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|  | Line | Transcript | Time | Comment |
| Study Meeting 01.17.17 | | | | |
| A | 1 | Interesting to see if all of this hands on, all of this, you know, visual connection, you know, solid... would help them do better when they're solving or figuring equivalent fractions in a paper pencil form, you know what I mean? Like is that going to help them know two fifths? | 00:28 |  |
| B | 2 | I think so, because they- they have kind of an- |  |  |
| A | 3 | They have a basis- |  |  |
| B | 4 | They ha- yeah. They have like an understanding of, "okay one third really is smaller than |  |  |
| C | 5 | But you know- |  |  |
| B | 6 | -yeah, a half." |  |  |
| C | 7 | I know what you're saying that. I know that's linear and measurement, but we use fraction bars constantly. We compare, they look they see, but they’re just not taking that knowledge. |  |  |
| B | 8 | But are they creating more of their own knowledge this way, than just, "Here's the fraction bars, let's use 'em?" |  |  |
| VIDEO | 9 | This is much more easy to understand. |  |  |
| A | 10 | Yeah. For sure. |  |  |
| VIDEO | 11 | That's why they come up with |  |  |
| B | 12 | Maybe it will stick with them longer since they had to figure it out themselves? |  |  |
| VIDEO | 13 | [crosstalk] everybody, what do you think? Do you agree? Yeah. Are you going to say something? [crosstalk] |  |  |
| A | 14 | So this makes sense why a lesson would take, you know two questions |  |  |
| B | 15 | Mm-hmm (affirmative) |  |  |
| VIDEO | 16 | Oh yeah. Last time [crosstalk] |  |  |
| A | 17 | would take 45 minutes a day. |  |  |
|  | 18 | [crosstalk] Tell me, find the answer to this question- |  |  |
| B | 19 | Mm-hmm (affirmative) |  |  |
| C | 20 | I-I- Yes. |  |  |
| A | 21 | If we did it this way. We can't do that in [inaudible] county. |  |  |
| C | 22 | This is just- |  |  |
| B | 23 | No. |  |  |
| C | 24 | -hard for me because I am the kind of person who just- | 01:43 |  |
|  | 25 | [crosstalk] 35 because there is |  |  |
| A | 26 | Move on. |  |  |
| VIDEO | 27 | -she asked us how many fifths of a meter there are- |  |  |
| C | 28 | I-I just can not do thi- It's very- It's stressful for me- |  |  |
| VIDEO | 29 | -in seven meters- |  |  |
| A | 30 | It's boring for me. |  |  |
| C | 31 | -to do this. And just- yes. |  |  |
| VIDEO | 32 | -and seven times five is 35. |  |  |
| VIDEO | 33 | What do you think? |  |  |
| VIDEO | 34 | [inaudible] and figured it out. |  |  |
| B | 35 | I actually kind of like that though. |  |  |
| C | 36 | I mean, I like it to an extent- |  |  |
| B | 37 | I couldn't do that all the time. |  |  |
| Study/Planning Meeting 01.24.17 | | | | |
| A | 38 | I've been thinkin' about all week, that question they gave us about not using the fraction bars, and the measurement, remember that? Where they said, um, "What kinds of que- what would have happened, you know, how is it different than you [crosstalk]-" | 02:24 |  |
| B | 39 | Oh, yes, yes, yes, I gotcha. |  |  |
| A | 40 | Dif- and I, and I'm still workin' on that, I'm still tryin' to figure out, if, you know, all these years of me usin' the fraction bars, is that just, not the right way? And you n- and Jessie next door just t- they just started fractions yesterday. |  |  |
| C | 41 | Mm-hmm (affirmative). |  |  |
| A | 42 | And yesterday the colored, the little paper fraction bars- |  |  |
| C | 43 | Mm-hmm (affirmative). |  |  |
| A | 44 | And today, she's on bedrest, so she wasn't here today, so- |  |  |
| B | 45 | Except she showed up. |  |  |
| A | 46 | This afternoon she came for a little while. But, um- |  |  |
| B | 47 | [inaudible] like [inaudible]. |  |  |
| A | 48 | They spent most of the day just doin' the fraction bars, I think, and some fraction worksheets. |  |  |
| End of Cycle Reflection Meeting 05.10.17 | | | | |
| A | 49 | ... they've got if they wanted to, but most of them kinda understood after I retaught it, but they didn't retain it. They're not retaining it. | 03:13 |  |
| C | 50 | Mine retained this. They retain- or at least the- |  |  |
| A | 51 | The people... |  |  |
| C | 52 | ... the ones that participate in discussion. I can't promise you there's all 20 student, but a great majority of 'em retained the folding and they, and I think all of 'em retained the concept that it was a part, because I would bring it back up, and they would... you know, you could see 'em like, "Oh yeah." |  |  |
| A | 53 | Mm-hmm (affirmative). |  |  |
| C | 54 | And they could remember it, and they knew it, and sometimes they could take the knowledge when I was helping them with something... |  |  |
| A | 55 | Mm-hmm (affirmative). |  |  |
| C | 56 | ... and sometimes they couldn't. But- |  |  |
| A | 57 | So that's encouraging to see... |  |  |
| C | 58 | ... but they did, and- and- and I- I think I said in my, um, survey, that I would start it like this again. |  |  |
| A | 59 | Start the year like that? |  |  |
| C | 60 | Yeah, I would start fractions- |  |  |
| A | 61 | You see, I think the linear is- is better for them... |  |  |
| C | 62 | Mm-hmm (affirmative). |  |  |
| A | 63 | ... than the circles. |  |  |
| C | 64 | Mm-hmm (affirmative). |  |  |
| A | 65 | And I also think it's probably better for them to see than even the fraction tiles. I don't know. |  |  |
| C | 66 | I think it is, and I was trying to understand and think about, well, how is this better than the fraction tiles? When in a lot of ways, they're just very- |  |  |
| A | 67 | The same? |  |  |
| C | 68 | ... similar. |  |  |
| A | 69 | Mm-hmm (affirmative). |  |  |
| C | 70 | And I think part of it didn't have names on it. You know, the fractions tiles have what each one is... |  |  |
| A | 71 | Everything's labeled out, and they're too busy. |  |  |
| C | 72 | ... and everything's labeled for 'em, and they're always looking at that- |  |  |
| A | 73 | Mm-hmm (affirmative) and the thinking | 04:40 |  |
| C | 74 | ... where when we were doing this, it was more of a discovery and a thinking, and so, we were still talking about it... |  |  |
| A | 75 | But it wasn't all marked up, that's right. |  |  |
| C | 76 | ... and they labeled it, but it wasn't all marked up, and when they did it later on, they marked it up themselves. |  |  |
| A | 77 | Mm-hmm (affirmative). |  |  |
| C | 78 | So... |  |  |
| A | 79 | I thought they were real cute, how they measured it, and one child would hold, and... |  |  |
| C | 80 | Mm-hmm (affirmative). |  |  |
| A | 81 | ... this team that I was watching, they really did a good job of working together well, and then the back team, I think, they... |  |  |
| C | 82 | Yeah. |  |  |
| A | 83 | ... There was one little booger that you had there that was a handful, but he worked through. |  |  |