TRACY SOLA: I think it's really interesting that we all got different numbers, because if we're all taking steps on the tape, how come our numbers aren't the same? Why are our numbers not the same? Why don't you turn to a partner, right now, and talk to them about that. And think about, why are the numbers different?

STUDENT: Because our feet are shorter, this will help decide that we get bigger numbers.

STUDENT: Bigger?

STUDENT: Because it will take longer for us to get to the end, that's why.

STUDENT: It's like, this, that means, um, it will get smaller. When it's like this, then it will take a lot of steps.

STUDENT: Um, some of them are like um, different numbers. And some of them are--

STUDENT: Can't tell.

STUDENT: Shh.

STUDENT: And he did?

STUDENT: Yeah.

TRACY SOLA: So I heard some really interesting things out there. Who has an idea? What did you talk about? Why are they all different numbers? Why? Monica?

STUDENT: Because um, um, our friends have big feet, and some got medium feet, and some got little feet.

TRACY SOLA: Some of our friends ... Oh, okay. Turn to your partner and say what Monica just said.

STUDENTS: Monica said, "Some have big feet, and some people are medium, and some have little feet, [inaudible]."

TRACY SOLA: Great. Thank you. So, Monica said that, "Some friends have big feet, some friends have medium feet, and some friends have small feet." And so, by looking at these numbers, can we tell who have big ... has big feet, who has medium feet, and who has small feet?

STUDENT: Yeah. I have.

TRACY SOLA: How can we tell?

STUDENTS: Well, the numbers. By the numbers.

TRACY SOLA: Tell me more about that. Can you tell me more about the numbers? Who, who do you think on this chart, right here, has bigger feet? And, who do you think has smaller feet?

STUDENTS: Hmm.

TRACY SOLA: Hmm. Look, should we think of that, for a minute?

STUDENTS: Yeah.

TRACY SOLA: Let's ... Why don't ... Why don't I give you a moment to think about that, because there are different numbers up here.

STUDENT: Six?

TRACY SOLA: I see here a seven, a seven, a six, a seven, a seven, a six, a six, a six, a seven. In fact, look, look at this one. There are lots of different numbers here, and here, too.

STUDENT: Jaycee has twelve.

TRACY SOLA: Miss Tracy has eight. Ricardo has eight here. Bryan has ten. Salvador has six. Santiago, I don't know how many ...

STUDENTS: Ten.

TRACY SOLA: Ten. Okay. Kylie has ten. Adaia has eleven. Jade has ten. Ariana has twelve. Jaira has nine. Jaycee has twelve. And Monica has ten. How can we tell who has larger feet, and who has smaller feet, by looking at those numbers? Talk to a partner about that, please.

STUDENT: If you have small feet, then you get bigger numbers because, pretend the line is your feet. And, this is my feet. And I'm gonna make big feet, one, two, three, that only took to three. And now, a small feet, a small feet, one, two, three, four, five, six, seven, only took seven steps. Because small feet was even smaller than the big feet.

STUDENT: I have to go.

STUDENT: Yeah, because it took a short ... The big feet took a shorter time to get there and the small feet took a longer time to get there. Yeah.