

MALLORY WILLIAMSON: All right. What I would like us to do before we get started on our final presentations, I'd like you to take your line plots and come sit on the carpet with me.

MALLORY WILLIAMSON: So, we have a lot of our data that you guys started with and we had a couple groups kind of figure out a certain — things — a little bit later than others, and that's okay. I think what's important right now is to make sure that we answer some questions before you start on your whole presentation projects because if you create the wrong line plot and start answering questions, then it changes our data completely. Okay? So, I want to give you some review of what we just did really quick before you work on your final presentation with your group and then we can start answering questions. Okay?

All right, Ciara, what is the first thing that your group decided to do?

STUDENT: Um, put down one-eighth.

MALLORY WILLIAMSON: So, the first thing you decided to do is put down one-eighth. Okay. Is there any — anything somebody else would like to add on too?

STUDENT: I see mixed fractions, so I know that there is going to be a one in the [inaudible].

MALLORY WILLIAMSON: Okay, so what was one example of a mixed fraction that you observed.

STUDENT: One-and-one-eighth.

MALLORY WILLIAMSON: Okay. So, when you're placing a one in the center of your line plot, where do you think one-and-one-eighth would go?

STUDENT: Right by the one.

MALLORY WILLIAMSON: And why would we put it that close to the one?

STUDENT: Because the one is one and it's just like counting to ten, so it's going to be, like, close to one.

MALLORY WILLIAMSON: So, one-and-one-eighth is closer to one, and one question I want to ask is, how did we decide to divide up our line plot? How did we decide all of a sudden to start dividing up into eighths? Roberto?

STUDENT: We decide to — because we can — you can turn one-eighth into fourths because they will be equivalent.

MALLORY WILLIAMSON: Now—

STUDENT: You can turn [inaudible].

MALLORY WILLIAMSON: So, we have one-fourth and then we're looking at, I heard you say one-eighth.

STUDENT: I mean two-eighths.

MALLORY WILLIAMSON: Okay, so, it helps to write it down. Why is one-fourth equivalent to two-eighths? Anna?

STUDENT: Because there are, like, four—eight divided by four is two, and you multiply the denominator by two and then the numerator by two.

MALLORY WILLIAMSON: Okay, so when dividing or reducing, they are equivalent. Okay. That's also like taking one-fourth and when we want to create eighths, instead of dividing by two, I notice that some other groups also multiplied by two. I had that conversation with Omar. So, if we were multiplying these by two, I now have two out of the eight. Okay. Yes, Angel?

STUDENT: The eight is the greatest denominator?

MALLORY WILLIAMSON: Eight is also your greatest denominator. I noticed that talking to Tanner, also in the directions says eighths. You're working with eighths on your line plot. Okay? All right. So, go ahead. I'm going to give you some time with your group. You can use a pencil first or a marker. Create your final presentation for your line plots and then you can start answering number one.