

Clinical Interview — Grayson Wheatley

Transcript, Part 5: Visualizing halves

(“G” is Grayson Wheatley; “S” is the student.)

G – I have a page here and would you tell me which of these show a half? Let’s just talk about...yes...tell me which ones show half.

S – That’s a half, that’s a half, that’s a half....

G – You skipped over this one.

S – Yes.

G – It doesn’t show a half?

S – No

G – Go ahead.

S – Half, half, half

G – OK now. You skipped over this one. You said this one is not t half.

S – Right

G – OK. Why not?

S – Because those are equal and those are equal, but the area of that is not going to be the area of that.

G – I understand. OK, how about his one and why is it not half?

S – It would have been a half if that one was on a slant with it. But, it was straight so...

G – So, this side has more?

S – Yes.

G – OK, let’s look at this one now. I am real interested in why you’d want to...So that does not have a half?

S – Yeah it does. When I glanced at it I didn’t...

G – OK, so tell me how did you decide?

S – If I were to slide the...if I were to translate the blank side over it would make a triangle the same size as that.

G – Oh, so moving that over, it sort of inverted the triangle this way. What about this one?

S – That one....it almost looks like it could be.

G – Any way you could....

S – Cause that's the square and a square. It is hard to tell that is really...

G – OK

S – It doesn't look like it if it were just to be that. It looks like that the blank has more area.

G – More area than this piece?

J - Yeah, more area than just his part in there.

G – OK. Now over here you just took the square.

S – Yeah

G- So

S – Well, yeah it does. If there was a line right there. So, that is too.

G – So that is a half also. How about this one?

S – No

G – Why not?

S – Because this side has more area. Because if it were on a slant like that one...or like that , you know.

G – Um hmm. Very helpful. Yes, very nice.