to find the scale factor. | 01:21 |  |
| A | 14 | Okay. Um, so kind of, hmm. It doesn't make it, I'm not talking about the right or the wrong way to do it, but I'm just thinking about what the mathematical foundation is under the two methods. So what is the difference, like as far as the mathematics on which you're building your solution, between finding the center so that you can yeah at, and just looking at the correspon- uh side ratios? | 01:33 |  |
| C | 15 | Uh, I think it's kind of building up that it's like it starts from the center as being, having no length and then you know, at one state it's here and then at this next state it's [inaudible 00:02:20]. And it's like when you're comparison comparing side lengths, like if you were looking at these shapes not touching at all, you wouldn't necessarily know which one, you know, grew from the other one or something. | 02:09 |  |
| A | 16 | Mm-hmm (affirmative) | 02:32 |  |
| C | 17 | Uh, you might not even be able to tell that like this one is bigger, | 02:32 |  |
| A | 18 | Mm-hmm (affirmative) | 02:37 |  |
| C | 19 | but because there's wind up and everything and they have that center dilation, it's like this had grown to that or this has shrunk to that. And it's like, it's, it's clear that if you know which one's, the other one, once you start talking about the percentages, it's like this has to be over a hundred or less than a month. | 02:37 |  |
| A | 20 | Mm-hmm (affirmative). Would you see one as, as dynamic and the other one as static? | 02:54 |  |
| C | 21 | Mm-hmm (affirmative). | 03:02 |  |
| F | 22 | Well yeah. | 03:03 |  |
| A | 23 | Yeah. Okay. And again, I'm not saying it pejoratively, you know, I'm just, it's a recognition. There are times when- | 03:04 |  |
| F | 24 | [inaudible 00:03:11] you said made me think I'm still stuck on this data. | 03:11 |  |
| A | 25 | Yeah, no, no, no, but we, we don't keep, I wou- I would certainly... If someone just handed me the problem, again and I wasn't, you know, working with kids and teaching, of course I would do it. Cause it, there's certain things that are just faster and, and, and easier, but I would understand the other, you know, the other ways and you understand it and so on. Yeah. Any other, about tha- But yeah? | 03:13 |  |
| G | 26 | We, I feel like I'm stuck from the other static, myself, because I don't... I still think that I was taught... I wasn't taught for understanding. I was taught for just do it. | 03:37 |  |
| A | 27 | Yeah, sure. | 03:49 |  |
| G | 28 | So like- | 03:50 |  |
| A | 29 | We all were. | 03:51 |  |
| G | 30 | As you just said, it always just, it works- | 03:51 |  |
| A | 31 | Yeah. | 03:53 |  |
| G | 32 | Versus like, you can see these kids like they understand it. | 03:53 |  |
| A | 33 | Mm-hmm (affirmative) | 03:56 |  |
| G | 34 | I was just saying that I struggle still with like 150% like what that means or 100% growth or whatever that is. And these kids, these like 12 year olds like got something that I still struggle with as a math teacher who's very good at math. | 03:57 |  |
| A | 35 | Mm-hmm (affirmative) | 04:13 |  |
| G | 36 | So I like that they can think, and they're able to like look at it in different ways and that they're not just taught, Oh, you. | 04:14 |  |