

STUDENT: One-and-one-half times—What could be some additional fraction that allows you to [inaudible]?

STUDENT: Is this all the [inaudible]?

STUDENT: I guess. Of the total, which means, yeah.

STUDENT: Yeah. I think it is. What could be some additional fractions—fractional amounts that students might have?

STUDENT: They all have their things in halves.

STUDENT: I don't know. Hm.

STUDENT: So, um, so an additional fraction that they combined all their candy together? And got—

STUDENT: It says fractional amounts—

STUDENT: Additional fractions.

STUDENT: Oh, yeah.

STUDENT: So, it's their—Addition. They're adding they're fractional amounts the students may have. So, I think we're adding.

STUDENT: Adding what? All the amounts together?

STUDENT: I think so. That's what it says.

STUDENT: That's going to take up a lot of room.

STUDENT: Or we could just say, like, that, um—So, they've got sixteen-and-one-half, but so, if we make that one-half, it would be sixteen-and-four-eighths.

STUDENT: Mhmm [affirmative].

STUDENT: So, we'd have to do something to the number to make it something, and if we add it—What's sixteen times four? And then add that to—

STUDENT: Sixteen times four.

STUDENT: Yeah. And then add that to the numerator and then we—That'd be our fraction. And then if we simplify it, that'd be our answer. It's 64.

STUDENT: That's 64.

STUDENT: Yeah. So, sixty-four-eighths.

STUDENT: Sixty?

STUDENTS: Four-eighths.

STUDENT: And then if we simplify it.

STUDENT: Wait. Did we say 60?

STUDENT: Because sixteen—Sixty-four, four, because of them, all their candy together. Then if we simplified that, we'd get sixteen-and-four-eighths. Like that.

STUDENT: Hold on. I'm going to try to simply this. Simplify.

STUDENT: Same. If that doesn't work, then whoop. So, how much—Eight and [inaudible].

STUDENT: Sixty-four times—Or, eight times eight is sixty-four.

STUDENT: Yeah. So, divide by eight?

STUDENT: Yeah. That's—

STUDENT: That's eight.

STUDENT: Yeah.

STUDENT: Eight over one. That didn't work. That didn't work. All right.

STUDENT: I think we messed up.

STUDENT: That didn't work. [inaudible]. All right. Now, I thought that would work, but it did not work out, so. Um.

STUDENT: Hey, it's worth trying.

STUDENT: I have the total amount of pounds, um, of the candy. And we need to get the sixteen-and-a-half-pounds. Well, but I'm—

STUDENT: We don't have to put the sixteen-and-a-half pounds.

STUDENT: It says the total of candy when [inaudible] is sixteen-and-a-half pounds, but what could be some additional fractional amounts the students may have?

STUDENT: It says some additional.

STUDENT: One of them could be, um—

STUDENT: Fifteen-and-seven-eighths.

STUDENT: They could add another five-eighths of candy because the five and seven—the five-eighths and seven-eighths, if you add it together, equals one-and-four-eighths. Four-eighths is half of eight, so that would be one-half. And it also, do a one, so that would be sixteen-and-one-half. Or we could do two-eighths and add, put another x on the two-eighths and three-eighths,

'cause that equals five-eighths. So that'd be some. Or we could do two checks here, um, and a check here.

STUDENT: Where did you get five-eighths?

STUDENT: Well, with five-eighths, I did five-eighths because I was thinking about it.

STUDENT: But two times three and two times three is...

STUDENT: And 'cause five. 'Cause, let's see, I'm going to do seven-eighths plus five-eighths, and if you do the math, that is twelve-eighths, which if you then divide would equal one pound and four—one-and-four-eighths of a pound. So, and if we add one to fifteen, that's sixteen and get the four-eighths.

MALLORY WILLIAMSON: You're trying to figure out the table of all the data.

STUDENT: We'll add all the fractions.

MALLORY WILLIAMSON: Okay. Have we already added some of those fractions? So, how can we take what we've already done to save us some time.

STUDENT: Well, we know from question two, we already got nine-and-three-eighths, and it was asking for the one or more, so we can automatically not look at that.

MALLORY WILLIAMSON: So, let me kind of write this—Can I see this? Can I use your pencil? So, you're saying all the amounts from the one here to here is how much?

STUDENT: Nine-and-three-eighths.

MALLORY WILLIAMSON: Nine-and-three-eighths. Okay. So, this is nine-and-three-eighths, and so what do we need to figure out now?

STUDENT: What the part comes below one.

STUDENT: What those equal.

MALLORY WILLIAMSON: Okay, so what are we going to do with all these corrections?

STUDENT: Um, multiply those by three because there's [inaudible].

STUDENT: Also, look at the ones that already have one out of them. So we could just write that down.

MALLORY WILLIAMSON: So, that would be—So, once you find the total of this amount, what are you then going to do?

STUDENT: Going to add [inaudible].

STUDENT: Add that.

MALLORY WILLIAMSON: Okay. So I'll give you some time to do that. We've already found a total. What does this total represent?

STUDENT: Nine-and-three-eighths.

MALLORY WILLIAMSON: Yeah. What does nine-and-three-eighths represent? How did we find that?

STUDENT: The weight of the bags. We found it by looking at how many were in one and above.

MALLORY WILLIAMSON: Okay, so if we know this half of the number line or line plot is nine-and-three-eighths, how can we figure out the total of this part of the line plot?

STUDENT: By doing the same thing that we did.

MALLORY WILLIAMSON: Which was what?

STUDENT: Add them.

MALLORY WILLIAMSON: Okay. So, yeah, sometimes you can take work that you've already started and just continue off of that and jump off of that.

STUDENT: And then once we get this one, do we add them both together?

MALLORY WILLIAMSON: What do you think?

STUDENT: Yes.

MALLORY WILLIAMSON: Did you ask your team? Caden? Ask them?

STUDENT: Once we add all these, will we add both of these together to get...

MALLORY WILLIAMSON: Because you missed that conversation before, while you were finding your eraser.

STUDENT: Actually—

MALLORY WILLIAMSON: She said, beforehand, we've already found the total of this part of the line plot, which was nine-and-three-eighths. So, she's asking, once we find the total of this part of the line plot, do we add both totals together to find the sum.

STUDENT: Then how do you find this one? So, I guess we would just add this one, this one, this one, this one, and this one?

MALLORY WILLIAMSON: To find the total. And then she's saying, once you find that total, do we just add it to this total?

STUDENT: Yeah.

MALLORY WILLIAMSON: What will that give us?

STUDENT: The overall total.

MALLORY WILLIAMSON: Okay.

STUDENT: Once we get the overall total, would we subtract it from sixteen-and-one-half?

MALLORY WILLIAMSON: That's a conversation that you guys can have together. I'm not going to say yes or no.