

MALLORY WILLIAMSON: All right, what are some things that we've noticed so far?

STUDENT: That [inaudible] are—wait, you can speak.

STUDENT: Um, we need, we need all the denominators that are fourths. We gotta—what's the word? Convert, convert them into eighths, and then we need to put one-eighths, two-eighths, three-eighths.

MALLORY WILLIAMSON: Which is what I see Roberto started.

STUDENT: Yeah.

MALLORY WILLIAMSON: So, why is it important for us to number our number line one-eighth, two-eighths, three-eighths?

STUDENT: Because then we can just put x's that we used last grade. And because how many fractions there are.

MALLORY WILLIAMSON: Okay, so to keep a list of how many fractions that we use. It's easier for us to see. Are we going to just stop at one?

STUDENT: No. We will keep going.

MALLORY WILLIAMSON: Why not?

STUDENT: Because I noticed that some of them—it goes to one one-fourth, which is equal to one pound and two-eighths, so that is greater than one—

MALLORY WILLIAMSON: Okay, excellent.

STUDENT: And therefore, need to go further than two.

MALLORY WILLIAMSON: All right, so I'm going to give you some time—more time to kind of mark your data, and then we'll come back, okay?

STUDENT: Yes ma'am.

MALLORY WILLIAMSON: All right, so how are—do you guys have a direction of where we're going from here?

STUDENT: Yeah.

MALLORY WILLIAMSON: Okay.

STUDENT: So, we converted all of them and now we're gonna see what [inaudible] and put them in order.

MALLORY WILLIAMSON: But why is it important for us to put that data in order? So—

STUDENT: Because that's how much amount that we're gonna have, is it gonna be biggest or is gonna be smallest.

MALLORY WILLIAMSON: So, it's easier to compare least to greatest? Okay.

STUDENT: Yes, it's how much we have but we can—do we have more of one or do we have more of another?

MALLORY WILLIAMSON: Okay. All right. Couple questions. I noticed that you guys created the number line from one-eighth to two. So, why did you guys decide to create your number line from one-eighth to two?

STUDENT: Because there's one—

STUDENT: Because it's mixed numbers.

MALLORY WILLIAMSON: Okay, so we have some—what does that mixed-number tell me when you're comparing it to a whole number?

STUDENT: That there's gonna get greater.

MALLORY WILLIAMSON: That it's greater, okay. And you guys have noticed you've already started plotting your data.

STUDENT: Mhmm.

MALLORY WILLIAMSON: So, can you explain to me how you decided to plot the three-fourths?

STUDENT: Convert them all into eighths.

STUDENT: We're converting them all into eighths because in the big paragraph up here it says nearest eighth.

MALLORY WILLIAMSON: Okay. And then explain to me how you converted into eighths.

STUDENT: You do two times three, is six. And two times four is eight, so we checked that off.

STUDENT: We're times-ing it by two for—

MALLORY WILLIAMSON: And why do you have three x's above that six-eighths?

STUDENT: Because there's one, two, three, three-fourths.

MALLORY WILLIAMSON: Okay, so there's three three-fourths. That's [inaudible]. Okay. Sounds great. Sounds like you guys are on the right track.

STUDENT: I got three-fourths for that one.

STUDENT: One one-fourths is five-eighths.

STUDENT: I must have put two.

MALLORY WILLIAMSON: Were there any disagreements about your line plots before we put it on a final presentation?

STUDENT: Um, yes.

MALLORY WILLIAMSON: Okay, so what was the disagreement or something that we need help through?

STUDENT: Um, Angel, said that—before he said that this equal three-eighths, and now it didn't equal three-eighths, it equals six-eighths, and I showed him why. And then he—

MALLORY WILLIAMSON: So, it's important when we—when we rename our numerator to a six. Mathematically what's actually happening is that we're renaming the whole fraction, not just the numerator. Okay? So that was really a great suggestion that you brought out.

STUDENT: I forgot to—we can multiply this by two, and I multiple this by one. I forgot.

MALLORY WILLIAMSON: So that would—in reality be three-fourths times one-half, and we don't want to do that. We want to rename it to an equivalent fraction. Okay? Great suggestion. So you guys are going to put together your final presentation? All right, you can go ahead and get started. I would suggest that you guys can do it with a marker so that it pops a little bit more.

STUDENT: I think I'm just gonna do it with a pencil so—

MALLORY WILLIAMSON: Sure, absolutely.

STUDENT: Christopher, I think like the [inaudible] will be like right here.

STUDENT: We should write a little bit bigger so—

STUDENT: Let Joyce write—and then let Joyce write normally, and you draw the numbers. You draw the line, and he draws the—it's like right there. Right here.

MALLORY WILLIAMSON: Looks like you guys have the same amount. Which is important to check because before you get started, if you do have a different amount plotted than she does, then it makes it harder to start answering the questions that go with it. Okay?