

TRACY SOLA: ... you have measured, I want you to use either the blue or the green marker.

STUDENT: I don't have no green.

TRACY SOLA: Well you have blue. Oh, well here, let's put these over here, hang on. Take one of these. Is it the number over here? Here you go boys. That's okay. That's okay. Blue or green.

Well I want you to use either blue or green right now. Either blue or green right now. There we go.

STUDENT: Or orange?

TRACY SOLA: Not orange yet.

STUDENT: Okay.

TRACY SOLA: We're gonna save orange or pink or red for later. [crosstalk]

Oh. Here. You guys are sharing -- not, you don't need to share, here, here you go, here you go. All right and go ahead and start exploring. Try to figure out how tall each giraffe is and then prove who is the tallest. How tall is each giraffe? I would like to know. Yes, a pencil is a great idea. How tall is each giraffe?

Can you try to find out using one cube?

STUDENT: Yeah. I can.

TRACY SOLA: Can you try to measure each giraffe using just one cube?

STUDENT: One?

STUDENT: No. No.

TRACY SOLA: I bet you could figure out a way.

STUDENT: The tiny one? You cannot.

STUDENT: I do not know how to do this.

STUDENT: Me too.

STUDENT: Twelve? Twelve.

STUDENT: Eight, nine ...

STUDENT: Eight.

STUDENT: George is five tall, and Jerry is two.

STUDENT: So do you like mine?

STUDENT: I don't know how to do it. I said, 'cause I did -- I did like this and I didn't know ...

STUDENT: This is how I did it. I went like that and I went like that.

STUDENT: I know, but I put it longer. Oh, I'm not sure if I can fit that.

TRACY SOLA: They're the same?

STUDENT: I think.

TRACY SOLA: You think so?

STUDENT: Mm-hmm. [affirmative]

STUDENT: Two.

TRACY SOLA: You did trace it from the top of the block? Oh, so you put your block down on its side, and you traced it from the top of the block.

STUDENT: Four, five.

STUDENT: Miss Tracy, I'm already done.

STUDENT: I'm done too.

TRACY SOLA: Great!

STUDENT: What do I do when I'm done?

TRACY SOLA: Why don't you come and I'll look at your work and you can tell me what you did.

STUDENT: I counted, I counted the numbers up to the giraffes.

TRACY SOLA: You count -- so you wrote in your own numbers and you counted them up to the top of the giraffes.

STUDENT: Yep.

TRACY SOLA: Hmm. So I'm looking at this work and I see that the six, or the one, is very tiny and short. Yes?

STUDENT: Because the two's, and then I was writing up to ... [pointing]

TRACY SOLA: But I'm wondering about the eight. It seems very tall. Do you think uh, it -- what - - do you think, some of these seem smaller than the other ones. Do you think that works still?

STUDENT: [nods]

TRACY SOLA: Yeah? And then you did the same thing here.

STUDENT: Mm-hmm. [affirmative]

TRACY SOLA: Okay. All right. And how did you end of here? You ended up ten here and eighteen here.

STUDENT: Can I draw up pictures on the back?

TRACY SOLA: Um, sure.

STUDENT: I want to draw a dog.

TRACY SOLA: Um, so if you just look with your eye, without measuring, do the, you told me there that George is how tall?

STUDENT: Ten.

TRACY SOLA: Ten. And how tall is Jeff?

STUDENT: Eighteen.

TRACY SOLA: Does it seem like they are really different in height?

STUDENT: No, they don't.

TRACY SOLA: You don't think they are?

STUDENT: But, but, but Jeff is bigger than George.

TRACY SOLA: Jeff is bigger than George?

STUDENT: Yeah because Jeff is fift--

TRACY SOLA: I know what you did but if somebody else came into the room how would they know what you did? Is there a way you can mark on your paper to show that work?

STUDENT: Oh, like this? Keep it like this?

TRACY SOLA: What if I took all the pencil and the cube away -- how would I know how you got the numbers? Is there a way you could show your work? Show your thinking.

STUDENT: I don't know how to do it.

TRACY SOLA: You counted it?

STUDENT: I went one, two, three ...

STUDENT: Oh wait, I could draw a picture of me doing it.

STUDENT: ... four, five ...

STUDENT: I could draw like, draw a pencil and then draw the cube next to it.

TRACY SOLA: I love that idea. I love that idea. Can you do that right up there next to Jeff or George or Jerry so we can --

STUDENT: I'm going to do it by George.

TRACY SOLA: Okay, do it by George!

STUDENT: I'm gonna do it right here.

TRACY SOLA: Okay, that's great.

STUDENT: I don't know how to draw a pencil. Does this look like a pencil?

TRACY SOLA: Okay, that's perfect, that looks like a pencil to me. [crosstalk] Okay.

STUDENT: I was going to put an eraser.

TRACY SOLA: Okay. So that's good enough.

STUDENT: And I put the cube right there.

TRACY SOLA: Okay.

STUDENT: And I put the little square

TRACY SOLA: Great, now, now keep going so I understand everything you did please. Okay, I understand, over and over. That makes sense to me. Great.

STUDENT: Go over and over.