

PATTY FERRANT: Do you both have the same sense? Do you both understand this the same way?

STUDENT: ...times it adds up to eighteen.

STUDENT: Yeah. That's exactly what I was thinking.

STUDENT: Same number three times [inaudible] is six.

STUDENT: Six times three?

STUDENT: Yeah.

STUDENT: That makes sense.

STUDENT: Six is consecutive whole numbers because $6 + 6 + 6$ is 18.

STUDENT: $6 + 6 + 6$ equals 18, so the whole number would be 6.

STUDENT: 18 divided by 3.

STUDENT: Okay. Yeah. So division.

STUDENT: Division, multiplication, I think.

STUDENT: Yeah.

PATTY FERRANT: Everyone gets it, right?

STUDENTS: Yeah.