BROOKE MENARD: All right, hi, my name is Brooke Menard and I teach 5th grade here at Anna Yates. And my students partnered up with Ms. Miles' class, which is a kindergarten class, and we all took about a month working our Problem of the Month. And right now, we're getting ready to do a gallery walk, where all of the classes that participated posted their posters around. And so, my 5th graders are pairing up with the 1st -- or, kindergarteners, I'm sorry -- and they're going to go around and the 5th graders are going to explain what they did and their process of thinking with the posters. And then the kindergartners are going to explain what they did to my 5th graders. And my 5th graders have a list of questions that they could answer on sticky notes -- all the 5th graders have four sticky notes. So, along with their kindergartener partners, they'll go around and put like, maybe looking to see how students are thinking about the math, or what's challenging maybe about the math, or something that they really thought -- maybe they got a different answer than the poster did. So they'll write it on a sticky note. "Why did they get that?" or "How did they get that?" Different things like that. So, they're just going to be working together.

STUDENT: That one?

STUDENT: Mm-hmm.

STUDENT: You like it? How did you solve the problem?

STUDENT: I really like Problem of the Month because it teaches you new things and, um, where it says divide -- well, it doesn't really say divide -- but you have to think of the words to know the problem. Where it says "share," "share," and "share" means to divide, and "groups of" mean to times.

STUDENT: I notice about Problem of the Month is when you go to level A, it's easy, and then it gets harder and harder as you go. Because on level C I really didn't get it at first, but then when we did it in class together I kind of got it more.

STUDENT: I like Problem of the Month because it's like, it covers all the different parts of math. Like we do one packet for March covered geometry and there was multiplication and now it's problem solving with something -- it relates to what -- it gives us something that we can relate to. That's what I like about all the problems.

STUDENT: What I like about Problem of the Month is that when you start doing it and doing it you understand what the problem is asking you. And, um, on some of the times when we get to work with our partners, I actually focus more on the problem when I'm working with someone else.

STUDENT: Well, I really love -- I really love Problem of the Month but sometimes it can be difficult and sometimes it can be hard. And you might not understand it but the next second you understand what the problem is talking about. And, sometimes you need -- you need to go through it with your strategies, and sometimes levels can be hard but you just have to work through it and you might get it one day.

You feel awesome.

STUDENT: Because doing it all alone isn't helping me, so if I get help from a partner they could actually explain it more if I'm not getting it correctly.

BROOKE MENARD: Thank you for sharing that. Anybody else? These are all great comments. Yes?

STUDENT: When it gives us tricky problems and it -- in the problem sometimes you don't -- don't notice that it -- it gives -- it gives you multiplication, division, and all other methods that you can use to solve the problems. And, and one strategy I use most of the time is dividing and usually helps me when I draw pictures.

STUDENT: I can learn new things every time I get a different packet.

BROOKE MENARD: Like what?

STUDENT: Like, multiplication and how to divide and parties and things.

BROOKE MENARD: Mm-hmm, somebody else? What would you like to say?

STUDENT: Well, I like Problem of the Month because sometimes it's really difficult. It's really difficult at first but then when we do it all together, I start to get it some more.

BROOKE MENARD: You like that challenging aspect of it?

STUDENT: Mm-hmm.

STUDENT: This is fun because we get to read all of the posters. All our posters.

STUDENT: -- party eight and they all have to go to some party, so --

STUDENT: Oh, you mean the party?

STUDENT: Yes -- no, no this is somebody else's, but it's the same one.

STUDENT: How many people came?

STUDENT: Do you have a question about this one? What's your question? Eight?

STUDENT: Okay, what do you see in the circle? Huh? Words? What else do you see? I see fractions.

A fraction is when something is divided into equal or nonequal parts.

BROOKE MENARD: Okay, could you show him what a fraction is? What equal parts are? What those equal parts are? So, example, what is that part with the boys? How much is that?

STUDENT: Right here, this is a half, which equals to 50%. And then right here is one-fourth of the other, of the whole circle, is one-fourth. And here's another one-fourth and then that -- and

then you together the 2 one-fourths. Um, so, there's 4 one-fourths equals a whole, which also equals to one-half.

STUDENT: So, so --

STUDENT: So, 4 one-fourths equals a whole --

STUDENT: It's a half.

STUDENT: Plus this half, and it equals a whole circle, and then it equals a 32, and that's the answer. Get it?

STUDENT: See, five people invited four people, and each of them invited three people, and over here they invited three people, they added these people all up plus her is 35. You had any questions about this one?

STUDENT: No.

BROOKE MENARD: Can I take you guys' picture? And you stand in front of the poster?

STUDENT: Okay, come on, come on.

STUDENT: Okay, so it says --

STUDENT: No, no, no, no, no. This one.

STUDENT: Oh, wow this is the --

STUDENT: Okay. So, Cindy, she invited them. They invited three people. Four, five, six. Then she invited one, two, three, four, five, six. And you put all these and put together six add plus three plus six equals nine. Then, they showed they work to explain how they got that. They did three, three, three. Three plus three, six, equals one, two, three, four, five, six, seven, eight. It equals eight. Three plus six equals eight, so that's how they got the answer. And this one, do you get this one? Explain why.

BROOKE MENARD: Speak a little louder.

STUDENT: Cindy invited Clara, this one, this one, and --

BROOKE MENARD: All right, one, two, three, let's go.

STUDENT: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 --

STUDENT: I learned that I want to be a good 5th grader.

BROOKE MENARD: You learned you want to be a good 5th grader.

STUDENT: I know.

STUDENT: -- must have the problems because if there wasn't any equation how can you tell how they got their answers?

BROOKE MENARD: So, what equation helped you? Is there an equation in particular?

STUDENT: Um, no -- but, yeah, there is. Because her people invited they people --

STUDENT: I'm sort of like curious with theirs when they did level A because I know that they didn't get to finish it but I like because -- I like theirs because they had all these different kids in different postures and everything.

BROOKE MENARD: Different kids in different postures? And did that help you?

STUDENT: Yes.

BROOKE MENARD: How?

STUDENT: Because if I see different kids in different postures, I can see that all the people that they invited and I can count all the different people.

BROOKE MENARD: Thank you.

STUDENT: One of the -- speaking of [inaudible] and I put that because I got a different answer instead of 32, and then I put it there because I didn't know -- I didn't know how they got that answer.

BROOKE MENARD: So you asked them about the question, you put it on the sticky note. Thank you.

STUDENT: I put, um, what did Amari not get and what he did get, and if he didn't get it I explained it to him very carefully step by step to make sure he got it.

BROOKE MENARD: So you actually wrote a comment explaining the mathematics a different way --

STUDENT: Yeah.

BROOKE MENARD: -- on your sticky note?