

MELISSA NIX: Students, I know that we're going to be leaving soon, and I have a brief exit ticket for you. They're tackling this middle problem. Why is High Rollers different than the other rectangles? Why is it different, yeah?

STUDENT: Because we don't have the length or the width. We only have the area.

MELISSA NIX: You don't have the length or the width. You only have the area. And we're not going to finish this problem today, and that's totally okay. We're going to tackle more of it tomorrow. Um, we will have a bit of an exit ticket to kind of see where you're at right now, what thinking you, you are. But I want to, I want to visit this thinking. High Rollers, you have the area, but you don't have the length and the width, okay. Miranda and Nicky, you came up with something though. Can one of you articulate where you're thinking?

STUDENT: We were thinking that we wanted to do half of ... Like, we wanted to find the side lengths. And so, we added what we found together. So, we added 1.5 and $5x$.

MELISSA NIX: Okay, so you got this side length. You said 1.5 and $5x$, and you calculated that as ... What is your side length?

STUDENT: 6.5.

MELISSA NIX: 6.5.

STUDENT: And we knew that when you divided 6.5 by 26, and we knew that the [inaudible] goes into 26 four times.

MELISSA NIX: Okay, okay. So you just said something that's really big. And this is what I want people to hold onto for a second. You said you took $26xy$ and 13 and did what?

STUDENT: We divided it by 6.5.

MELISSA NIX: You divided it. Why are you dividing your $26xy$ and $13x$? Why are you dividing it by $6x$?

STUDENT: So we could find the dimensions.

MELISSA NIX: So you could find the dimensions. Why division?

STUDENT: Because if you divide the side lengths, then you, um, you can get the other side length of it. Like, half of it.

MELISSA NIX: Does that make sense to anyone else? Division's the inverse of what math? Multiplication. So if I multiply to get the area, she's basically --

STUDENT: Dividing to get the dimensions.

MELISSA NIX: Dividing to get the dimensions. She took it one step further and was dividing it. I want you to sleep on that tonight, and quickly do an exit ticket. So, quickly, like literally. Um, you

may, yes, bring this paper home, except like, I know. Leave this paper here, and we'll revisit it tomorrow, sorry.

STUDENT: Should we put our name on it?

MELISSA NIX: Yes, please put your name on it, so I can give it back to you tomorrow. All right, Haley. Haley, don't stress. We'll do this as our opener tomorrow, okay?