ROBIN EVERAGE: We're going to start rolling and we're going to go. You make mistakes, it's no big deal. We make mistakes in here all the time, don't we?

STUDENT: Yes.

ROBIN EVERAGE: This is where I need Brent. "I make them all the time!". So, all right. Does everyone have their date written on their paper?

STUDENT: Yes.

ROBIN EVERAGE: All right. Next thing we're going to do is I want you to look at the pattern piece, okay? And I just want you to think in your head everything that you know about this math problem, okay? We're not talking, you're just thinking. So I'm going to have you look at it and then I'm going to write it on the board. You may copy it down as you are thinking quietly to yourself. You can go ahead and write if you would like. Go ahead and prepare yourself. And go ahead and whisper, keyword, whisper to your island friends what you know about this problem. Go.

ROBIN EVERAGE: All right. Bring your track to me please. Let's see who's tracking. All right. What can you tell me about the six and the four? All right, sorry. You can just call out.

STUDENT: Factors.

ROBIN EVERAGE: Factors. And what else? What are we going to be finding? Sorry.

STUDENT: The products.

ROBIN EVERAGE: Okay. We are going to be finding our product. Now, we have also discussed this word.

STUDENT: Array.

ROBIN EVERAGE: Array. Discuss with your island friends. If I wanted you to create an array, what would these numbers tell us about our array? Talk to each other.

STUDENT: It could be like four columns or six columns and four rows, or six rows.

ROBIN EVERAGE: Okay. I've heard a lot of great conversations. I heard—what are two words you think I'm looking for? You can tell me. Just tell me.

STUDENT: Columns and rows.

ROBIN EVERAGE: Columns and rows. You pick how you want—well, what number you want as the column, which one you want as the row, okay? You pick, and I want you to create your array on your paper. Don't look at somebody else's. Create your own, hide it a little bit, and then we're going to share and you're going to talk about which way you created it. Got it? Go. Everyone whose answers are finished and then share, okay? If they are done, whisper, share. One at a time.

STUDENT: I put six rows and four columns and, uh, we, uh, we can actually count it or count by fours or six to find the product.

STUDENT: I did four columns and six rows and I counted by sixes to find my product. And I went 4 times 6.

STUDENT: I put as my columns, I put six columns and four rows, and I did 6 times 4.

STUDENT: I disagree with you because you put four columns and six rows. Because rows go side to side, columns go up and down. Like if you—like if you're rowing on the boat, you go like this, you go side to side. And if—it's like there's a column, like out there—there it goes up and down, it doesn't go side to side.

STUDENT: Like a pole?

STUDENT: Yeah.

STUDENT: Yes.

STUDENT: Okay.

ROBIN EVERAGE: All right, look up here on the board. I just drew one of the ways, which way did I draw do you think?

STUDENT: Four rows and six columns.

ROBIN EVERAGE: Why not six columns and four rows? Could it be?

STUDENT: Yes.

ROBIN EVERAGE: Right. So I would, I would like for you to do where I got it—I want you to go ahead and draw me a rectangle around it, okay? And go ahead and let's draw our lines down to show our columns, and our lines across to show our rows. You do it, I'm not. And then while you're doing that, I want you to think about what you're finding out. And I'm not looking for the word product. What do you think we're finding out? And I'm not looking for the word product, but don't say anything yet, but I'm going to have a chance to get through this.

STUDENT: Chloe, wha—what do you think we're finding out?

STUDENT: Area. Area.

ROBIN EVERAGE: Talk to each other, what you were finding out and what your answer was.

STUDENT: I—my total was 24 because if you count 4, 8, 12, 16, 20, 24, and you have 16 fingers up, and you just counted by fours. I mean six fingers.