

STUDENT: So, we both have three and two and one. Then, five-eighths—How'd you get one?

STUDENT: What do you want?

STUDENT: Hey, is there two ways anywhere to one—where did you get one?

STUDENT: One, two. There's two. There's three five-eighths.

STUDENT: What do you mean? There's one.

STUDENT: There's one, two, three.

STUDENT: That's a five-eight?

STUDENT: Yeah, 'cause look. Two—'cause look. If you, you have to put that one, which is four—

STUDENT: Because there's no like—but there's no like.

STUDENT: Which is four—

STUDENT: Wait, I thought, I thought this was one, two-eighths.

STUDENT: Yeah, one. One, [inaudible].

STUDENT: So, it's not one two-eighths—

STUDENT: And there's three one, one-eighths.

STUDENT: So, it's—three five-eighths?

STUDENT: There's three, three—there's three five-eighths. There's three five-eighths. Because that one would four. Would be five-fourths and then times four by two, which is eight.

STUDENT: Did you get this?

STUDENT: [inaudible]

STUDENT: No, did get this?

STUDENT: Oh, yeah. I went all the way up to two.

STUDENT: Me too. I just cut my line short. I didn't need up to three.

STUDENT: Wait. Hmm. Wait, so, one plus would be here?

STUDENT: Yeah. Which there is a one—right there.

MALLORY WILLIAMSON: Are you ready?

STUDENT: [inaudible]

MALLORY WILLIAMSON: Okay. All right, so, when you get started on your line plot, what are some things that are important to keep in mind when you're creating it?

STUDENT: That you need to start with zero.

MALLORY WILLIAMSON: All right, we're going to start on number zero. What else?

STUDENT: Umm—make sure that you end with two.

MALLORY WILLIAMSON: Okay, so, we can go from zero to two. All right, anything else?

STUDENT: That—we need to, like, fill all the number to two because, like, not just the numbers that are, like—yeah.

MALLORY WILLIAMSON: Listed?

STUDENT: Listed. Yeah.

MALLORY WILLIAMSON: Yeah, I think it's very important to understand where these values are set, so, to list all of these fractions that you listed and so, I noticed that yours are improper fractions. They're fractions greater than one and you did mixed numbers. So, you can combine those and list both on top of each other just to show that they're equivalent and I also love how all three of you guys decided to create your number line with really accurate spacing, okay. So, when we're trying to draw it on here, compared to this chart, what's—we could probably use finger spacing to make sure that your intervals are the same, okay. But before we answer those, we want to make sure we have our final plot.

STUDENT: [inaudible] No.

STUDENT: Oh, okay.

MALLORY WILLIAMSON: Do you want a ruler?

STUDENT: Yes.

MALLORY WILLIAMSON: Okay. Go get one. (laughter) I know that you guys wanted to be as straight as possible. Did you have any questions, Jaadiay, that you're finishing up?

STUDENT: Um—

STUDENT: Do you think that'll help?

MALLORY WILLIAMSON: All right.

STUDENT: And then, we can cut this in half—

STUDENT: [inaudible]

STUDENT: I don't think that'd be half. Smaller.

MALLORY WILLIAMSON: And I, I noticed that on your guys' number lines, you guys did a great job at your spacing. So, I know that it's important when having a data like this or a line plot that these spaces are the same as these spaces because that's more accurate. You should have the same space in between. So, the way to do that is maybe we can use finger spacing or anything like that to keep the same space between each fraction, okay. So, that way we know we get a more accurate answer when we're creating our line plot. Okay? So, you guys can go ahead and get started on drawing your line plot. Okay? Do you think you're going to need a ruler or anything.

STUDENT: Uh, I'm fine.

MALLORY WILLIAMSON: You guys can go get one. And I also will tell you, I've noticed that you guys did not start at zero, and that's okay. And I think some groups started at zero, and I think it's okay not to start at zero because you explained earlier that your least amount is two-eighths, so it's okay to start your number line or your line plot at two-eighths, okay? All right, show me what you've got.

STUDENT: Um, do you want to do, like, arrows or just a line at the end?

STUDENT: I think arrows would be more accurate, to show where the plot is.

MALLORY WILLIAMSON: And we use arrows to know that the value keeps going. It doesn't necessarily stop at that amount. Okay. All right. I'm going to give you guys some time. So, go ahead and create your line plot, and then you guys can start answering these questions.

STUDENT: And we'll start here.

STUDENT: Yeah, okay. You're on your last one? Okay.

STUDENT: Did I turn my five [inaudible 00:06:17]?

STUDENT: Yeah.

STUDENT: The [inaudible].

STUDENT: Thank you.

STUDENT: You're welcome.

STUDENT: There you go, and um—oh, group six, sorry.

STUDENT: I think we're finished with our line plot. Oh wait. Maybe, to write the two—there.

STUDENT: You want to erase—

STUDENT: Yeah, try to erase the numbers—the pencil lines.

STUDENT: Just leave it.

STUDENT: There you go. There we go. We can start answering question one on the back.

STUDENT: Suppose you took all the best candy that—