

STUDENT: That looks like a times. This one's a times. It's multiplication.

STUDENT: Oh my god. Plus, okay.

STUDENT: Okay, that should be it. Now we can—wait, hold on. [inaudible] 3, 6, 9, 12, 18.

STUDENT: What's 7 times 6 again?

STUDENT: 21, 27, 30, 27. Wait no, I messed up. 3, 6, 9, 12, 18, no, 18, 21, 24, 27, 30.

STUDENT: No, it's—

STUDENT: 30, 33, 36, so it'd be—

STUDENT: You kinda messed up, right?

STUDENT: We already did that.

STUDENT: Six—6, 12, 18.

STUDENT: What could we win if we could do it?

STUDENT: Okay, so, I'll do the inside.

STUDENT: Okay. Six times six equals 36. A equals 36 square units. P equals—and then if this is—so this is six plus six plus six plus six equals—

STUDENT: Oh yeah.

STUDENT: Twelve.

STUDENT: That's 12.

STUDENT: Equals 24, 24 inches.

STUDENT: Oh so the area would be—are you sure it's 24?

STUDENT: Okay. I think we're done. No, we're not.

STUDENT: 1, 2, 3, 4, 5, 6, 7. 14, 15, 16, 17, 18.

STUDENT: Okay.

STUDENT: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

STUDENT: I'm going to do it the opposite way.

STUDENT: It's still going to be uneven.

ROBIN EVERAGE: Okay, s So keep moving around. Let's see how you can make it— to make— to where it will work. Six. So why didn't you go to five?

STUDENT: 5, 10, 15, 20, 25, 30, 35. It doesn't go to 36.

ROBIN EVERAGE: Okay. I need to see your actual math equations for each one of these. Can you write these like in one straight line? And then how else could you write a math equation using that? What other ways have you seen our math written from multiplication? How else could you write it?

STUDENT: You could do parenthesis. My God. And, and equals. And we could do, um, we could do, three. No, we could do four.

STUDENT: We can still do five because it's a—8 times 5, but then I add six. You're not—you're not actually counting by fives.

STUDENT: Exactly.

STUDENT: But you got kind of the fives. [LAUGHTER]

STUDENT: I know. So now I put the equation here. Put that equation there, put my equation here.

STUDENT: Okay.

STUDENT: So we could do 3 times 12 equals 36, and parenthesis 6 times 6 equals 36.

STUDENT: Now we can do the same thing on the top.

STUDENT: The twelve—that area.

STUDENT: Wait, let's—what would the perimeter be? The perimeter—

STUDENT: Um, one, two, three, five.

STUDENT: There.

STUDENT: Oh my gosh.

STUDENT: And the perimeter would be 1, 2, 3, 4, 5, 6, 7, 8, 9. Twenty-six is the perimeter.

ROBIN EVERAGE: Okay. We have three, we have four, we have six. What else could we try?

STUDENT: Okay, Levi. Okay, I'm going to try this. [inaudible] Excuse me. Excuse me, I'm going to move out like the—

STUDENT: Something times something, so 9 times 4 equals 36.

STUDENT: Now it's not equal.

STUDENT: Twenty-six is on the other equation.

STUDENT: I'll try this, how about 9 times 4 plus four equals 26. Um, 36.

STUDENT: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

STUDENT: That's 36. So you have 36 plus 4.

STUDENT: Four.

STUDENT: Thirty-six plus 4, yeah. Thirty-six plus 4 equals—

STUDENT: Yeah. Thirty-six plus four, that equals 40. I know because it's this. 36, 37, 38, 39, 40.

STUDENT: And it all reached different thing. Can you erase?

STUDENT: I'll erase. Can you do around the bottom?

STUDENT: I just do this so we can, like, mark— [inaudible]

ROBIN EVERAGE: I'd like you to finish up whichever one—