MALLORY WILLIAMSON: Shark bait!

STUDENTS: Ooh ha ha!

MALLORY WILLIAMSON: Come meet me on the carpet with your paper. Call on some of you guys to share what you're doing so I'm not the one who's going to be showing you a lot of this so if you happen to get up and come to the board just be careful about who's around, fingers and toes, okay?

All right, so number one, what—try not to reread the problem to me, just kind of summarize it in your own words. What were we asked to look for in number one, Grace?

STUDENT: For number one we have, um, to see how many three-fourths we can put in one bag.

MALLORY WILLIAMSON: Okay so—and how many three-fourths were there?

STUDENT: Four.

MALLORY WILLIAMSON: Okay, so can you come up and show me one way that you guys solved that? And are you going to use model or numerical?

STUDENT: A model.

MALLORY WILLIAMSON: Okay.

STUDENT: And it would be twelve-fourths divided by twelve.

MALLORY WILLIAMSON: Okay this is one—thank you, Grace—one model I want to share and just kind of show with you guys. Before we get started is there anything that we would like to observe, agree, disagree, add on, Drake?

STUDENT: I would like to observe that she didn't use the—you had told us we could've used two different colors to mark so it's not all the same one, it's different bags and not just one big bag because I observed she could've used two different colors to mark that as not all the same bag.

MALLORY WILLIAMSON: So, it could've been easier if we did use different colors to kind of see how many different types of free force we used, okay. One thing I like to notice is that Grace's group decided to use one giant model. And so, Grace, why did you decide to shade, for instance, all of this model and all of this model because I do know that some groups decided to use a model that might look like this. And these aren't as accurate as I'd like them to be but it's okay. So why did you guys decide to use this model versus this type of model?

STUDENT: Because if you do three, that would be one times and then you would do three again.

MALLORY WILLIAMSON: So, three.

STUDENT: That would be one bag.

MALLORY WILLIAMSON: Okay.

STUDENT: And then another three would be another bag and another three would be another bag. And then another three.

MALLORY WILLIAMSON: Okay, so you decided to add as you went along to find your solution? Okay. So, you added the three-fourths as you went along. And since we only have three, we don't necessarily need this one, but that's okay. Okay, because it also shows me that it's less than four, and another thing is, is when we place our three in this division statement, make sure that we place that three in the correct place value.

So, notice it's above the one. That kind of shows that four goes into one three times. Okay? Which we've talked about before, so that's okay. Real quick fix, no biggie. Three pounds, sorry. All right, anything else someone would like to share, of either numerically or with a model, Sydney? Thanks. I'll rewrite that when you leave.

MALLORY WILLIAMSON: So, talk to us about what you did there.

STUDENT: So, what we did for our group was we did three-fourths plus three-fourths plus three-fourths plus three-fourths. We got to four three-fourths because there are three—or four in each part that we made, so we added all those together and we got twenty-fourths, which is equal to three pounds.

MALLORY WILLIAMSON: Okay, so we label that is addition. Thank you.

STUDENT: (to another student) Sorry.

STUDENT: It's okay.

MALLORY WILLIAMSON: And the connection with this is very similar to what Grace and Sydney showed us. Okay, so it is—here's the three-fourths, here's another three-fourths. These are modeling three-fourths but what Grace did was connect the two. But she actually decided to add them and it shows the total, okay? All right, what's a one last strategy that we could have used as well as adding? Isabella, you want to come show me right below? And then I'll let you guys accomplish or tackle number two.

All right, one important conversation, thank you, Isabella, is I want you to talk to someone near you on the carpet. How are these two equivalent strategies, why are these two, two strategies that we can use? So, talk to someone near you on the carpet.

STUDENT: I think instead of putting one-fourths, she flipped it and put four over one. And so, she times-ed that three-fourths times the four over one and got twelve-fourths because four times one is four. And then if you simplify it—

MALLORY WILLIAMSON: (sings McDonald's jingle) Ba da ba ba ba!

STUDENTS: I'm lovin' it.

MALLORY WILLIAMSON: All right, Isabella, can you share with me, because I know that you wrote down this fraction, how these two strategies are related, how we can use both of them to find our solution?

STUDENT: Adding three-fourths four times and multiplying three-fourths four times is the same because you're both doing it four times.

MALLORY WILLIAMSON: Okay, so you're repeatedly adding—our whole number is four, so you're repeatedly adding something four times, okay. All right, you may go work on number two.