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111 You cut it mile four narrow strips Writes "drividing mile four equal parts." 112 Aud then	
113 Shere is no place for G. [Moves O's answer: Moves O's answer.] Moves O's answer.	

13 The [folds 20 of a new original pager and egene it.]	Time	Line	Teacher	Blackboard Writes "N's and G's answers" above it.	Child G	Child K	Child F	Child N	Child O	Child Y	Anonymous
Part	=	115	Let's record as collaboration. Then, [Folds 2/3 of a new origami paper into four equal parts and opens it.]	Writes "N's and G's answers" above it.							
Professor Prof											
Part	_	119	Thank you								
1	- 1	- 1		paper.							
Page		121	This piece was obtained by cutting these three parts. This is 3/4 of 2/3.	Marks "3/4 of 2/3"							
Part		123	This one can be obtained [moving the 1/3 part]	Puts on 1/3 next to the answer in yellow.							
1		125		Posts 1/4 next to the answer in yellow.							
Page		126	These are the discarded pieces, aren't these?	connects the pieces including the rest part to N's and G's first answers.							
Page	- 1	129 II	I said today that								
		130 h	there is no correct solution.								
	=	132 t	this (task) has not yet been completed								
1		134	[while touching the blackboard]. 3/4 of 2/3								
18 18 18 18 18 18 18 18		136	Although N and G solved the problem in this way, there may be other solutions.	Underlines the history of paper folding.							
Property Browning	9-42	139	Now then, I would like to ask you who did not do it before to try now. [Distributes colored orisom papers to all children]								
	1				[Folds the origami paper into three equal parts and folds	Folds the origami paper to the half immediately and then folds it into four equal		Folds paper into 2/3 and folds the opposite side to 2/3 to divide the origami paper into three equal parts and then opens	Folds the origami paper into	[Hesitates, glances at the blackboard, and starts to fold the origami	
	9:50				to the half to obtain a 1/6 part.]	parts.] [Appears to look at the instruction on the		it.]	three equal portions.]	paper into three equal portions.]	Looks like starting at a dash.
18 18 18 18 18 18 18 18		141			Folds the origami paper neatly to the half and folds its						
					1/3 (presumably aligned with the fold already produced)]	Prease tend them to me. [Waits the scissors by patting N's shoulder across F]	fold three times.]	[Cuts the 2/3 portion and removes 1/3 by hand.]			
Property	10:10	143			[Opens.]			[Places the scissors down; K picks them up.]	Folds to 2/3 carefully.]		
14 15 15 15 15 15 15 15		144				(Danis - Arabina	folds for 2/3; produces folds for dividing it into three equal parts.]		Divides into these second most		
Property Browning	10:15				[Counts six folds by her finger.]	on the desk.]	Opens.] Appears to look at the	[Divides 2/3 vertically into four equal parts.]	and then opens it.]	[Slowly divides the paper into three equal parts.]	
Property Browning		146					instruction.]		(Laughs at failing to take		
18						Places the scissors. G takes the placed	Turns the paper over and divides		scissors; Keeps the paper as 2/3,	[Opens the origami paper (so as to fold it neatly) and divides it into	
18						scissors.]	2/3 of it into four equal parts] [While pointing to a fold on the		state of 2/3.]	three equal parts again.]	
Mathematical Math	10:35				cuts 3/6 and places the rest part on the desk (finished	[Holds the 3/4 portion lightly]	origami paper]	[Attempts to take the seissors but taken by G first.]		[Divides the origami paper into three equal parts and leaves them as	
		149			the task most early).]		Turns the origami paper round			they are.]	
10 10 10 10 10 10 10 10	10:40	150	[Teacher H] Let's bring your own scissors.		[Finished by drawing the chair (gives a glance to N's hand.)]	[and folds 3/4 into three equal parts again.]	and round, while muttering] of thirds	[Stands up and attempts to take his scissors.]	[Attempts to take scissors]	[Goes to get scissors]	
	10:50	151			[Picks up two her own portions and compares them]	equal parts.)	No. wrong.				
Process Proc	11:00	152				and looks at it with the hands placed on the	No wrong	[After returning quickly outs 3/4 of 2/3]			
18 18 18 18 18 18 18 18					[Fold one side only neathy.]	[Glanced by T.]			but returns without scissors.] Scissors on the teacher's desk		
18 18 18 18 18 18 18 18	11:10	154 155	To K] What happened? [Receives N's solution, though not noticed yet] Oh!			[Stopping]		Completed. [Submits it together with the remaining part.]		[and takes seissors from O.]	
Mathematical part	11:20										
18	41.20	156	This is N's second solution.			[Stops her hand and scratches her hair.]	You have finished quickly! [to N]	[Falls on the teacher's desk in a waiting posture.]	[Stands up again and goes to get scissors.]	***************************************	
14		157				[Stops her hand and scratches her hair.]	You have finished quickly! [to N] [Slightly distracted]	[Falls on the teacher's desk in a waiting posture.]	scissors.]	***************************************	
14 15 15 15 15 15 15 15		157 158	[Asks K] What happed? [while pointing out her hand.]				Overturns the origami paper and	[Falls on the teacher's desk in a waiting posture.]	Scissors.] [With no scissors at hand, using the scissors on the teacher's	[folds 2/3 again] [Cuts 1/3 and places it on the thinks	
	11:30	157 158 159	[Asks K] What happed? [while pointing out her hand.]				Overturns the origami paper and	[Falls on the teacher's desk in a waiting posture.]	Scissors.] [With no scissors at hand, using the scissors on the teacher's	[folds 2/3 again] [Cuts 1/3 and places it on the thighs while leaving 2/3 as it is.]	
18	11:30	157 158 159 160	[Asks K] What happed? [while pointing out her hand.]		with a finger.1 You made so quickly. [to N]		[Overturns the origami paper and divides it into four equal parts.]	[Falls on the teacher's desk in a waiting posture]	[With no seissors at hand, using the seissors on the teacher's desk.] [cuts 2/3 and drops 1/3 on the teachers desk.]	[folds 2/1 again] [Cuts 1/3 and places it on the thighs white leaving 2/3 as it is.] [Halves 2/3 atto 1/3,] [Uncless 1/4 from the bottom of 1/3,]	
Part	11:30 11:40 11:50	157 158 159 160 161	[Asks K] What happed? [while pointing out her hand.]		with a finger [You made so quackly [to N] [Compares own solution with that on the blackboard.]	Let's take scissors. [Stands up, goes to take scissors.]	[Overturns the origami paper and divides it into four equal parts.]	Eally on the teacher's desk in a waiting posteriol.	[With no scissors at hand, using the scissors on the teacher's desk.] [Cuts 275 and drops 1/5 on the teachers desk.]	[folds 2/1 again] [Cuts 1/3 and places it on the thighs white leaving 2/3 as it is.] [Halves 2/3 atto 1/3,] [Uncless 1/4 from the bottom of 1/3,]	
	11:30 11:40 11:50	157 158 159 160 161 162	[Asks K] What happed? [while pointing out her hand.]		with a finger [You made so quarkly [to N] [Compares own solution with that on the Mackboard.] [Compares own solution with that on the Mackboard.] [Compares own solution with that on the Mackboard.]	Let's take scissors. [Stands up, goes to take scissors.]	Singenty distracted (Overturns the origami paper and divides it into four equal parts.) [Thinks deeply.] [Thinks deeply.]		With no scissors at hand, using the scissors on the teacher's desk.] cuts 22 and drops 1/3 on the teachers desk.] [Folds the 2/3 part into four equal parts] (opens it, glances at the	Fields 2/3 spains) Cuts 1/3 and places if on the thighs white leaving 2/3 as it is, 1 Flathers 2/3 into 1/3, 1 Flathers 2/3 into 1/3, 1 End opens the original paper in the modelle of raising the fanger to the analysis. If the company is the modelle of raising the fanger to the model.	
18	11:30 11:40 11:50 11:55 12:05 12:15	157 158 159 160 161 162 163 164	[Asks K] What happed? [while pointing out her hand.]		with a finger [You made so quarkly [to N] [Compares own solution with that on the Mackboard.] [Compares own solution with that on the Mackboard.] [Compares own solution with that on the Mackboard.]	Let's take scissors. [Stands up, goes to take scissors.]	Singenty distracted (Overturns the origami paper and divides it into four equal parts.) [Thinks deeply.] [Thinks deeply.]		With no scissors at hand, using the scissors on the teacher's desk.] cuts 22 and drops 1/3 on the teachers desk.] [Folds the 2/3 part into four equal parts] (opens it, glances at the	fields 2/3 against Coan 1/3 and places is on the thinghe while leveling 2/3 as it is Halves 2/3 as to 1/3, Hal	
1.00 1.00	11:30 11:40 11:50 11:55 12:05 12:15	157 158 159 160 161 162 163 164 165 166	[Asks K] What happed? [while pointing out her hand.] [Puts N's solution on the blackboard.]		with a finger. You made or quickly. [to N) Compares own solution with that on the blackboard.] Compares own solution with that on the blackboard. Compares own solution with the on the blackboard socretary in confident in her own solution of this june) Locks at K's solution.]	Let's take scissors. [Stands up, goes to take scissors.]	Singeny distracted [Overturns the origami paper and derides it into four equal parts.] Thinks deeply.] Thinks deeply.] Thinks deeply.] What is this? Thinks with hands on chin and	Leoks at O's solution Leoks at O's solution	With no sciencer at hand, using the sciences on the teacher's deak.] Courts 23 and drops 1/3 on the benches deak.] (Folds the 2/3 part into four eggant parts) (open ic, glances at the handshown), cast of 3/4,]	fields 2:1 against Coast 1/2 and places it on the thinghe while leaving 2:3 as it is it Blaving 2:3 as it is Blaving 2:3 as it is Blaving 2:3 as it is Blaving 3:3 as it is Blaving 3:4 as it is Blaving 4:5 as	
1.50 1.50	11:30 11:40 11:50 11:55 12:05 12:15	157 158 159 160 161 162 163 164 165 166 167	[Asks K] What happed? [while pointing out her hand.] [Puts N's solution on the blackboard.]		with a finger. You made so quockly [to N] Compares own solution with that on the blackboard. Compares own solution with that on the blackboard commission you solution with that on the blackboard commission you confident in her own solution of this Looks at K's solution. Restures to look at own hands!	Let's take scioners. [Stands up, goes to take scioners.]	Singeny distracted [Overturns the origami paper and derides it into four equal parts.] Thinks deeply.] Thinks deeply.] Thinks deeply.] What is this? Thinks with hands on chin and	[Locks at O's solution] Locks at O's solution] Locks at O's solution.] Locks at O's solution.] Locks at O's solution.] Elocks at O's solution.] Elocks at O's solution.]	herisons.] With no sciences at hand, using how returns on the teacher's dock.] Out 25 and offput 15 on the leacher's cost 25 and offput 15 on the leachers deck.] Folds the 278 part into four equal parts! (opens it, glances at the blackboard.) [and after cutting.] [and after cutting.] [and after cutting.]	felds 2:1 spins) Cuts 1/3 and places if on the thighs shife forming 3:5 as it is,] Blather 2:7 size 1/3; j. Size 1/3; j. Size 1/4; j.	
1.50 1.50	11:30 11:40 11:50 11:55 12:05 12:15	157 158 159 160 161 162 163 164 165 166 167	[Asks K] What happed? [while pointing out her hand.] [Puts N's solution on the blackboard.]		with a finger. You made or quickly [to N) The made of quickly [to N) Compares own solution with that on the blackboard.] Compares own solutions with that on the blackboard governeity not confident in the own solution of this limits. [Local at N is solution.] Bectures to look at own hands.]	Lef's take scissors. [Stands up, goes to take scissors.] and returns.] Stopping and G looks at it.] Scorping. Stopping and Finds and the science of the	Singeny distracted [Overturns the origami paper and derides it into four equal parts.] Thinks deeply.] Thinks deeply.] Thinks deeply.] What is this? Thinks with hands on chin and	Looks at O's solution Looks at O's solution Looks at O's solution Hooks at O's solution Follows O's solution with cyes, while training his right hand algolith and scennings wanting to intervene O.	herisons.] With no sciences at hand, using how returns on the teacher's dock.] Out 25 and offput 15 on the leacher's cost 25 and offput 15 on the leachers deck.] Folds the 278 part into four equal parts! (opens it, glances at the blackboard.) [and after cutting.] [and after cutting.] [and after cutting.]	fields 2:2 same) Cours. 1/2 and places it on the thights while leaving 2:3 as it is.] Ellution 2:2 in its 1/2 and place it is in its 1/2 and place it is.] Full below 2:2 in its 1/2 and its 1/2 and its 1/2 and open the reorganic speer in the modifie of raising the finger to the shift Locks at the MacHoused steadily Fields 2:2 vertically in half Fields 2:2 vertically in half Fields 2:2 vertically in half Fields 2:4 in the MacHoused steadily Locks at the MacHoused steadily Alternative similar. In the Course of Administry and then opens it Locks at the MacHoused steady Alternative similar. In the Course of Administry and the steady Locks at the MacHoused steady Locks at the MacHoused Locks at the MacHoused	
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15.5 17.5	11:30 11:40 11:50 11:55 12:05 12:15 12:20 12:30 12:35 12:40	157 158 160 161 162 163 164 165 166 167 168 169 170 171	[Asks K] What happed? [while pointing out her hand.] [Puts N's solution on the blackboard.]		with a finger. You made to quockly [to N) Compares own solution with that on the Mackboard. Compares own solution with that on the Mackboard Compares own solution with that on the Mackboard [Look and the solution of t	Let's take scinoors. [Stands up, goes to take enterests.] Good returns.] Good returns.] Shopping and G looks at it.] Shopping and G looks at it.] Shopping teacher H looks at it across between the studying teacher H looks at it. Tracker I bedwares the one often. Toucher H looks at it by funging our his books.] Though T looks at it by funging our his books.]	Overturns the original paper and divided it this to form qual parts.] Thinks deeply	[Looks at O's solution] [Looks at O's solution] [Looks at O's solution] [Follows O's solution with cycs, while raising his right hand alightly and scenning waiting to interverse O.] [Looks at O's solution with cycs, while raising his right hand alightly and scenning having to interverse O.] [Looks at O's solution I] [Looks at O's solution I]	herecores.] With no secures at hand, using how returns on the teacher's deck.] Out 2.7 and offput 1.5 on the leacher's cost 2.7 and offput 1.5 on the leachers deck.] Folds the 2.78 part into four equal parts! (opens it, glances at the blackboard.) [opens it, glances at the shackboard.] [opens it, glances at the shackboard.] [opens it, glances at the shackboard.] [opens it, glances at the shackboard.]	Febb. 2-1 same	
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[Adds K] what happeded. [Adds K] what happeded. [In that OK* [To G] [Yes [to K] [You may do (your wordy) late [to F] [Attempts to moth P's originary paper.] [How far did you net? [to F] [Yes [Receives P's solutions.]		with a finger. You made to quickly [to N) Compares own solution with that on the blackboard. Compares own solution with that on the blackboard. Compares own solution with that on the blackboard concerningly not confident in the own solution of this more). Compares own solution with that on the blackboard concerningly not confident in the own solution of this more). Restarts a block at own shanded. Teaches the solution. Teaches the solution. Leoche at K's solution. Leoche at K's solution. Phek's up two prices and, after looking at the great and place to the particular on the teacher's dead and places one of the particular on the teacher's dead. Leoche at the secret where teacher H extends his hand.	Let's take scioners. 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Jusper into three equal parts in this way, [Folds the origami paper and three equal portions.]	11:30 11:30 11:30 11:35 11:35 11:35 12:26 12:20 13:30 13:30 13:30 13:30 13:30 13:30 13:30 13:40 13:40 14	157 158 159 160 151 158 159 160 161 162 163 164 165 167 168 167 177 178 179	(Asks K1 What happeed* [while positing out her hand] [Puts N1 solution on the blackboard.] [Asks K1 what happeed. [Asks K1		with a finger. You made to quickly [to N) Compares own solution with that on the blackboard. Compares own solution with that on the blackboard. Compares own solution with that on the blackboard concerningly not confident in the own solution of this more). Compares own solution with that on the blackboard concerningly not confident in the own solution of this more). Restarts a block at own shanded. Teaches the solution. Teaches the solution. Leoche at K's solution. Leoche at K's solution. Phek's up two prices and, after looking at the great and place to the particular on the teacher's dead and places one of the particular on the teacher's dead. Leoche at the secret where teacher H extends his hand.	Let's take scioners. [Slands up, goes to take scioners.] Gard esturns.] Shopping and G looks at it.] Shopping and garden an	Overturns the original paper and swides in two foot capital parts. Thinks deeply Thinks	Electrical (O's substitute) [Looks at O's substitute] [Looks at O's substitute] [Looks at O's substitute] [Looks at O's substitute] [Cooks at O's substitute or the cycs, while training bins right hand dighthy and economically wanting to intervene O.] [Looks at O's substitute] [Looks at O's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute] [Appears to point the appear left 1/4 portion of V's substitute]	herecores.] With no secures at hand, using how returns on the teacher's deck.] Out 2.7 and offput 1.5 on the leacher's cost 2.7 and offput 1.5 on the leachers deck.] Folds the 2.78 part into four equal parts! (opens it, glances at the blackboard.) [opens it, glances at the shackboard.] [opens it, glances at the shackboard.] [opens it, glances at the shackboard.] [opens it, glances at the shackboard.]	felds 2:1 spains) Cuts 13 and places if on the thighs shille floring 2:5 as it is.] Blather 2:2 size to 13, j. Blather 2:2 size to 14, j. Looks at the blatherout sizesdily j. Blather 2:2 size to 14, j. Blather 2:2 size to 14, j. Blather 2:2 size to 14, j. Blather 3:2 size t	
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Time	Line	Teacher Yes	Blackboard	Child G	Child K	Child F	Child N	Child O	Child Y	Anonymous
-		These are the same up to this point [while pointing out the first step of N and G's first				 				
	207 208	solutions].							[Continues to fold after glancing at Ts explanation.]	
	208 209 210	Yes.							let's cut this 1/3 part like this. [Cuts it by seissors.] This paper is now divided into four nortions.	
	211 212								and this shape was obtained by cutting necessary ones from them.	
15:57	212	Indeed. This is the final shape isn't it?								
	214	indicesu. This is the final shape, isn't if? 23 has been obtained by dividing it into three equal portions. So far, the process is the same as G's and N's first solution [using the history of the first								
	215	py dividing it into three equal portions. So far, the process is the same as G's and N's first solution [using the history of the firs	Encloses 2/3 below pink origami paper							
	216	So far, me process is the same as G's and N's first solution justing the history of the firs solution]. Then, from this point, by the way, what is your name?	in a circle.							
	218	by the way, what is your name?								
			Posts 1/4 of 2/3 in the lower right						Y	
	220	then this is Y's original idea.	position and draws a branching arrow.							
	222	Cut 2/3 of the origami paper folded into three equal portions,								
	224	and then cut the 1/3 part in half. And this is what you get [By lifting the 1/4 (of 2/3) piece that was cut] by cutting into four equal parts and								
-	225	By lifting the 1/4 (of 2/3) piece that was cut] by cutting into four equal parts and by opening it.								
	227	to y nating the 10 (10 23) pince that was cut juy coming into rotal equal parts and by opening it. This (answer) is splendidly made, and the remaining parts are attached like this.	Posts Y's answer,							
	229	like this.	Posts Y's remaining part, Connects them by drawing an arrow.							
	230	Can you understand it? [to the children] Is this one OK?			[Nods several times.]		[Nods.]			
	232	Is this one OK?								
	234	There are many other solutions. How do you make this one? [to O] Is this included in these solutions?								
1		Is this included in these solutions?					[Looks at O's face.]	[Nods after pausing for four		
17:27	236							seconds.]		
17:34	237							I made the same solution as that.		
-		Oh, this is the same as these solution.	Posts O's answer and remaining parts to			 				
	239	Let's post this one also. Many children solve in this way.	the right of N's and G's solutions.		ļ	ļ				
17:52	241	This is N's second solution [while pointing out a solution on the blackboard].								
17:57	242	now are you obtain this solution? [to N]					First,			
-	244	Yes,					Well, like in the			
10:14	246	Left por this one also. Left por this one also. Many children solve in this way. Left por this children solve in this way. Left por this children solve in this way. Left por this children on the Nackboard Left por this children Left por this children Left por this children on the Nackboard Left por this child					first time, fold this into three equal portions [while folding it].			
18:14	248						opening it and cutting 1/3			
18:37	249 250						fold it in half like this, (by folding 2/3 in half)			
	249 250 251 252 253						fold it again in this way [while folding in half again]			
	253						it is divided into four equal parts [while opening it] cut out two portions [while cutting], and the center line is useless, but			
19:01 19:19	254 255						and the center line is useless, but 3/4 is obtained by these three lines, and thus			
	256						3/4 is obtained by these three lines, and thus the solution was obtained [while pointing to his own solution on the blackboard].			
-	230		Encloses the pink answer within a				on the blackboard).			
	257 258	Well, yes, [by extending his hand to the blackboard], this portion is	square.							
	259	Well yes, [by extending his hand to the blackboard], this portion is 25 in the same manner as before. Abboards you looked this portion into four equal portions while folding 25] from this side has time, soc out it vertually this time. 10 triple, and 10 triple.								
	261	Attnough you folded this portion into four equal portions [while folding 2/3] from this side last time,								
	262	you cut it vertically this time. It is right, isn't it?					[Nods.]			
	264	Then, this seprates	Draws an additional branched line from the pink answer							
	265	from the 2/3 portion.	to below Y's answer, Posts the four equal parts of 2/3 in							
	266	2/3 is divided into three (correctly four) equal portions,	Posts the four equal parts of 2/3 in yellow divided by transverse folds.							
	267	and when it is opened completely, 3/4 of 2/3 is this portion,	Posts the part of the answer							
	269	this is the portion taken out,								
20:30	270	this is the portion cut off,	While posting 1/4 and the first cut-out 1/3, points them out.							
	271	and this is the solution. Then, yes, hh								
	273					Well, not yet [being about to give				
	274	OK. [Returns the origami paper to F.]				up redoing].				
						It is this position. [Cuts 1/3 of 1/3 of the former origami paper and				
	275	Re-do it. Yes, do you have something to say? [to girls G and K]				submits it.]				
-	277	res, do you have something to say: [to girts of and K]				Picks up new piece of origami				
	277	OK.				paper.] First, dividing it to three equal parts [while folding it into three				
	278					parts [while folding it into three equal parts]				
	279 280	Yes.				then, folding it in this way,				
	280	Yes.								
	282					[while opening the 2/3 portion only]				
	283	Yes.				with, then Well yes? [Fully opens it and the				
			İ			Well, yes? [Fully opens it and then flaps it (to F, which is 2/3 seems				
			1			dividing the paper into four equal				
	284 285	Yes? hh	ļ			parts)]				[Laugh]
	285 286 287 288					Then,				
	287					by folding in this way, folding into three equal parts,				
						cut out this part [while cutting 2/3 with scissors.]				
	289 290					Then,				
22:09	291 292					[by cutting the 1/3 portion into half] Then, it is completed.				
	292			[Thrusts her body forward.]		i nen, it is completed.				
	294	Yes, hh from girls Speak up.								
	296			You divided it into three equal portions,						
	297 298			with this and this. Why here <inaudible></inaudible>		<u> </u>				
22:20	299				This is the portion to take. [while repeatedly pointing out 2/3].					
	300			L-2-14-20-122		[Inclines his head.]				
	301 302			Let's take 3/4 of 2/3.		(Surrounded by G. K. and N.)	3/4 of this [while touching the origami paper]			
22:40						[Begins to divide 2/3 into four equal parts.]				
	304				Their and and are a second	[Folds, opens, and holds scissors.]				
	305	There is no secret.			[Points out the portion, 3/4 of 2/3, to take. Whispers something.]					
						[Cuts the fold for 3/4 of 2/3 with scissors.]				[Laugh]
	307	You may speak up. hh [feacher H: You may speak loudly.]								
	308	Is your solution changed in some points after your friend helped you?				[Hurriedly folds the first solution.]				
23:40	309 310	This portion was further divided, wasn't it?	[Photo 1]	Points out.	[Points out]					
	311		Posts solutions and the remaining parts of two sessions of F's trial.			l				
	212	You made this break by yourself	on and sessions of F'S ITIAL.							
-	313 314	and other breaks in cooperation with your friend. And then, [to K]								
24/20	315	because I suppose you are eager to speak, [by taking up K's solution] please look at this. [to all children]								
24:20	317	please look at this. [to all children]								
	318	There are three breaks,	·	1	·		1		1	

Time	Line	Teacher	Blackboard	Child G	Child K	Child F	Child N	Child O Child Y	Anonymous
	320 ii	Teacher so I am sorry, folds, f we verify it again like Colombo, Places K's solution and other pieces on the desk and look at them again.							
	322 323	Places K's solution and other pieces on the desk] and look at them again, while tracing the lines on the origami paper with finger.] And those are united like this	7						
-	324 325	and divided into three and then four equal parts. There should be four folds. Why are there only three folds?	The way to fold the paper to take 3/4 of 2/3 is explained with chalk.						
	326 N	Why are there only three folds? Can you explain the reason? [to K]			First, I intended to prepare 3/4,				
		Can you explain the reason? [to K]							
	330 331	v'es.			so I folded the origami paper into four [dividing into four equal portions],				
	332 333	V/rs			and then I prepared 3/4 [by opening it and cutting 1/4 of it].				
	334	C.C.			Then I took 2/3 of it [divided 3/4 into three equal portions again].				
	335 336 337 338	Yes.			These are three equal parts				
	338	2h, our friends nodded.			and when this portion is cut,		[Nods slightly, spontaneously.]		
	341				2/3 can be obtained.				
	342	fou cut the paper into four equal portions first, didn't you? [Draws the new origami saper K cut.] All others cut the paper into three equal portions first, we the time, you first cut it into four equal portions.							
		na unic, jou ma cue i may sou equa porteen.	Writes "Fold into four equal parts" on the right end, and posts 1/4 of the						
		will write from the right this time. These are the results of division into four equal parts.	origami paper. Writes "3/4" and posts it on the						
	347 348	Then 4/3 was produced. This was folded again nto three equal parts.	blackboard.						
1 1	250	transport of the state of the s	Writes "to divide into three equal parts"						
	351 352	k4 was further divided into three equal parts. Then, There is no 2/3.	and posts it on the blackboard.						
	353	et me take it	Removes 3/4 and substitutes it by writing with chalk.						
	355	Then, what was produced?			Two-thirds.				
	357 358	Nest. Well, is this 3/47.	Writes "3/4 of 2/3"						
	359 360	23 of 44 was produced.	then erases it and writes "2/3 of 3/4."		Oh, 2/3 of 3/4				
28:20	361 362 363	1/4 was produced. This is the answer. These are the remaining parts.	Posts the solution. Posts the remaining part.						
	364	Confirms the solution name.]	Op.			F			
1 1	366	How did you make this?		Well, I looked at the first solution,	K				
		ves.		then, I thought that task was to make 4/3 of 3/2,					
	370 371 372 373	ves.		and there was the remaining part.					
-	374	75		Well					
	376 377	l'es, you may come.		yes, well [goes to the blackboard] if we viewed like this, I mean,					
	379	Yes.							
	380 381	es.		this (1/4 of 2/3) and this (1/3), if I combine these, there are three (equal portions) [pointing out the					
	382 383	Yes.		remaining part]. And, because I have also three (portions) here [points					
	384 385	es.		out the answer],					
	386	ves.		if I fold the origami paper into halves					
	388 389 390	Yes.		and draw a line here, to divide it into six equal parts,					
=	391 392	r'es.		I thought that I could produce 3/4 of 2/3,					
20.20	393			I mean, if I produce half of six equal parts, or 3/6 (I can produce 3/4 of 2/3).					
	395 396	i'es. There are many creases, but you prepared ix pieces, didn't you? After looking at her solution [looks at the blackboard while holding her solution in his							
	397	ix pieces, didn't you? After looking at her solution [looks at the blackboard while holding her solution in his		[Nods.]					
	399	and]. Your solutions have one, [counting] two breaks [pointing out G and N's first solution]							
	400	his also has two breaks [O's solution]. C's solution also has two breaks [K's solution] his type of solution also has one, [counting] two breaks [N's second solution];							
	403	nowever, her solution has only one break,	Compares N's and G's solutions.						
	405	This is G's second solution. [writing her name he has fogot to do]	Writes G's name.	hhh					
	408 409	Well, many solutions have gathered, so where should I begin? No you think that							
	410 411	Do you think that Vs and G's solution, Ss solution,							
	412 413 414	Vs solution, and Cs solution are ill the same?							
		This is the next question. The all of these the same? What do you him?	Writes, "Are all the same?" in the upper center.						
30:53	711	Are all of these the same? What do you think?							[Most children incline their
31:01	418 419	Many incline your heads like this. hhh							[Most entiteren incline their heads.]
31:13	420 I	Many incline your heads like this. hhh t is difficult to solve this kind of problem with your head alone.							
	423 I	et's use an object. What do you want?			 				
31:32	425 426	.ef's use an object. What do you want? The solution name is given there. What do you want? [I cams over G on a seat near him] K. Say anything you like.		[Leans over the desk.]		[Shakes his head.] Uhh, well.		[Looks at the blackboard with mouth open.]	[Pause]
32:09	428 K	OK. Say anything you like. Yes. What do you want to say? [Turns to N.1]				Jonn, Well.			[rause]
	430 431	Circles his hand holding the chalk.] now ask the question, are these all the same?					Well. [straightens body a little]		
32:28	432 1 433 a	K. Sy awriting you like: (K. What do you wan you so y'! Darso is N.! (S. What do you wan you so y'! Darso is N.! (S. What do you wan you wa		Well. [rubs his eyes]					
32:49	435 II 436 I	Do you have any question, such as hey are the same when said like this or they differ when said like that?							
33:00	437	Do you want to compare them?		[Whispers something to K.]	[Whispers something to G.]				
33:05	440	when no you utilik? Which should we begin with? Vs and G's solution [removes the solutions from the blackboard and nuts them on the				[Inclines head as if embarrassed.]			
33:09	441	what or you'd intur." What do you'd intur. We and I's solution [removes the solutions from the blackboard and puts them on the solution are the ones completed first. This is a complete one.							
	443	This is a complete one.	1	I	<u> </u>	<u> </u>	L		

Time	Line 444	Teacher This is one example. This is another one [places another solution on the desk]. How do you compare?	Blackboard	Child G	Child K	Child F	Child N	Child O	Child Y	Anonymous
33:41	445 446	This is another one [places another solution on the desk]. How do you compare?								
	447								[Approaches the teacher's desk.]	[All children thrust their bodies forward.]
33:46	448 449	The same.		The same.	The same.		The same.			
	450 451	The same. Here, everyone agreed. This one and this one are the same.								
	452	èn.	While returns N1 and G1 to the blackboard, writes "=" between them.							
34:04	453	one do you compare these [N1 and G2]? This one and this one.								
						Ok				[Pause]
34:40	457	y					Although the production methods differ [starts quietly],			raisej
34:40	458 459	res.		The shape is the same.	The shape is the same.		the shape is the same.			
-	460		Writes "Exactly the same" above the							
	461 462	These are exactly the same. So, where should I put these? [Searches for a space on the blackboard.]	former "=."							
-			Moves the two solutions [N1 and G1] to							
-		et's put them there.	the lower right. Posts them on the right and left and							
-	465 466	These are exactly the same. Where should I put these?	writes "Exactly the same."							
			Posts G2 on the top, link it with the bottom and writes, "The methods differ,							
35:36	467	The production methods differ, but the shapes are the same.	but the shapes are the same."							
35:58	469	Yes. Thank you. What do you think of N's two solutions? [Places N's two solutions on the teacher's lesk.]								
36:14									[Moves toward the teacher's desk by further raising his hip.]	Whispers The shapes differ.
36:14	472								Differ [with clear voice]	winspers] The shapes unter.
	473 474			The areas are the same,					Though areas are equal [with low voice]	
	475 476	ICh.		had-d	Th. day 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		To be a decided at 1 and			The shape and production
36:20	4/6	The areas are the same		but the shapes and production methods differ.	The shape and production method differ.		The shape and production method differ.			method differ.
		Secause the areas are the same, his is the last comparison [N's first solution and K's one].	Connects diagonally and writes, "Areas are the same."							
36:52	479 480	his is the last comparison [N's first solution and K's one]. What do you think of these?							[Leans over the desk.]	
27.04	491			Although shapes are the same,	Although shapes are the same,		Although the shapes are the same,	Although the shapes are the same,	Although the shapes are the same,	
-	482 483)k, let's compare this group. 20 you think this one and this one are the same or do they differ? This is like this	Puts K's solution on the blackboard.	the production methods differ.	the production methods differ.			the production methods differ.	[Quickly goes back to his seat.]	
	484	Do you think this one and this one are the same or do they differ? This is like this								
2224	486	has is like this ind this is like this. [talking about the results of comparisons] sorry to skip you, how do you compare [N's first one with Y]								
37.24	407	sorry to surp you, now do you compare [18 s riss one with 1]						Although the areas are the same,		
37:27	488			Although the areas are the same, the shapes and production methods differ.	Although the areas are the same, the shapes and production methods differ.		Although the areas are the same, the shapes and the production methods differ.	the shapes and production methods differ.	Although the areas are the same, the shapes and production methods differ.	
	489 490	et's put it here. This means that there are three types of relations: exactly the same,	Puts Y's answer on the blackboard.							
	491 492	exactly the same, not exactly the same but the same in shape, and the same in area.	Draws relations on the blackboard.							
	493 494	and the same in area.								
38:13	495	What among these is constant?	[Photo 2]							[Whisners] Area
38:14	497	Tran								Whispers] Area All together Area
20.10	499	tion the areas are the same. How large is the area?								
38:18	501	fow large is the area?								[Whispers] of 2 (halves), 2
38:24	502	T. H							1/2 [in low voice]	
	503	Following Y 1/2 of the whole							[Slowly] of the whole.	
38:34	504 505	Pollowing Y [1/2 of the whose Why? [to Y]		Ah.	Ah [moves right hand].		Ah. [Nods.]			
38:34 38:38	504 505 506	Following YI 1/2 of the whole Why? [to Y]		Ah.	Ah [moves right hand].		Ah. [Nods.]			
30.30	504 505 506 507	Why? [to Y] Come!		Ah.	Ah [moves right band].		Ah. [Nods.]		Well. Well. [Stands up and goes to the blackboard, looks around solutions, and]	
30.30	504 505 506 507 508 509	Why? [to Y] Come! So you want this? [Points to blue, N2]		Ah.	Ah (moves right hand).		Ah. [Neds.]		Well. Well. [Stands up and goes to the blackboard, looks around solutions, and] [points out G2] [Looks back on the teacher's desk!	
38:59	504 505 506 507 508 509 510	Comments, IT Les use wasses Fig. Which do you want? So you want third Poleons to blue, N2] It this? This is the remaining gast.		Ah.	Ah (moves right hand).		Ah [Nods.]		Well [Stands up and goes to the blackboard, looks around solutions, and] points out (£2) Looks back on the teacher's desk! Well [Times around to T soorshers with other children while holding	
38:59	504 505 506 507 508 509 510	Comments, IT Les use wasses Fig. Which do you want? So you want third Poleons to blue, N2] It this? This is the remaining gast.		Ab.	Ah (moves right hand).		Ah [Nods]		Well Well Stands up and goes to the blackboard, looks around volutions, and 1 points out (22) Looks back on the teacher's depk] Well [Turns around to Tupgeler with other children while holding Well [Turns around to Tupgeler with other children while holding Half (dee amove) and the rest party retents is	
38:59	504 505 506 507 508 509 510 511 512 513	Constraint, IT is the season of the Constraint of the Cons		Ab.	Ah [noves right hand]		Al. [Nods]		Well Well Stands up and goes to the blackboard, looks around volutions, and 1 points out (22) Looks back on the teacher's depk] Well [Turns around to Tupgeler with other children while holding Well [Turns around to Tupgeler with other children while holding Half (dee amove) and the rest party retents is	
38:59	504 505 506 507 508 509 510 511 512 513	Constraint, IT is the season of the Constraint of the Cons		Ab.	Ah [moves right hand]		Ah [Nods]		Nell Well Stands up and goes to the blackboard, looks around solutions, and 1 points out G2] Looks back on the toucher's deck) Looks back on the toucher's deck) Or, amover and read part [Blass (the answer) and this (rest part) return to Plancel or original form when they are part together in this way, so I think it in anotherly to the part of the part	
38:59	504 505 506 507 508 509 510 511 512 513	Constraint, IT is the season of the Constraint of the Cons		AX.	Ah [mwee right hand]		Ah [Sods]		Well Well Stands up and goes for the blackboard, looks around solutions, and 1. points not of the blackboard, looks around solutions, and 1. Looks back on the unsuber's deel Con answer and rea part District the answer and rea part operator in this way, not thank to produce the part operator the theory are part operator in this way, not thank to repossibly the 12. Getturn to his own east mystified in the middle of PS explanation)	
38.59	504 505 506 507 508 509 510 511 512 513 514 515 516 517 518	Conservation (T. Les vice waters) Conservation (Conservation of Conservation		Ab.			Ah [Nods]		Nell Well Stands up and goes to the blackboard, looks around solutions, and 1 points out G2] Looks back on the toucher's deck) Looks back on the toucher's deck) Or, amover and read part [Blass (the answer) and this (rest part) return to Plancel or original form when they are part together in this way, so I think it in anotherly to the part of the part	
38.59	504 505 506 507 508 509 510 511 512 513 514 515 516 517 518	Conservation (T. Les vice waters) Conservation (Conservation of Conservation		Ab. That OK [in load voice]	Ah [moves right hand] Ah [moves right hand] [Move the control of		Ah [Nods.]		Well Well Stunds up and goes to the blackboard, looks around solutions, and 1 South on GD Looks back on the teacher's desk Well [Firm around to T together with other children while holding CD, amover and real part of parties around the solution of the company and this (real partie return to congain form when they are put together in this way, so I think it is grobably be 1/2. Returns to Bio own seat impathed in the middle of T's explanation ANY GO?	[Laughter]
38-59	504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523	Comment (Tipe of the water) Comment (St. Which do you ward? You want third [Poises to blue, N2] You want third [Poises to blue, N2] You have first [This is the remaining part. Fee. View. View		AA. That OK [in load voice] Yes			Ah [Nods]		Well Well Stands up and goes for the blackboard, looks around solutions, and 1. points one GC3 Looks that the the toucher's dead. Coals back on the toucher's dead. Coals toucher and reap part. Coals toucher and reap part. Coals toucher and toucher and the toucher and t	Llaugheer)
38-59	504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523	Comment (Tipe of the water) Comment (St. Which do you ward? You want third [Poises to blue, N2] You want third [Poises to blue, N2] You have first [This is the remaining part. Fee. View. View		AN That OK, in lead voice] Ver.			At. [Nods]		Well Well Stands up and goes for the blackboard, looks around solutions, and 1. points one GC3 Looks that the the toucher's dead. Coals back on the toucher's dead. Coals toucher and reap part. Coals toucher and reap part. Coals toucher and toucher and the toucher and t	[Laugher]
38-59	504 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525	Comment (T) to the water Comment (See White do you want? So you want thir? [Folians in blaz, N2] Ye then? This is the remaining part Fee. See See See See See See See See See Se		Ah. That OK [in load voice] Yes.			Ah [Nods.]		Well Well Stands up and goes for the blackboard, looks around solutions, and 1. points one GC3 Looks that the the toucher's dead. Coals back on the toucher's dead. Coals toucher and reap part. Coals toucher and reap part. Coals toucher and toucher and the toucher and t	[Laupfeer]
38.59	504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528	Control (17 to the work water (17 to the control water) Control (18 to the control wa		Ah. That OK in head voice! Ves.			Ah [Nods]		Well Well Stands up and goes for the blackboard, looks around solutions, and 1. points one GC3 Looks that the the toucher's dead. Coals back on the toucher's dead. Coals toucher and reap part. Coals toucher and reap part. Coals toucher and toucher and the toucher and t	(Laughter)
38.59	504 505 506 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 527 528 529 529 529 529 529 520 520 520 520 520 520 520 520	Constraint, If I was to wanter Cree. Which do you want? Cree. Which was the first product to blue, P(2)] Cree.	AN That OK, in load voice] Vec.			Ah [Nods]		Well. Well Studies up and goes to the blackboard, looks around solutions, and I goint out CE] Looks hack on the teacher's deck] Well, Furn around to T sugether with other children while holding This the amount and the test party return to Pause. Pause! Pause! Funce! Stream of the transport of the transport of the analysis of think it is cannot and the test party return to Pause! Funce! Streams has been own soart mynified in the middle of PS explanation.] Alst On. Streams has been own soart mynified in the middle of PS explanation.] Langhing while inclining head!	[Laughter]	
38.59 38.59 39.37 40:10	504 505 507 508 508 509 510 511 512 513 514 515 513 514 515 517 518 519 520 521 522 523 524 525 528 529 529 520 521 521 521 521 522 523 524 525 526 527 527 527 527 527 527 527 527 527 527	Constraint, PLY to the water (Fee, Which do you must? (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together, (Fee, Which the part and this part are put together, (Fee, Which the part and this part are put together, the original form is obtained. (Fee, Which the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (Fee) (Fee, Which the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together.)		Ab. That OK (in load voice) Vec.			Ah [Nods.]		Well Well Stands up and goes for the blackboard, looks around solutions, and 1. points one GC3 Looks that the the toucher's dead. Coals back on the toucher's dead. Coals toucher and reap part. Coals toucher and reap part. Coals toucher and toucher and the toucher and t	[Laupher]
38:59 38:59 39:37 40:10	504 505 507 508 508 509 510 511 512 513 514 515 513 514 515 517 518 519 520 521 522 523 524 525 528 529 529 520 521 521 521 521 522 523 524 525 526 527 527 527 527 527 527 527 527 527 527	Constraint, PLY to the water (Fee, Which do you must? (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together, (Fee, Which the part and this part are put together, (Fee, Which the part and this part are put together, the original form is obtained. (Fee, Which the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (Fee) (Fee, Which the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together.)		Ab. That OK [in head veice] Yes.			Ah [Nods]		Well. Well Studies up and goes to the blackboard, looks around solutions, and I goint out CE] Looks hack on the teacher's deck] Well, Furn around to T sugether with other children while holding This the amount and the test party return to Pause. Pause! Pause! Funce! Stream of the transport of the transport of the analysis of think it is cannot and the test party return to Pause! Funce! Streams has been own soart mynified in the middle of PS explanation.] Alst On. Streams has been own soart mynified in the middle of PS explanation.] Langhing while inclining head!	(Laugher)
38.59 38.59 39.37 40.10	504 505 506 507 508 509 510 511 512 513 514 515 517 518 519 520 521 522 523 524 525 526 527 528 529 520 521 522 523 524 525 526 527 528 529 520 520 520 520 520 520 520 520	Constraint, IT is a law insure Created Test. Which do you want? Created Test. Which do you want? Created Test. Which do you want? Created Test. Which is the consuming gast. Created Test. This is the consuming gast. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Out I first. I gast out (the YS) comment. Created Test. This is wronged. Created Test. Thi		Ah. That OK [in load voice] Vec.			Ah [Nods]		Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form around to T sugether with other children while holding This tide asserts) and the treat part return to Passel Passel General Stands on the stands of the stands of the stands of TS explanation; Returns to his cours cost mystified in the middle of TS explanation; Alf CG2 Returns to his cours cost mystified in the middle of TS explanation; Laughting while explanation had been been standing to the stands of TS explanation; Laughting while explanation head! Looking treadily at the blackboard. Returns had like a pide after a power. Returns had like a pide after a power.	[Laughter]
38-59 38-59 39-37 40-10	505 506 507 508 509 510 511 511 512 513 515 516 517 518 519 520 521 522 523 524 525 524 525 527 529 531 532 533 533 533 533 533 533 533 533 533	Constraint, PLY to the water (Fee, Which do you must? (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together. (Fee, Which the part and this part are put together, (Fee, Which the part and this part are put together, (Fee, Which the part and this part are put together, the original form is obtained. (Fee, Which the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (Fee) (Fee, Which the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together, the original form is obtained (reproduces the part and this part are put together.)		Ab. That OK (in load voice) Vec.			Ah [Nods.]		Well Well Studies up and goes to the blackboard, looks around solutions, and I goint out CE] Looks hack on the teacher's deal; Well [Furn around to 1' sugester with other children while holding This fee amover had he (resp part) ristors to Paneel This fee amover had he (resp part) ristors to Paneel To original form when they are put together in this way, so I think it is possibility by to 2. References has how one sear maynifeed in the middle of T's explanation.] And One To the control of the control of the state of the search of the state of the search of the state of the search of	[Laughter]
38:59 38:59 39:37 40:10	504 505 506 507 508 509 510 511 511 512 513 514 515 517 518 519 520 521 522 523 523 524 525 532 533 533 533 534 535 537 537	Constraint, IT is a too water (ins. Which do you want? (ins. Which this part are part together, (ins. Which this part and thin part are part together, (ins. Which this part and thin part are part together, (ins. Which this part are part together, the eviginal form is obtained freproduces to the part and something about this Y you common). (ins. Which this part are part together, the eviginal form is obtained freproduces the part and something about this Y you common). (ins. Which this part are part together, the eviginal form is obtained freproduces the part and something about this Y you common). (ins. Which this part are part together, the eviginal form is obtained freproduces the part and something about this Y you common). (ins. Which this part are part together, the eviginal form is obtained freproduces the part and something this you want to the part and you wan		Ab. That OK [in found voice] Yes.			Ah [Nods]		Well Well Stands up and goes to the blackboard, looks around solutions, and 1. points on GC2 Look back on the buscher's deck] Well Flores around 10 Tagestees will chee children while holding Historic dearwood and the cent partir stems to Passel. Passel Passel General Stands on the control of the contr	Laugher)
38-59 38-59 39-37 40-10 40-20 40-24	303 305 306 507 508 309 310 311 312 313 314 315 316 317 318 323 323 323 323 323 323 323 32	Comment (17 to the water water water (17 to the water water water (17 to the water water water water (17 to the water wate		Ah. That OK [in load voice] Vec.			Ah [Nods.]		Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the twather's deck] Well Furn around to T tagether will other children while holding That the amount and that the part return to Passed Freed General Stands and the cap part return to Passed Returns to his clean stands and passed on this way, so T thick it is Returns to his cown scart mynified in the middle of T's explanation.] All Co2: Returns to his cown scart mynified in the middle of T's explanation. Looking steadily at the blackboard in Looking steadily at the blackboard. Looking steadily at the blackboard. Return hand like a joke after a passe.] Goes to be blackboard again [Another one in you pointing sort the members of your pointing of the members of your pointing out the pointing out the members of your pointing out the pointing out the pointing out the pointing out the your pointing out the poi	[Laugher]
38-59 38-59 39-37 40-10 40-20 40-24	505 506 507 508 509 509 509 510 511 512 513 514 515 517 517 518 519 520 521 522 523 524 525 526 537 538 539 530 530 530 530 530 530 530 530	Constraint, I've to the water (in Which do you want? (in Which a want want want want want want want wa		Ab. That OK (in load voice) Ver.			Ah [Nods.]		Well Well Stands up and goes to the blackboard, looks around solutions, and 1 youns on GE2 Look hade on the transfer's deel. Well Furn amount for T sugether will other children while holding Black the season of the blackboard and the control of the season of the Flame! Flame! Flame! Stands the season and his cere party return to original form when they are part together in this way, no T think it is original form when they are part together in this way, no T think it is anotherly helf. The Returns to his own seat mynificed in the middle of T's explanations.] Also Control Stands the season of the season of the season of the Stands the blackboard and Looking stands is at the blackboard.] Looking stands is a plue after a passe. Goes to be blackboard again.] Another one is possible to the season of Stands the season of Stands the transition of the Houseau we have to make 23 and in 34. Stands the transit to the whole can be obtained. [The tone Well Eas.]	[Laspher]
38-59 38-59 39-37 40:10 40:24 40:24	\$305 \$06 \$07 \$07 \$08 \$08 \$08 \$09 \$10 \$11 \$12 \$13 \$13 \$14 \$15 \$15 \$13 \$15 \$15 \$15 \$15 \$15 \$15 \$15 \$15	Constraint, I've to the water (in Which do you want? (in Which a want want want want want want want wa		Ab. That OK [in load vatee] Vec.			Ah [Nods]		Well Stands up and goes to the blackboard, looks around solutions, and 1. Well Stands up and goes to the blackboard, looks around solutions, and 1. Jointo and CE2 Look back on the trackboard of the goes to the control of the cont	Q.ougher)
38-59 38-59 39-37 40:10 40:24 40:24	505 506 507 507 508 509 509 510 511 512 513 514 515 517 517 517 518 519 520 521 522 523 524 525 526 537 538 538 539 530 530 530 530 530 530 530 530	Constraint, I've to the water (in Which do you want? (in Which a want want want want want want want wa		AN. That OK [in load voice] Yes			Ah [Nods.]		Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	(Laughter)
38.59 39.37 40:10 40:20 40:23	334 335 336 595 595 596 597 597 511 512 513 514 515 516 517 518 519 520 521 521 521 521 521 521 521 521	Comment (1) to the water (res. Which do you man? (res. Which was not him. (Yeal) and (Ye		Ab. That OK in load voice: Vec.			Ah [Nods]		Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	[Lasplass]
38.59 39.37 40:10 40:20 40:23	334 335 336 595 595 596 597 597 511 512 513 514 515 516 517 518 519 520 521 521 521 521 521 521 521 521	Comment (1) to the water (res. Which do you man? (res. Which was not him. (Yeal) and (Ye		Ab. TheY OK in load varied Yes.			Ah [Nods]		Well Stands up and goes to the blackboard, looks around solutions, and 1. Well Stands up and goes to the blackboard, looks around solutions, and 1. Jointo and CE2 Look back on the trackboard of the goes to the control of the cont	Q.nugher]
38-59 38-59 39-37 40-10 40-24 40-33 time	\$304 \$505 \$505 \$506 \$506 \$508	Comment (17 to the water water water (17 to the water water water (17 to the water water water water water water (17 to the water wate		AN. That OK [in load voxed] Yes. OK.		OX.	Ah [Nods.] Ah [Nods.]	OS.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	(Laughter)
38-59 38-59 39-37 40-10 40-24 40-33 time	\$304 \$505 \$505 \$506 \$506 \$508	Comment (17 to the water water water (17 to the water water water (17 to the water water water water water water (17 to the water wate		Ab. That OK (in load voice) Vec. OK.		OS.	Ah [Nods] Ah [Nods] OK. Ah7	OC.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	[Laupher]
38-59 38-59 39-37 40-10 40-24 40-33 time	\$304 \$505 \$505 \$506 \$506 \$508	Comment (17 to the water water water (17 to the water water water (17 to the water water water water water water (17 to the water wate		Ab. Thet OK [in load voice] Yes. OK.		OK.	Ah [Nods] Ah [Nods] OK. Ah7	0K.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	D. aughter
38-59 38-59 39-37 40-10 40-24 40-33 time	\$304 \$505 \$505 \$506 \$506 \$508	Comment (17 to the water water water (17 to the water water water (17 to the water water water water water water (17 to the water wate		AN. That OK [in load voxed] Yes. OK.		08.	Ab [Nods.] Ab [Nods.] OK. Ab?	SSE.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	[Laughter]
38-59 38-59 39-37 40-10 40-24 40-33 time	\$304 \$505 \$505 \$506 \$506 \$508	Comment (17 to the water water water (17 to the water water water (17 to the water water water water water water (17 to the water wate		Ab. That OK (in load voice) Vec. OK.		OS.	Ah [Nods] Ah [Nods] OK. Ah2	05.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	[Laugher]
38-59 38-59 39-37 40-10 40-24 40-33 time	\$304 \$505 \$505 \$506 \$506 \$508	Comment (17 to the water water water (17 to the water water water (17 to the water water water water water water (17 to the water wate		Ab. The OK in load voice: Yes. OK.		OK.	Ah [Nods] Ah [Nods] OK. Ah2	OK.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	Daughter
38-59 38-59 39-37 40-10 40-24 40-33 time	\$304 \$505 \$505 \$506 \$506 \$508	Comment (17 to the water water water (17 to the water water water (17 to the water water water water water water (17 to the water wate		AN. That OK [in load voxe] Yes. OK.		OX.	Ab [Nods.] Ab [Nods.] OK. Ab7	55.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	Laughter)
38-59 38-59 39-37 40-10 40-24 40-33 time	\$304 \$505 \$505 \$506 \$506 \$508	Comment (17 to the water water water (17 to the water water water (17 to the water water water water water water (17 to the water wate		Ab. That OK [in load your] Vec. OK.		05:	Ah [Nods] Ah [Nods] OK. AhZ	OS.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	[Laspherc]
38.59 38.59 39.27 49.70 49.20 49.22 40.23 40	\$935 \$905 \$905 \$905 \$905 \$907 \$508 \$907 \$508 \$909 \$10 \$111 \$112 \$112 \$113 \$	Construction (17 to the water water (17 to the water water (17 to the wate		Ve.		OX.	Ah [Nods] Ah [Nods] OK. Ak7	OK.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	[Loughter]
38.59 38.59 39.27 49.70 49.20 49.22 40.23 40	\$935 \$905 \$905 \$905 \$905 \$907 \$508 \$907 \$508 \$909 \$10 \$111 \$112 \$112 \$113 \$	Comment (1) to the water (res. Which do you man? (res. Which was not him. (Yeal) and (Ye		AN. That OK (in load voore) Yes OK. OK.		OX.	Ah [Nods.] Ah [Nods.] OK. ANG.	08.	Well Well Stands up and goes to the blackboard, looks around solutions, and 1 points on GC2 Look back on the treather's deck] Well (Form record for T sugether with other children while holding the look back on the black of the look	L'aughter]

Time	Line	Teacher	Blackboard	Child G	Child K	Child F	Child N	Child O	Child Y	Anonymous
47:15	567	Draws a circle on the blackboard.]						l		
47:34		What is K's product?								
47:39	569	What do you think?								
48:00	570	Then, when saying again plainly,								
48:05		astly, because here is 2/3 × 3/4,								
48:07	572	OF" means multiplication,								
48:09	573	to the total is 1/2.								
48:11	574	lowever,								
48:13	575	mong your solutions,								
		some are exactly the same, some are the same in shape but differ in production method, and some are the same in area but differ in both shape and the production								
48:20	576	nethod.								
48:33	577	lere, we consider these to be different, and these are the same.				L		L		
		ind these are the same.								
48:42	579									
	580	What about this (gap)? [Looks at the blackboard and the hand.] How do you think? [to F and N]								
49:21	581	low do you think? [to F and N]					Uumm			
49:29	582	This is the last question that I want you to think about in my lesson of today.								
	583	Teacher H] Remember what you have done so far. Anything is OK Inclining toward G and K to prompt their response].								
49:57	584	Inclining toward G and K to prompt their response].				1				1
		FIME IS OVER [Leaves this last quesiton as a homework]								