ANTHONY ROGERS: Count these out. All together?

STUDENT: One-fourth, one-fourth, one-half.

ANTHONY ROGERS: And how much is in a fourth?

STUDENT: Eight.

ANTHONY ROGERS: Okay. So, these are the boys here? What's this -- what's this group here?

STUDENT: The boys is right here.

ANTHONY ROGERS: Okay, these are the boys.

STUDENT: And these is the short hair and this is the long hair.

STUDENT: Yep.

ANTHONY ROGERS: Okay. So, if there were 32 guests, what is the maximum … So, what's the maximum number of girls who could have short red hair? Have you discussed that yet?

STUDENT: No.

ANTHONY ROGERS: So, based on what -- I like what you have here, but based on these numbers -- these are all the boys, you said, right?

STUDENT: Yep.

ANTHONY ROGERS: So, what are these two groups here?

STUDENT: This is the short hair and this the long hair.

ANTHONY ROGERS: Right. Okay, so these are girls …

STUDENT: They are both --

ANTHONY ROGERS: … with short hair.

STUDENT: Oh.

ANTHONY ROGERS: And these are girls with what?

STUDENT: Long.

STUDENT: Oh! Oh, I get it now. I get it now.

ANTHONY ROGERS: All right, so you need to talk about a number.

STUDENT: So, we know one-half is 25.

ANTHONY ROGERS: All right, well let's read it all on. Read it aloud, please.

STUDENT: At Leslie's party, one-half of the people had long hair. One-half of the people at the party were boys. One-half -- one-fourth of the girls had short blonde hair. None of the boys had blonde hair. If there were 32 guests, then what is the maximum number of girls that have short …

ANTHONY ROGERS: Short red hair.

STUDENT: Short red hair.

ANTHONY ROGERS: Short red hair, right? And what's the total amount of guests?

STUDENT: 32.

ANTHONY ROGERS: All right, so half of that group was boys. Is that right? Half that group is boys, and what number is that?

One-fourth of them had?

STUDENTS: Long hair.

ANTHONY ROGERS: Long hair. Can you write a little label on that one-fourth so I know what that one-fourth means? Because sometimes I get confused what all these fractions mean. So, that's one-fourth of all the people at the party?

STUDENT: Yep.

STUDENT: Mm-hmm. No, no. And then this fourth, that's for the girls who had short blonde hair.

ANTHONY ROGERS: Okay. Okay. So, why did you add those two fourths together?

STUDENT: Oh, but --

ANTHONY ROGERS: What are you thinking?

STUDENT: Um, okay. So, the [inaudible], does it still count? One-half of the people at the party who were boys. No wait -- one-half of the people at the party were boys.

ANTHONY ROGERS: So, my --

STUDENT: And then [inaudible], so maybe we need to add that into the problem.

STUDENT: No, wait, no, no, no. It says none of the boys had long hair, and this says, at Leslie's party -- it doesn't say girls. It just says one-fourth of the people had long hair.

ANTHONY ROGERS: So, why don't you in numbers see if you can figure out what this one-fourth is?

STUDENT: It is long hair.

ANTHONY ROGERS: How many people had long hair?

STUDENT: One-fourth.

ANTHONY ROGERS: One-fourth of what? How many people were at the party?

STUDENTS: 32.

ANTHONY ROGERS: So, what's one-fourth of 32?

STUDENT: Oh! You just divide the 32. What would you divide by?

ANTHONY ROGERS: I'm not commenting. Figure out one-fourth. You guys know I'm not going to answer that question.

STUDENT: That's with me, so this is eight, that is eight. And one-half of 32 is 16. Which is 16 --

STUDENT: 16 right there.

STUDENT: So, I don't understand how you got 4, 4, and 8 -- 18.

STUDENT: Okay --

STUDENT: So, it's 8.

STUDENT: But there has to be 16 -- Okay, 8, 8, and 16.

STUDENT: Yeah.

STUDENT: But what is -- So, the red hair is 8? Or 16?

STUDENT: The red hair is out of the question.

STUDENT: 8. It's 8.

STUDENT: The red hair is out of the question, because it's, like -- It says short red hair. And all of --

STUDENT: Wait, it says none of the boys have long hair.

STUDENT: So, the red short hair might be referring to the boys.

STUDENT: Yeah, so, none of the boys have long hair.

STUDENT: So, it's 16?

STUDENT: Nah, that's 8.

STUDENT: Wait, is that 16 or is this with 8?

STUDENT: We'll have to --

STUDENT: 16.

STUDENT: This is the long hair. That's all girls, that's 8. So, is this 16 or 8?

STUDENT: That one is --

STUDENT: I think this is 16.

STUDENT: That one's 16. Because we already have our 8 right here.

STUDENT: The problem says, "At Leslie's party, one-fourth of the people have long hair. One-half of the people at the party were boys." And half of 32 is 16, and one-fourth of 32 is 8.

STUDENT: 8.

STUDENT: And it's 2 one-fourths, so there's 8.

STUDENT: So, there's 2 fourths--

STUDENT: 8, 8, and that's 8 --

STUDENT: And so, that all equals 32 for the whole total.

STUDENT: The people -- the total of people with long hair, that's one-fourth. That's 8, and those are all girls because none of the boys have long hair. And the one-fourth of girls -- wait -- the one-fourth of people who have short blonde hair is 16, and the people who had red hair is 8. So, all together, that equals 32.

STUDENT: We just figured out the answers to the question.

STUDENT: We're on the second, um, second page.

STUDENT: We're on the second.

STUDENT: We're going to move on to the next one.

STUDENT: We're on level C.

STUDENT: We're on level C.

STUDENT: "Mia, Jake, Carol, Barbara, Ford, and Jeff are all going to a costume party. Figure out --"

STUDENT: Because, we learned that we had to multiply, so there we got 24. But we still don't know how they got 35, so we're going to try to figure out what's 35. What is -- yeah.

STUDENT: So, we're trying to picture it out and see so we can imagine it, so it'll be more easier for us.

STUDENT: It says one-fourth of the people have long hair, but then it says none of the boys have long hair. You get it?

STUDENT: Yes, yes.

STUDENT: But it says -- It doesn't say boy or girl, it says people. They just say people, but what kind of people?

STUDENT: I don't know, different kind of people.

STUDENT: So, then it says, one-half of boys at the party were boys.

STUDENT: Okay, one-half, so --

STUDENT: But then these aren't long hair, they have short hair.

STUDENT: Okay, short hair here.

STUDENT: Oh, it's -- it's three-fourths because look, I think -- I think this is -- you're supposed to add one, one-half, and one-fourth. Because it's short. Because they both have short hair, right?

STUDENT: But then half … Oh, I think it's four girls.

STUDENT: All right, this is one second. It's one-half, one-half, add one-fourth. Uh, 25 and 50. That's, um, 75.

So, we got [cross talk] with short hair, not long hair, because it doesn't say who has long hair.

STUDENT: So, that's 3/4.

STUDENT: Yeah.

STUDENT: And add 16, then divide 16 by 2, which equals 8. Then divide 8 by 2, which is 4.

STUDENT: Here. Four girls have short red hair.

STUDENT: The boys and the girls. There.

STUDENT: "Maya, Jake, Carl, Barbara, Ford, and Jeff all -- are all going to a costume party. Figure out which person is wearing what costume and when they arrive at the --"

STUDENT: I did number four. Okay, so, this should be easy.

STUDENT: Well, I don't remember [inaudible]. "The person that arrived fourth was wearing [inaudible]." Hold on. I've got to read that again. That was confusing.

ANTHONY ROGERS: You've figured out the number of boys and the number of girls. We've figured out the number of kids with long hair. The part I'm struggling with is how many have red hair.

STUDENT: The boys have red hair. Okay.

STUDENT: But we don't even know -- short red hair. Oh, so we … Okay. One-fourth of the guests --

STUDENT: Have short blonde hair, and none of the boys have long hair --

STUDENT: So, what about the other girls?

STUDENT: So, one-fourth of --

STUDENT: So, wait, we can do one-fourth, that would be the long hair -- the long hair.

STUDENT: One-fourth of the party had short hair. And one-fourth, plus one-fourth, once again, equals two-fourths. Plus two-fourths equals four-fourths, equals one whole. I think that's the answer.

STUDENT: And then six, and then --

STUDENT: 50 divided -- you put a division sign.

STUDENT: That's six.

STUDENT: Barbara, what's that? Oh, she wearing the bathing suit then, because she was the last to arrive.

STUDENT: I appreciate you for taking the time and helping us understand questions when we don't get it and having patience and -- when you teach it.

[snapping]

ANTHONY ROGERS: Thank you. Tanya?

STUDENT: I appreciate you for taking the time out of your day to teach us, so we can go to college and get a better education.

ANTHONY ROGERS: Thank you. Sabella?

STUDENT: I appreciate you for being nice to us and -- yeah.

ANTHONY ROGERS: Thank you.

STUDENT: I appreciate you for being a nice teacher and teaching us even though we have trouble.

SPEAKER: Nice and loud, please, nice and loud.

ANTHONY ROGERS: All right, thank you. China?

STUDENT: I appreciate you, because you my math teacher, and because you have patience to teach us.

[snapping]

ANTHONY ROGERS: All right, thank you. Darnell?

STUDENT: I appreciate you for teaching -- basically teaching us life, because math is life.

[snapping]

And I appreciate you for helping me when I need help and for --

ANTHONY ROGERS: Thank you. All right, Ameena.

STUDENT: I appreciate you at -- for helping us with math every day, for coming here, using your time to help us understand these problems that we need help with so we can learn math.

ANTHONY ROGERS: All right, Rachel.

STUDENT: I appreciate you for having the time to teach us instead of going somewhere else.

ANTHONY ROGERS: All right, Ariana.

STUDENT: I appreciate you for being a good teacher, for helping us when we have problems, and for being also a funny teacher, because if you weren't funny it'd be, like, a boring class.

[snapping]

ANTHONY ROGERS: All right.

STUDENT: I appreciate you for being nice and helpful.

ANTHONY ROGERS: Dante.

STUDENT: I appreciate you -- I appreciate you for -- I appreciate you for being funny, and I appreciate you for being hard on us, so we can go to college. And I appreciate you for bringing the camera people in here, so we can be on TV.

ANTHONY ROGERS: All right.

[laughter]

STUDENT: I appreciate you for being my math and science teacher. And wasting money for -- for us.

ANTHONY ROGERS: All right, Victor?

STUDENT: I appreciate you for coming every day and teaching us, because you know different stuff every day -- well, sometimes and --

ANTHONY ROGERS: All right, thank you everyone.

STUDENTS: You're welcome.

ANTHONY ROGERS: Thank you, [inaudible].

SPEAKER: Thank you. Thank you for [inaudible]

STUDENT: Are they still camera-ing us?

STUDENT: Bye, [inaudible].

[laughter]