

MALLORY WILLIAMSON: I have a question for you. If—I noticed that we just did it numerically, we also want to try to show how we find our solution with a model. So, how would you guys want to try to show with using a model how to answer number two?

STUDENT: Oh.

MALLORY WILLIAMSON: Talk to me about what you're doing since you said "oh."

STUDENT: We have to draw one whole, and then we have to draw another one, and then we draw eighths, and then we draw a color one.

MALLORY WILLIAMSON: So, you're modeling the one and one-eighths? Okay. Are you guys okay wanting to try to draw some models?

STUDENT: Yeah.

MALLORY WILLIAMSON: Okay. Is that the strategy you want to use or do you want to try a different strategy?

STUDENT: I think I want to try a different strategy.

MALLORY WILLIAMSON: So, what would be another model that you could use to show how you're finding your solutions?

STUDENT: I could show like this. It can be having one as three-eighths—three and three-eighths, plus the two.

MALLORY WILLIAMSON: But that's the same thing as this. Repeatedly adding. So, if someone were to look at this, how would they know it'd be equal to three and three-eighths if you took off that label? So, if you want to model your whole numbers that's fine, like these, these partial additions equal three and three-eighths. How could we model three and three-eighths?

STUDENT: One whole because there's one whole, and then you can start adding in the other one.

STUDENT: So, I would do one whole thing that's—

MALLORY WILLIAMSON: An eighth. Okay.

STUDENT: One-eighth. Here we go. And then—

MALLORY WILLIAMSON: So why did you draw four of them and only shade in one-eighth?

STUDENT: Oh, I meant to draw three not four.

MALLORY WILLIAMSON: (laughing) I was asking. Okay, so you drew three of them and you only shaded in one-eighth out of them, why?

STUDENT: Because there's three one-eighths, and then I'm gonna add one whole to all of them. And then—

MALLORY WILLIAMSON: So once again, when I go back, how do I know what one whole looks like using a model other than just writing "one" there?

STUDENT: I would shade this.

MALLORY WILLIAMSON: Okay, so you shaded in one whole.

STUDENT: And then, and then I would, like, add all of them, which equals three and three-eighths.

MALLORY WILLIAMSON: Okay, and I would recommend when you're doing your models make sure they're as neat and organized as possible, because you see how small this one is compared to this whole? And I know you shaded in the whole thing, but when I look at it, how many parts is that whole divided into? Talk to me about what you just did.

STUDENT: I divided them by eight.

MALLORY WILLIAMSON: So why is it important for us to have this divided into eighths and this model divided into eighths?

STUDENT: Because it shows that both of them are eighths.

MALLORY WILLIAMSON: Because your—the whole part that you're looking at is in eighths. Okay. What does this represent?

STUDENT: Two.

MALLORY WILLIAMSON: Two?

STUDENT: Two.

MALLORY WILLIAMSON: From—when I look at this it looks like one.

STUDENT: Oh.

MALLORY WILLIAMSON: So, let me talk to you about this. It's important for us not to attach them together, to have some space. So, then it looks like it's two parts to a whole, not just one giant one, okay?