

MALLORY WILLIAMSON: I know that you added up your amounts and you added it to nine and three-eighths and go fifteen and seven-eighths. So how did you go from the sixteen and one-half to five-eighths? What did we do with those amounts?

STUDENT: We subtracted them. We subtracted sixteen and one-half from fifteen and seven-eighths.

MALLORY WILLIAMSON: And what did you guys discover when you subtracted fifteen and seven-eighths from sixteen and four-eighths?

STUDENT: That—Well, we subtracted the fifteen from the sixteen.

MALLORY WILLIAMSON: Okay.

STUDENT: Yeah, what we discovered was that we had to, like, um, since four-eighths was less than seven-eighths we had to borrow from the sixteen.

MALLORY WILLIAMSON: Okay.

STUDENT: And then we had to use that whole number that we got and turn it into an improper fraction to make it a—like, so we get—

MALLORY WILLIAMSON: Able to subtract.

STUDENT: Yeah.

MALLORY WILLIAMSON: Okay, so you have five-eighths. So where could you place that five— How could we get a total amount of five-eighths on our line plot? So where could we add a plot on our line plot to get the five-eighths? (student points to paper) So, we could either put a plot there, what else could we do?

STUDENT: We could put it—

STUDENT: We could put two and three-eighths.

MALLORY WILLIAMSON: Okay, so which one do you guys want to do, two and three-eighths or just five-eighths?

STUDENT: Wait, this one or that one? Or just that one?

MALLORY WILLIAMSON: Either one. It just has to add up, an additional fractional amount just has to add up to five-eighths.

STUDENT: I'll say two and three-eighths because it's creative.

STUDENT: Or you could do four-eighths and one-eighth.

MALLORY WILLIAMSON: One-eighth, mm-hmm. So, you have three options. So, all you guys have to do is choose one.

STUDENT: This is hard.

MALLORY WILLIAMSON: But you already told us, right? (laughter)

STUDENT: But I don't know which one to do.

MALLORY WILLIAMSON: So T, what do you guys want to do?

STUDENT: Um, I guess we could do two-eighths and three-eighths.

MALLORY WILLIAMSON: Three-eighths? Okay, so let's plot two-eighths and three-eighths. Okay.

STUDENT: Okay.

MALLORY WILLIAMSON: All right the last question I want you guys to work on is, we've been practicing drawing models or pictures so how could we draw either a picture or draw a number line that reflects what you guys did with the sixteen and one-half and the fifteen and seven-eighths? Okay so, I want you guys to work on that.

STUDENT: We already did it.

MALLORY WILLIAMSON: You already did it?

STUDENT: Yeah.

MALLORY WILLIAMSON: Where?

STUDENT: Um, here.

MALLORY WILLIAMSON: Okay, so If I were to take a look at this, you did all these individual amounts, how do I know what six and six-eighths looks like?

STUDENT: We have to draw every single one?

MALLORY WILLIAMSON: If you want to do a picture. But you could also do a number line. So, with the number line how could we maybe draw a number line if you don't want to draw a picture?

STUDENT: We could—I don't know.

STUDENT: So, we could just label it from zero all the way to twelve and put five-eighths—

STUDENT: You'd have to put it all the way to—

STUDENT: Twenty-five. No we have to put it—

STUDENT : No, 17.

STUDENT : No, because we have 24. So, we have to put it all the way to like 3.

STUDENT: No, that's twenty-four-eighths.

STUDENT: I know but that's equal to 3.

STUDENT: That's 3 pounds, we have to—

STUDENT: But the last one would be a whole number. That's not a whole number.

MALLORY WILLIAMSON: Does the number line always have to start at zero?

STUDENT: No.

STUDENT: No, it could start at the lowest number.

MALLORY WILLIAMSON: Which is what?

STUDENT: Four-eighths.

STUDENT: Four-eighths. So, we could start here.

MALLORY WILLIAMSON: Okay and I—what you could do is, we could focus on just modeling this part, so we could start a number line at fifteen and seven-eighths—

STUDENT: And then go to sixteen and four-eighths?

MALLORY WILLIAMSON: And show me how you can go from fifteen and seven-eighths to sixteen and four-eighths.

STUDENT: Okay, that's easier.

MALLORY WILLIAMSON: Okay, so try that.

STUDENT: Okay, so we're gonna go from 15—