# Transcript: Betsy's Use of the Number Line

Third grade, Public Elementary School Michigan
Monday, May 21, 1990

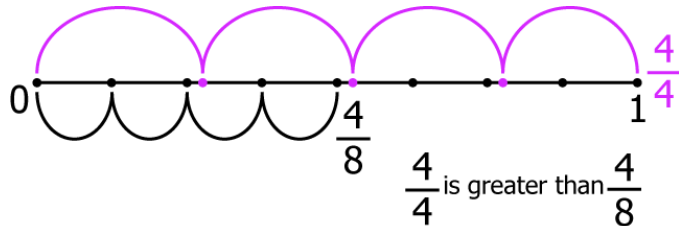## Seating Arrangement

| Lucy | Betsy |
|------|-------|
| Maria | Mark |

| Devin | Cassandra |
|-------|-----------|
| Lindiwe | Tory |
| | Sheena |

| Nathan | Tembe |
|--------|-------|
| Keith | Jeannie |
| | Mei |

| Riba | Daniel |
|------|--------|
| Ofala | Sean |
| | Harooun |



*1:34:32*

Betsy: This number line- I think four-fourths is greater than four-eighths because what I did is the pink on the number line resembles- it's what you would do if you were wanting to have four-fourths. The white dots- But the one and the zero should also be pink so they can be pink and white.

Teacher: Okay.

Betsy: So then what happens is all these white dots in here *(motions to all the dots between 0 and 1)*, it- you would use to make four-fourths. And then what I did is I took- I was gonna do four-fourths first. So what I did is I knew that the pink dot was here, so that would be where one-fourth was. So one-fourth would be right there. Two-fourths would be right there. Three-fourths would be right there. And four-fourths would be right here.
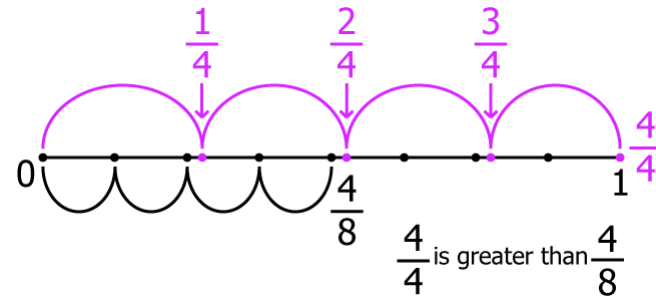


So I knew that at one there was four-fourths. And then what I did is I got some white chalk and what I did is I said, well, here's one-fourth- No one-eighth, here's two-eighths, here's three-eighths and so then that was four-eighths.

$\frac{4}{4}$ is greater than $\frac{4}{8}$
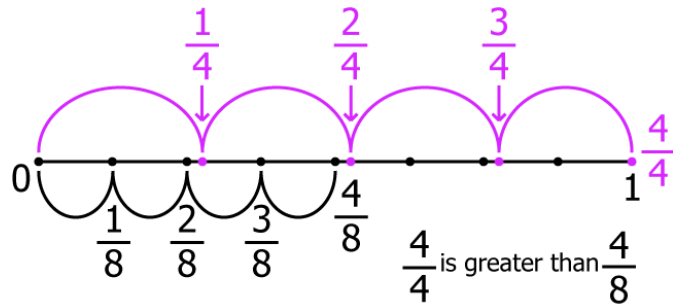
And if I went on this would be five, six, seven, and eight.

| | |
|---|---|
| **Teacher:** | Any comments? Oh, sorry. |
| **Betsy:** | And so what I did is I got the four-eighths and I knew that this dot was four-eighths and this was our-fourths. So I said, well, this is where four-fourths is and this is where four-eighths is, so four-eighths must be a lot less than four-fourths because four-eighths is- this is close to zero and four-fourths is at one. |
| **Teacher:** | Okay. |
| **Betsy:** | And one is greater than- |
| **Teacher:** | That's a pretty complete explanation, Betsy. Can you stand in a position that people can see your whole drawing? No, you can stand over to the side and face the class. |

*1:37:02*

| NAME | GENDER | RACE | COUNTRY | ENGLISH PROFICIENCY | HOW LONG AT THIS SCHOOL[1] |
|---|---|---|---|---|---|
| Lindiwe | M | African American | U.S.A | native speaker | 5 months |
| Nathan | M | White | Ethiopia | fluent | almost 4 years |
| Betsy | F | White | Canada | native speaker | 9 months |
| Cassandra | F | African American | U.S.A. | native speaker | almost 2 years |
| Daniel | M | Asian | Indonesia | developing | almost 4 years |
| Jeannie | F | White | U.S.A. | native speaker | almost 4 years |
| Keith | M | African American | U.S.A. | native speaker | 5 months |
| Tembe | M | African Black | Kenya | fluent | almost 4 years |
| Mei | F | Asian | Taiwan | fluent | almost 3 years |
| Lucy | F | White | U.S.A. | native speaker | almost 4 years |
| Maria | F | Latina | Nicaragua | beginning | 9 months |
| Mark | M | White | U.S.A. | native speaker | almost 3 years |
| Ofala | F | African Black | Nigeria | fair | almost 4 years |
| Devin | M | White | Nepal | beginning | a little over 1 year |
| Riba | F | White | Egypt | good | almost 4 years |
| Harooun | M | Asian | Indonesia | developing | almost 2 years |
| Sean | M | White | U.S.A. | native speaker | almost 3 years |
| Sheena | F | African American | U.S.A. | native speaker | 9 months |
| Tory | F | White | U.S.A. | native speaker | 5 months |

[1]*NOTE*: This column reflects the length of time the child had been in this *school* as of 05/90. No one had been in this *prior* to September 1989, the beginning of the school year.