

Intermediate Math Sale

Main

Teacher 1: Hey mathematicians.

Student: Hey what?

Teacher 1: We're going to try that one more time. Hey mathematicians.

Student: Hey what?

Teacher 1: So much better. Still waiting for 100 percent of eyes on me, though, so I know that you're hearing the instructions. Sir, with the hat. Sir, with the hat, thank you.

Okay, thank you for being flexible with the seating chart. That was not a good time for the technology to get all silly, but we got it fixed. Now that we're at our seats, look around at people next to you. This is going to be your group for today, okay? You're going to be collaborating productively with this group of people. I have projected the do now, very similar to other days, okay? You are taking out homework 9. It is homework 9, but I put the 2 numbers there of the problems to remind you which homework it is. Number 88 and number 92. You're comparing both your answers with someone at your table.

You are having a discussion if you have different answers. Okay? This is time to ask questions and get your questions answered, and then you're setting up the next blank page of your notebook to say problem 3.5, earthquake relief. This should be the title of your next blank page. When you are done with that, you're going to discuss the question that is up here. Would anyone like to read the question out loud? Student, please read the question.

Student: When is decimal or fraction notation more useful in life?

Teacher 1: To clarify ... Thank you Student. that's saying, "When is it more useful to use decimal notation, and when is it more useful to use fraction notation?" You need to go in order though, so that's your last step of your do now. Questions? We're going to jump in. Teacher 2 and I are going to check the homework.

Teacher 2: One more question, what is the first thing you'll do as soon as Miss [inaudible [00:02:00] 00:01:59] says, "Go."

Teacher 1: Oh I'm blocking you. Sorry.

Student: Open your notebook to homework 9.

Teacher 2: Awesome. Good. Opening your notebook to homework 9, go.

Teacher 1: I did not yet. Do you want me to project the seating chart?

Thank you, [inaudible 00:02:23]. What is this for?

Student: A teacher letter for-

Teacher 1: Oh, thank you, [inaudible 00:02:27]. That's so sweet. I was happy to do it for you. You should have your homework out.

Student: I forgot to do it. What was the page number we're supposed to be on?

Student: Page 90 and page 91.

Teacher 1: Take out your notebook. Take out your notebook. Label the homework. Still talk about it.

Student: I didn't do it.

Teacher 1: Why not, Student?

Student: I forgot about it.

Teacher 1: What?

Student: I was too busy-

Teacher 1: Busy QS time. We need to make a plan to finish it. What's going to be your plan to finish it? Student, how can we make sure that it doesn't get forgotten again? Right, so can you write it in your homework folder right now? This is a really good idea. You're going to label this page, and then you're also going write it in your homework folder, okay?

Student: Yes.

Teacher 1: Okay? So Student and Student, you're both going to write the homework down in your homework folder again right now, okay? Okay?

Can you talk to...

Student, Ms. Beach needs to talk to you for a second. Sorry.

Student: Student's homework 9 looks different.

Teacher 1: Oh, yeah, you're okay so, you did it. Yes. Yep, you should have the pictures of the pizza. [inaudible 00:03:49] your notebook should be open. If it's not ... okay. Can I see your homework? Can I see your homework?

Student: I did it on a loose sheet of paper.

Teacher 1: And that is-

Student: At home.

[00:04:00]

Teacher 1: Ahh, Student. Okay, next time tape it in right away, okay? Student, you have to show it to me next time, okay? You guys? This table?

Student: I'm the only one who did it.

Teacher 1: [inaudible 00:04:08], you're still going to lead this discussion about the homework problems. Open to that page and talk about them. You're not doing it now, but you are going to talk about it, okay? You all need to write it in your homework folder right now. Talk to them.

Where's your drawing of the pizzas? You wrote it out though? Sorry, I didn't want to interrupt your conversation. What is this? Thank you ... oh, you drew a little person. Do you have your homework 9?

Student: Yeah.

Teacher 1: Thank you. Okay, did you compare your drawings because this is super detailed, so I want you to make sure you're both on the same page about your visuals, okay? Because I see that Student has a different visual than you do, but does that mean that either one of you is wrong or does that just mean you thought the ... so talk about it to see if you agree or if you don't agree, okay? Same with you.

Teacher 2: Okay I checked that spot.

Teacher 1: Homework 9? Homework 9? Guys you have to have it out. So how much does each person get though? How much does each person get? I see a visual.

Student: They get 1.25. I put 1.25.

Teacher 1: What's 1.25 of a pizza? If you tell me 1.25-

Student: 1 and one quarter.

Teacher 1: Aren't there 10 students? You agree with that?

Student: Yes.

Teacher 1: What do you think?

Student: because with you divide 8 pizzas-

Teacher 1: Do you have it?

Student: I have it, but I...

Student: 10 divided by 8, it's 1.25. I did the visual as best as I could-

[00:06:00]

Teacher 1: Wait, but if you have 10 people, 10 times 1.25 is a number greater than 10. If there's 10 people and they each get more than 1 pizza, there should be more than 10 pizzas. Do you agree?

Student: There's 8 people.

Teacher 1: There's 8 pizzas, 10 people.

Student: Oh.

Teacher 1: Oh, that's where the confusion is.

Do you have the homework? She's okay with that. It's a different assignment.

Student: Oh, okay.

Teacher 1: Can I see your homework 9?

Student: I forgot to do it.

Teacher 1: Ah. [inaudible 00:06:34], take out your homework folder. You need to write it down right now.

Student: Oh, okay.

Teacher 1: Do you agree with Student's answer? You all wrote it down?

Student: I'm still trying to get my numbers.

Teacher 1: Did you write it down in your homework folder? Student, can you take out your homework folder? Today is the seventh. Teacher 2, can I add-

Teacher 2: These guys are done.

Teacher 1: Cool. So what is your next step after you're done discussing the homework?

Student: 90 and 91-

Teacher 1: So you wrote it down, right? Okay, so next-

Student: I don't know what number it is.

Teacher 1: Oh, what page number? [inaudible 00:07:46], what page number is it?

Student: 90, 91.

Teacher 1: Page 90 to 91. So now that you wrote it down, what do you do need to do next?
[00:08:00] Okay, keep each other in check. Help them out. I'm just listening to your discussion.

Student: So I would tell her that decimals are equivalent to fractions because since decimals is over 100 is parts of 100 and fractions-

Teacher 2: Did you put Student down?

Teacher 1: I didn't because-

Teacher 2: Yeah, she did it. It wasn't homework 9 though, she had already-

Teacher 1: So she did it?

Teacher 2: Yeah.

Teacher 1: I didn't put her down. That's what I thought. Did we agree on our drawings?

Teacher 2: Yes.

Teacher 1: Did we agree on our drawings.

Student: Yeah

Teacher 2: 2 more minutes. Two more minutes. (Clapping)

Okay so we have about 2 more minutes. If you have not finished checking homework, I want you to pause there, and I want you to move on, okay? Number 3 and 4 have to be done, so open up your notebook, okay? Set up the next blank page with this type. Problem 3.5 earthquake relief. Yes, I know, this sounds a little bit like life science right now, but that's what we want you to do, okay? And then you have that last minutes to talk to the person next to you and discuss when is its more helpful to use fractions or decimals and why? Right? Do I want to use fractions or decimals to describe the pizza that I ate last night?

Student: Fractions.

Teacher 2: All right now, it's making me a little bit hungry. Okay keep going. You should be on 3 and 4.

Teacher 1: Are you looking at it already?

Student: Yeah, but we already discussed-

Teacher 1: You did discuss it? What did you come up with. What kinds of scenarios would it be more useful to use decimals in?

Student: I said fractions would be useful when it's food.

Teacher 1: When it's food, why?

[00:10:00]

Student: I'd say, "I can cut this pie in half."

Teacher 1: Oh, okay.

Student: It would be harder if you use decimals, .5.

Teacher 1: You need to be a part of this discussion. You're not starting the problem. You're just labeling the page. You're not starting the problem yet. You're just labeling the page. Oh, okay well you need to be part of this discussion right now.

Student: I feel that I just like decimals because I feel that decimals is simply way of-

Teacher 1: Even if it's food or except food.

Student: No except for food because fractions are to add, like 0 on top and 0 on bottom is like the equivalent.

Teacher 1: What do you mean by that?

Student: So if I wanted to turn $\frac{1}{10}$ into into a big amount, I have to add a 0 there and a 0 there.

Teacher 1: And by adding a 0 you're actually doing what?

Student: Making it the same except bigger.

Teacher 1: Right, because you're multiplying the numerator and the denominator by 10. That's how you add a 0, right?

Student: Yeah, on fractions, I could just do this or something like that. I just like the lazy way. My old teacher told me that can just be a lazy thing.

Teacher 1: It's not lazy. It's efficient, right. If you have an efficient way, it doesn't mean that you're lacy. I'm waiting for 100 percent of powerful shakas. If your shaka looks asleep, please wake it up. Student wake up your shaka. Thank you.

Teacher 2: Just as a reminder, whenever we're using silent shaka, we're waiting for you to wrap up a conversation with a peer and finish telling them why you would use decimals to describe money, like [inaudible 00:11:51] and leave Student were doing, instead of saying, "I have approximately a dollar and a half or a dollar and 3/4, right? We decided that was a little strange .

[00:12:00]

Teacher 1: So would anyone like to read this question out loud that is now up on your- Student, nice and loud.

Student: Has anyone ever volunteered for a food drive or any other kind of drive?

Teacher 1: Take a second to think of your answer. Have you ever volunteered for a drive of any sort? Raise your hand if you have. Can you give a 10-second explanation of what you did, Student?

Student: So basically, you just bring some food, put it in a box, and you sell it to needy people.

Teacher 1: Do you sell it?

Student: No, you give it to them, for needy people. I don't know how to explain it much better.

Teacher 1: Invite someone else to tell there experience.

Student: I invite Student because timing that off.

Teacher 1: Wait, say it loud so everyone can hear you.

Student: At my old school, we had a bunch of candy after Halloween and we donate it to kids that didn't go trick-or-treating.

Teacher 1: Who is that for, Student? For me? Teacher 2, did you have one to share? I invite Teacher 2.

Teacher 2: I was just going to say, this is reminding me of something I read in the morning message this morning. Can anyone make a connection? What did you hear on the morning message this morning on the announcement section?

[00:14:00]
Student: There is a drive for the Salvation Army where we can do donate things for kids.

Teacher 2: What's the difference between this drive and a food drive?

Student: So the difference is- One is for food and the other one is clothes and ... well, it's for babies, so it's baby stuff and the other one's just food for everyone.

Teacher 1: Okay, with that in mind ... oh, sorry. That was such a distance. With that in mind, we are going to turn to page 79 of our workbook, and like in the past, we have read aloud ... some of may have already started pre-reading it when you had your during the do now. We're going read aloud together the explanation to our problem for today. You're there. Okay. So if you get the community ball, you're going to read 1 sentence nice and loud and you're going to pass the community ball to the next person to read the next sentence, okay? If you are not reading, you are doing what with your fingers?

Student: Student

Teacher 1: Student. You are following along with your reading finger.

Teacher 2: Can we try that one more time? Can everyone get out their reading fingers?
Student

Student: Student.

Teacher 1: Wonderful.

Teacher 2: Perfect. Now put them directly on the page right where it says "on" and who's going start us reading?

[00:16:00]
Student: On January 12, 2010, the 7 magnitude earthquakes struck a country of Haiti. It destroyed many homes and [inaudible 00:16:11]. Many people had no place to live and little clothing and food.

Teacher 1: I'll get it for you, Student. You can read.

Student: In response, people from all over the world collected clothing, household items, and food to send to the victims of the earthquake.

Student: Student at middle school decided to collect food to serve it to families whose homes were destroyed.

Student: They packed what they collected into boxes to send to the families.

Student: The students have to solve some problems as they pack the boxes.

Student: As you work on this problem, ask yourself, "When is decimal or fraction notation more useful and why?"

Teacher 1: Oh, almost, thank you. That was very clear reading aloud. Okay, so this is the context for this problem, okay? In this problem if you turn the page ... Please sit up if you are not sitting up ... We just had physical activity our brains are energized and we're ready to solve this problem, okay. So turn the page to page 80. Turn page to page 80. You're going to see that there is A, B, C, and D, just like there are in most of the problems that we do in these investigations, right?

[00:18:00] So the context for all of these problems is this food drive. I know that it says that they they collected food, clothing and other household items, but within these problems, we're just focusing on the food that these people, collected, okay? So you might have noticed ... You have a poster paper on your table. And you might have noticed somewhere on that poster paper, there should be a letter, okay? Every table so going to working on either Part A, Part B, or Part C, okay? So it's a little bit different from other days when we just go from the first problem and we work our way through as much as we can.

You're actually going to all start at different places in this problem so that we have time to reach all of the different parts of it, okay? So this is how today's going to work. You are going to first notice which problem you're working on ... so actually it might be easier if I post the seating chart. Take a look up here. That's what these letter are for. Someone at this table, what problem are you working on? What part? [inaudible 00:19:06]?

Student: A.

Teacher 1: Part A. Someone at this table, what part are you working on?

Student: Part B.

Teacher 1: Part B. Someone at that table, what part are you working on?

Student: Part C.

Student: Part B.

Teacher 1: You are working on Part B. Thank you for already knowing what I was going to ask.

Student: Part A.

Teacher 1: Part A. On that table?

Student: Part C.

Teacher 1: Part C. So that's the part you should automatically go to in your book when we start our work. Notice you have this poster paper in front of you. This is going to help you do your work. Wait, I'm going to go back. So much switching between slides. Okay. So to solve this problem, you're going to need to work with every single person at your table. As always, we have all set up our own notebook page. You need to show your thinking in your own notebook so everyone at all times needs to be writing in their own notebook, okay? However, when you have all come to a conclusion about one part of the problem, you're going to use this poster that taped on to your table to show some of your work. Does someone want to notice something about their poster?

[00:20:00]

Teacher 2: I'm wondering why it has all those lines on it? Does anyone know. Has anyone looked far enough ahead? Do any of you have your hypothesis about why it looks like it does? Are there just as many squares as people on your table?

Student: Nope.

Teacher 2: No, okay. So I wonder what it could be. Student?

Student: For us so the [inaudible 00:20:43] are two boxes high on the assumption that's going to be for two boxes and we have to organize it.

Teacher 2: So maybe each square equals a box. That's the assumption. Do I have any agreeing with Student?

Student: Me.

Teacher 2: Oh, how do we agree? How do we agree silently? How do we agree silently, thank you. And I'd like anyone agreeing with Student. Everyone at your table has a box. They're both very good guesses. In this case Student is correct. The number of boxes on your table corresponds directly to the number of boxes that your group is filling, or your grade level is filling. So Student's group is the seventh grade, we've promoted them already. And then have 10 boxes, thank you Student. On their poster it is divided into 10 squares, right?

Teacher 1: So I'm actually noticing that we're going to continue our reading at the top of problem 3.5 on page 80. I think it would be beneficial for all of us to read this all together because this applies to everyone. So you're at the top of page 80 under problem 3.5. You are following along. And I'm just going to read it nice and loud to give us the context for what these boxes are doing, okay?

[00:22:00]

"Each grade was assigned different numbers of families for which to pack boxes. Each grade shared the supplies equally among the families they were assigned. They had bags and plastic containers to repack items for the individual boxes. They also had a digital scale that measured in kilograms and grams."

Okay, if you notice the pictures on your part of the problem? So in part A there's a picture of a box of powdered milk and it says how much all of that milk weighs together. It weighs 13 kilograms. There's also a box of wheat crackers that weighs 3 kilograms and a box of oranges that weighs 24 kilograms. So group A is going to try to figure out if they need to split all of this food among 6 families, how much of each food does each family get, okay? That's the same set-up for each group. What you're going to do: Teacher 2 just passed out a key. Not a key to unlock a door, but a key. What kind of key do you think this is, based on what we kind of do in math sometimes? Student.

Student: Hint

Teacher 1: Like a hint, right? What kind of things do we normally put in a key, Student?

Student: Like a legend.

Teacher 1: Like a legend. That's another word for a key. You're going to use this key to color coordinate your poster if that's something that your group finds useful. We can talk about that individually at groups if you get to that point and you decide you do want to use this key. This is something that we are giving you a tool that you can decide to use if that's helpful for your group. Okay? This is so important. You need to show all of your work in your notebook. I need eyes up here so I see I have your attention, you're sitting up straight.

[00:24:00]

You're going to make your answers clear because you're going to have so much thinking and so much work that you're doing but if your answer gets lost in there and you don't circle it then you're losing that work that you did because you're not showing your final answer. You have to label everything. What units are we working with? What does it say, how much is each- what weight measurement are we working with? Student.

Student: Kilograms.

Teacher 1: Kilograms. Okay, that's abbreviated kg. The last thing is that you need to share this poster, so nothing can be written on this poster until your entire group agrees. Okay? Are there any questions?

Teacher 2: Do you want to talk about the markers?

Teacher 1: Yes. So for example, Student can you pass me that? This group got 3 different colors to use in their key because they have 3 different types of foods they are splitting up. There is only 1 blue marker so if the blue marker is going to represent the milk, only one person can be writing on the poster at one time. Because? That way we can ensure that everyone agrees before you write something down. We can't have Student writing on the poster and [inaudible 00:25:21] writing on the poster both in blue marker because then that means they haven't discussed and

decided on one answer yet. You need to discuss before you write on the poster. The poster is your last priority. Your work in your notebook and having a discussion is more important.

[00:26:00] Can I see a thumbs up or thumbs to the side or thumbs down on if you understand how this problem is going to work? If you're not sure what we're doing you have a thumb completely down. If you have 1 question or a few questions you're going to have your thumb to the side. I need to see everyone's thumb so I know if I need to have more discussion or if I can come to just your table. [inaudible 00:25:55] where are you? It's okay if you're not sure. Questions are fine. Student I need to see a thumb.

Okay so it looks like we're ready to start and we will come answer individual questions as we go. Notice what part you're starting on and go ahead and get started. Read the instructions, okay? Read your setup. Okay, jump right in, we'll come around.

Teacher 1: Yes? Okay, fill up your water bottle really quickly. You are, what group are you? What part are you?

Student: A.

Teacher 1: You're part A? This, I need to cut this up for you. I'm going to leave this on your table, I'm going to rip it. This is some way you could be answering the problem. It's just a suggestion. It's not exactly the way you need to do it. It's just to help you out if you get stuck about how to answer it, okay. These are some sentence starters to help you organize your thinking. Let's see if I can rip it, you guys think I can?

Student: Yes.

Teacher 1: Oh, haha. So there's one for the whole table, okay? Student what was your question.

Student: We can use grams?

Teacher 1: You can use grams. What do you mean by that? Yes. How would you use grams if this stuff is labeled in kilograms. What?

Student: You'd convert it.

Teacher 1: You would convert it. Does anyone know how many grams are in one kilogram?

Student: Um, 1000.

Teacher 1: Yep, 1000. You don't have to convert it. If that's something you think would be helpful you need to explain to your group what you're thinking about it, okay?

You're all working together.

Student: Wouldn't that be more work than add it?

Teacher 1: Good question. Hi. What group are you?

Student: Group C.

Teacher 1: C. Okay, this is scenting for you to use if it would help you. It's just a tool. You can decide to use it or you can decide not to use it, okay.

Student: Wait what is it?

[00:28:00]

Teacher 1: It's a way to set up your answers if you would like to, right? Just to help you if you think that that's something.

Student: I'm confused. Okay so we have to write as a fraction and as a decimal of the whole or as like kilograms?

Student: No, everything separate.

Student: So the raisins are 0.5 kilograms upon-

Student: It would be 0.5 as a fraction, or decimal?

Teacher 1: Is 0.5 a fraction or a decimal?

Student: Decimal.

Student: Decimal.

Teacher 1: Okay, so how did you get 0.5?

Student: Because 7 is half of 14.

Teacher 1: Right. Okay, so you're saying that each box should have 0.5 kilograms of raisins?

Student: Yes.

Teacher 1: Yeah, you've done half of the work for that. How would you say that in a fraction notation now?

Student: $\frac{1}{2}$

Teacher 1: Half of what? Half a raisin?

Student: Half of 14.

Student: So $7/14$ ths, $7/14$ ths.

Teacher 1: Or you could simplify it to $1/2$. But make sure your label is clear. Is it half a raisin? Is it half of 14 kilograms, or $1/2$ a kilogram? Okay, you all have to come to a consensus. Okay? Yes Student? Yes, real quickly. I keep getting stuck.

Student: What is that?

Teacher 1: It's the mic thing. Okay, what group are you, what part are you working on?

Student: I'm working on Part A.

Teacher 1: You're working on part A? You're all working on the same part, you're all working together.

Student: Wait

Student: No we split off into

Student: Yes, we're each doing a number and then we're going to share.

Teacher 1: You're each doing a number? Oh, no please do number 1 all together first. Because number 2 doesn't make sense until you do number 1. Do number 1 all together first, okay? I appreciate your effort to be efficient.

Student: What does the key mean?

Teacher 1: What does the key mean, you guys?

Student: The key is, you know on a map? It shows this.

Student: Like a triangle or whatever.

Student: Like 75 inches is [inaudible 00:29:55]

Teacher 1: Right. In this case your key is going to be for your colors. So what colors do you have? You have yellow you have pink and you have?
[00:30:00]

Student: Blue.

Teacher 1: Okay, so this is a tool that might help you with this key. Do you think oranges, what color do you think we should represent with oranges?

Student: Yellow.

Teacher 1: Okay. Student, will you highlight oranges in yellow? Just put yellow, highlight oranges or you can circle that dot with yellow. Put yellow somewhere on this line. Quickly. Just anywhere.

Student: This whole thing?

Teacher 1: Yep this whole line.

Student: Anywhere?

Teacher 1: Yep. Thanks Student. So your oranges, the key, yellow stands for what?

Student: Orange.

Teacher 1: Oranges. What should pink stand for?

Student: Crackers.

Teacher 1: Okay, make a mark somehow.

Student: Blue should stand for milk.

Teacher 1: We just need to make a decision and then we can move forward.

Student: Yeah blue milk.

Teacher 1: It doesn't really affect it too much. And then blue stands for?

Student: Milk.

Teacher 1: So you can transfer that to your key if you'd like. Hopefully ... so that's what the key is for. That's true. That's what the key is for, Student. That can help you with your thinking. If you want to represent how much milk goes into each box you can write it in blue marker on your chart.

Student: Some fancy blue-dyed milk.

Teacher 1: Does that make sense?

Student: Wait, why does A have more numbers than all of them?

Teacher 1: What do you mean have more numbers.

Student: 1 2 3, 1, 1 2.

Teacher 1: Ah. Because it does. That's why each group is working on a different one. I don't know why they chose to make it that way. So you're all going to work on number 1 first though. So what's your first step?

Student: Read number 1.

Teacher 1: You are just doing this. Right now, okay, focus on this. So it's saying the sixth graders are packing boxes. They need to figure out how much of each item goes in each box. You're going to write it in a fraction and a decimal. Group, I'm not sure if you're hearing me.

[00:32:00]

Student: So 6 boxes, maybe we can try to divide it, like 13 divided by 6? And we divide by 6 because

Teacher 1: Talk to your group. Talk to your group. Group, we all need to be looking at Student because he has an idea right now.

I'm going to get a calculator.

You already, you beat me to it. Student got a tool out that's really going to help you.

Student: We can use calculators? Oh we can use calculators.

Teacher 1: If that's a tool that's going to help your learning, absolutely. You can take out your own also.

Student: In my notebook I've kind of been just been writing at the bottom, is that okay?

Teacher 1: When we do your next notebook check we want to see that you have work in here. You don't need to write on this. This is to help you. This is a resource to organize your thinking. The poster, you put it on the poster.

Student: Yeah.

Teacher 1: You can. Use that however you'd like, but know that each person has to have their work in their notebook, okay?

Student: Okay.

Teacher 1: What were you saying Student?

Student: I was just talking about how there should be 2.16 but that is not a good, how would we put the .16? Would we cut it in half?

Teacher 1: What do you mean, Student?

Student: We're dividing each one in these six. We divided 13, it's 2.16.

[00:34:00]

Teacher 1: 2.16 what? What's your label?

Student: 666666 ...

Teacher 1: Ah, so you're thinking what to round to?

Student: Yes.

Teacher 1: Round to the thousandth decimal point.

Student: So 2.167

Teacher 1: Yes. Round to the thousandth. Does that help answer your question?

Student: 2.17.

Teacher 1: Round to the thousandth. The third decimal place.

Student: I know, that would be a 7.

Teacher 1: Would you like one, Student? Remember that you're all working together, okay?

How is it going?

Student: I can't really think because

Student: This chart doesn't make sense to me so I'm doing a-

Teacher 1: It doesn't make sense to you?

Student: No.

Teacher 1: Okay, so what have we done, what part are you, part B?

Student: B.

Teacher 1: Okay. So which food are we going to start with?

Student: I'm doing the

Teacher 1: Well you're all doing the same thing. You guys want to start with cheddar cheese?

Student: Apples.

Student: Apples.

Teacher 1: Let's make a decision.

Student: Apples.

Teacher 1: Let's just be flexible.

Student: Apples.

Teacher 1: Are you happy to start with apples?

Student: Apples are flexible.

Teacher 1: Okay. How many kilograms of apples are there?

Student: 45

Teacher 1: And how many boxes do you need to spit that into?

Student: 10.

Teacher 1: So what do we need to do?

Student: Divide it by 10

Teacher 1: Divide what by 10?

Student: 45.

Teacher 1: Stop. You are holding your book, Student. Student. So Student what you could have said was "Hey look, you actually have your book in your hands, Student." So Student, and you all just decided. What kind of problem are we having right now? What is dividing by what?

Student: 45 divided by 10

Teacher 1: 45 divided by what?

Student: 10. Equals 45.

Teacher 1: Does that make sense? That 45 divided by 10 equals 45?

Student: No.
12.5?

Teacher 1: 45 divided by 10 is

Student: 10 divided by 45

Student: 4.5

Student: Wait can I try?

[00:36:00]
Teacher 1: Oh what did Student say?

Student: 12.5

Teacher 1: What do we think? We're getting a lot of different answers, why is that true?

Student: 4.5

Teacher 1: Why does that make sense Student?

Student: Because 4.5 is multiplied by 10 to 45?

Teacher 1: Ah, except the decimal's moved, right?

Student: I see it now.

Teacher 1: You see the decimal now.

Student: Miss [inaudible 00:36:24] this calculator doesn't work.

Teacher 1: Why? Oh. Weird. Okay, sorry. You two have one in your bag? A scientific one at all. Okay can you borrow, can you share with Student since you guys are working together anyway? I'm sorry that it's not working.

Student: He doesn't want to share.

Teacher 1: Do you have a phone that you could use? A calculator app for. Okay. You guys, we need to share calculators with everyone at our table. Unfortunately this one's not working. So make sure you're sharing your calculator and your thinking with everyone, okay? Just scribble out. Don't waste your time with that, okay?

So we're going to label our paper apples. Oh yeah, or you could use this. Each box

should have how many kilograms of apples?

Student: 4.5.

Teacher 1: You're still saying 45, and he's saying 4.5.

Student: I see their point.

Teacher 1: Or you could use what?

Student: Homework 9, because 92 has a problem.

Teacher 1: Ah, it has a similar problem?

Student: Yeah, 10 divided by 8, or 8 divided by 10?

Teacher 1: Okay, talk to your group about that, that's a good connection that you're making. Remember you need to answer each one in decimals and fractions. So what is 4.5 as a fraction?

Student: 4.5 as a fraction is

Teacher 1: 4.5 is 4 wholes and 0.5

Student: $4/5$?

Teacher 1: Ah guys, so how do we convert 4.5 into a fraction?

Student: Oh you times the denominator

[00:38:00]

Teacher 1: Be aware it's 4 whole kilograms . Do them in two parts.

Student: No, so it's just 5 over 4?

Teacher 1: What is 0.5? Go back to your chart. Guys, go back to your fraction chart that we wrote down. What is 0.5 as a fraction.

Student: I wasn't here.

Teacher 1: Then look over at Student's.

Student: $1/2$

Teacher 1: Yes. 0.5 is $1/2$. So what is 4.5? 4 wholes and 0.5

Student: $9/2$

Teacher 1: You're answer's going to be a mixed number.

Student: It's 1 whole.

Teacher 1: How many wholes?

Student: 1? Because if it was 5 over 4 then it would be 1 whole.

Teacher 1: Where are you getting the 5?

Student: Isn't it 4.5?

Teacher 1: Yes. 4.5, but you're converting it into a fraction. It'll be a mixed number.

Student: Then it would be improper fractions.

Teacher 1: Yes. So you're-

Student: So I put it into an improper fraction first, so 5 over 4.

Teacher 1: You're giving yourself more work to do.

Student: And invert, change it to the mixed number.

Teacher 1: You need to be part of this conversation, you have to 4 wholes and 0.5. How would you write that 0.5 as a fraction?

Student: Well homework 9, problem 92 has a fraction 5 over 4.

Teacher 1: But did it use the same numbers? That fraction doesn't matter if it didn't use the same numbers. Sara, we're going to stay talking about this problem. I'm going to walk away for a second because it looks like you're not having this discussion. You need to have this discussion. I don't think this works. Okay. You need to have this discussion. How do you turn 4.5 into a mixed number? A mixed number has a whole number and a fraction. How many wholes do we have?

Student: 4

[00:40:00]

Teacher 1: 4. What's our fraction?

Student: 0.5

Teacher 1: 0.5. What does 0.5 equal as a fraction?

Student: $1/2$

Teacher 1: $1/2$. So how many wholes do we have?

Student: $4 \frac{1}{2}$

Teacher 1: Oh.

Student: $4 \frac{1}{2}$?

Teacher 1: You should write that down. Are we working together?

Student: Yeah.

Teacher 1: I see that we're all taking notes in a different way? If once you agree on something, oh great.

Student: Divide each thing by this.

Teacher 1: Divide each thing by what?

Student: We divide each thing by 14.

Teacher 1: Oh, okay. Make sure you're showing your answers in fractions and decimals, okay.

Teacher 2: So how many 10/10ths do you have? How many wholes?

Teacher 1: We have until 10:20.

Teacher 2: Yeah. They're doing really really well right now. So I'd say they all need at least 5 more minutes in their group to kind of get the answers and then we'll

Teacher 1: You think they're ready to share out almost?

Teacher 2: Almost, yeah. Student's group too.

Teacher 1: That's, we were having a long discussion of how to turn 4.5 into a fraction and Student was saying he wanted to turn it into an improper fraction and then a mixed number and I was, "Well, you have wholes and you have a part so we're just going to turn it directly into a mixed number. How many wholes do you have? 4. What is 0.5 equal. $1/2$. How do you turn that into a fraction? Turn that whole thing into a mixed number? 5 over 4. No." But they finally got it when I walked away so I don't know if they'll be able to transfer that to the next scenario though.

How much are we being sticklers about the poster?

Teacher 2: They're moving on to the poster now.

Teacher 1: Oh okay.

Teacher 2: They found the answers first.

Teacher 1: Okay.

Student: How fun is this? I have a question.

Teacher 1: I have an answer, hopefully. Did you ask this question to your group first?

[00:42:00]

Student: So for 2.17 do you

Student: How would we write that as a fraction?

Teacher 1: Ah, you're going to write it as a mixed number.

Student: Oh, so I think it's 2 and $\frac{1}{7}$

Teacher 1: What, how did you get $\frac{1}{7}$?

Student: 2.17. I'm done, yay.

Teacher 1: Talk to your group about that.

Student: Maybe it should be 6 in the denominator?

Teacher 1: Remember how we turn, use your place value chart that you wrote down. Use that place value chart that you wrote down. Where is the $\frac{1}{7}$. Where is that 7, what place value does that 7 fall on? It's 17 what.

Student: One and then a tenth.

Teacher 1: You need to have a decimal on that chart, why is there no decimal? It's the most important part of the chart. Write it right now. Where does the decimal go on that place value.

Student: I feel like today should be Friday.

Teacher 1: Your decimal is either here or up there. Student can write it, Student can write it.

Student: I want to go shopping.

Teacher 1: [inaudible 00:43:05] is this making you hungry?

Student: Why?

Teacher 1: Is it making you hungry, talking about food.

Student: No.

Teacher 1: No?

Student: I just want to go.

Teacher 1: Make sure you're staying focused with your group. You guys are doing a lot of hard work, but still you're not done answering the question yet. How do we turn 2.17 into a mixed number.

Student: So the 7 is part of the tenths.

Teacher 1: Is it?

Student: I think.

Teacher 1: What place value is the 1?

Student: Wait, tenths.

Teacher 1: And the 7 is the?

Student: Hundredths.

Teacher 1: So how many hundredths is there here.

Student: 7. Wait, 17.

Teacher 1: How many hundredths are there. Are there 7 hundredths, or are there 17 hundredths in 2.17?

Student: 17

Teacher 1: How do you write that as a fraction? Say it, say what you just said. How many hundredths are there?

Student: 17.

[00:44:00]

Teacher 1: Hundredths. How do you write 17/100ths as a fraction?

Student: 17 ...

Teacher 1: It's not a trick question. [inaudible 00:44:08] how do you write $17/100$ ths as a fraction?

Student: .17

Teacher 1: As a fraction, not a decimal.

Student: .17

Teacher 1: That's a decimal.

Student: 17 over 100

Teacher 1: Oh, what do we think of that, is that correct?

Student: Well 17 over 100, so.

Teacher 1: Talk to each other, talk to each other. We're trying to turn 0.17 into a fraction.

Student: Yeah, it'd be 17 over 100.

Teacher 1: See if your group agrees.

Student: If it goes in 4 times then we get 56 which is over, but if we get it by 3 then we have it over by 13.

Student: So it would be 3, then it would be 13 point something, and then what do we have left?

Student: 9

Student: Divided by 14

Teacher 1: Which one are we looking at?

Student: We're working on oranges.

Student: Wait, can I see a calculator?

Teacher 1: Nice job fixing it.

Student: Wait wait, watch this.

Teacher 1: Are we all working on the same problem?

Student: Yeah we are.

Teacher 1: Just trying to follow your conversation. Fill me in on which one you're talking about.

Student: We're talking about the oranges.

Teacher 1: So what's your dilemma right now?

Student: We're trying to find out how many times this can go in.

Teacher 1: Into what?

Student: Into 14.

Teacher 1: So what are you dividing by what. What's your problem?

Student: 195 by 14.

Teacher 1: And you're getting what kind of number?

[00:46:00]

Student: Well right now

Student: A very long decimal that we rounded out

Teacher 1: Show me?

Student: So if we do 195 divided by

Teacher 1: Wait that was 15, you just typed in 15.

Student: I did?

Teacher 1: Yep. Try again, there you go.

Student: Divided by 14 equals

Teacher 1: Okay, was it helpful- So what's your problem here.

Student: When we round up we [crosstalk 00:46:26]

Teacher 1: Oh. Can I

Student: We're trying to find an accurate way to

Teacher 1: I love those words. We're trying to find an accurate way. Can I tell you what I told another group?

Student: What?

Teacher 1: You're going to round to the nearest thousandth. What place value is thousandth?

Student: Oh.

Teacher 1: Why that all-

Student: You just saved us a lot of trouble.

Teacher 1: So you're rounding to the nearest thousandth. Do you want to know why I made that decision? I didn't just decide "I get to be the teacher and tell you." Because do you know how many grams are in a kilogram?

Student: That was dumb.

Student: I know.

Teacher 1: So in this case it makes the most mathematical sense to round to the nearest thousandth. Okay, does that help you move forward?

Student: Yes.

Teacher 1: Awesome.

Where are we at?

Student: I'm on number 3.

Teacher 1: I'm on number 3. You all have to be on the same part. So did we all finish number 1, part 1.

Student: Yes.

Teacher 1: Yeah? Student, did you finish part 1?

Student: Yeah.

Teacher 1: All right, and we talked about, so we all worked on part 2?

Student: Yes.

Teacher 1: What do we think about Student? Student and Student, I've never heard that name before. Student.

Student: Student.

Teacher 1: What, oh, Student.

Student: Student's great.

Teacher 1: Student's right? Why?

Student: Because she rounded up.

Teacher 1: Oh, okay. This is the discussion you were having 2 minutes ago, right?

Student: Yeah.

[00:48:00]

Teacher 1: Cool. Great. So you're working really hard. You're almost done. When you are done, I'm going to help, raise your hand, okay? Let me know because you're going to share it with another group, okay?

Student: Okay we're done.

Teacher 1: Well your whole group has to be done.

Why was this open?

Student: We didn't know how to convert decimals to fractions.

Teacher 1: This is what problem 88 was for. How do you convert decimals into fractions?

Student: You look at where the last number thing is and see if it's the 10ths, 100ths, or 100ths and then you do that number over the right denominator.

Teacher 1: Does your whole group agree with that?

Student: So draw it.

Teacher 1: Do you guys agree with Student's explanation?

Student: Yes.

Teacher 1: Did you hear it?

Student: Yes but the class was too loud.

Teacher 1: So you convert a decimal to a fraction by doing what, Student?

Student: Wait what?

Teacher 1: Student said something about converting a decimal to a fraction by using a place value.

Student: Oh yeah. Wait can you repeat that process to-

Teacher 1: So we're going to listen to what Student said one more time.

Student: No, just look here.

Is this scratch paper?

Teacher 1: Yep, this is scratch paper. That's what your key is for. So your notebooks are closed, why are our notebooks closed?

Student: Can you tell him to stop bugging me?

Student: No he said F me

Teacher 1: Oh.

Student: Yeah, because-

Teacher 1: No, Student, there's no excuse for that. That language is not acceptable in the classroom, okay? Do you need to move your seat right here? Do you want a little more space? That's okay. You want some space? You're allowed your space.

Student: He's being so mean to me all the time.

Teacher 1: Okay, so it's seeming like this is not a productive grouping right now. What do you need to make it more productive? Do you want some space for a second? Okay, [00:50:00] come on over here. That's fine. So why are our notebooks closed.

Student: Mine's not.

Student: My notebook's open.

Teacher 1: Oh, okay. So who's going to write the peanut butter.

Student: I will. Wait we got peanut butter done already?

Teacher 1: Oh, never mind. Do what you got done already. You can go in any order you want.

How many kilograms of cheddar cheese go in each box?

Student: 0.8

Teacher 1: 0.8 kilograms?

Student: But this

Teacher 1: How many kilograms of cheddar cheese go in each box?

Student: That's apples.

Student: We didn't do cheddar cheese yet.

Teacher 1: He told me an answer. Okay, then do apples.

Student: We already did apples.

Teacher 1: How many kilograms of apples go in each box.

Student: $4 \frac{1}{2}$

Student: 4.5

Teacher 1: Okay. Go for it.

Student: Do you want a graph in each box?

Teacher 1: In each box. Just like you did here. You want to write it in fraction or decimal? You can fill up a big, you can do it this big. Should we write it in decimals or fractions or both, Student? Not sure?

Are you guys, what phase of your-

Student: We're color coding.

Teacher 1: So did you figure out how much of each food goes into each box?

Student: Yes.

Teacher 1: Every single one?

Student: Yes. I did, and she did. And she did.

Teacher 1: So you're all one group, so you have to all be on the same page. So once you finish that color code you can transfer that to you poster.

Student: You should have made this the yellow.

Student: I know.

Teacher 1: That's okay. So once you're done you're going to write. For example, if there's 5.3 kilograms of Saltines in each box you're going to write 5.3, 5.3, 5.3, 5.3 right? So you can show what each box has.

Student: Miss [inaudible 00:51:50], are we presenting this?

Teacher 1: Are you presenting this? If we have time yes. To another group. Not to the whole class though. But you need to keep working first.

[00:52:00]

Student: All right.

Teacher 1: Okay. So you might want to clear off this space you guys. If you can't use the markers responsibly I will take them away.

Student: No-

Teacher 1: They're a tool, okay.

Student: I was smelling them.

Teacher 1: That's not using it responsibly.

Student: My name does not have a 'y'. 'I'

Teacher 1: Oh, you made cheese.

Student: I made cheese.

Teacher 1: So we have about 3 more minutes okay.

Student: But it made it look cute heart.

Teacher 1: I have a question. Does this say 23, or 2.3?

Student: 2.3

Teacher 1: Make your decimals so clear. There should be no question about the fact that there's. See Student?

Student: Yes.

Teacher 1: You have a really clear decimal. Student, you have a very clear decimal.

Student: I have a clear decimal.

Teacher 1: Now it's better. When did you do that, just now.

Student: Yes.

Teacher 1: Oh, okay.

What are we working on at this point.

Student: So now we're looking at the-

Teacher 1: Why are you standing up?

Student: I'll sit down.

Teacher 1: Okay.

Student: He's looking ahead.

Teacher 1: Ahead to what?

Student: He said people are

Teacher 1: So instead of telling me what's happening going wrong what do we need to do.

Student: We're on oranges, right?

Teacher 1: We're on oranges, okay. How many oranges.

Student: No, 24 divided by 6 right?

Student: Is 4

Student: Is 4, okay.

Teacher 1: Bam. 4 what of oranges.

Student: Kilograms.

Teacher 1: Bam.

Student: So 4

Teacher 1: Look at that. When we got that on the same page, we solved it so quickly.

Student: Okay we're done.

Teacher 1: Are you?

Student: No we have to do A2 now.

Teacher 1: We have a few more minutes so why don't you start reading part 2 and see-okay. Will you have a seat?

Teacher 2: Is there a reason that [inaudible 00:53:49] is in tears?

Teacher 1: [00:54:00] Yeah. He said Student was bothering him and Student said he said "F you" to him so, and Student started to argue and I said nope, there's no excuse for that and he started crying. I said, "Do you need a break, you can separate yourself." So he separated himself.

Teacher 2: Okay, great.

Teacher 1: Yep, I'm going to write it on the whiteboard.

Well hello. This is not the best use of your math time. I like that you're writing the label for your whole group but this isn't the best use of your math time. So what could you be doing to help your group write this on here?

Student: Okay.

Teacher 1: So [inaudible 00:54:52] I notice that you have 4 Swiss cheeses, is that what they are? 4 Swiss cheeses? What decimal represents how many kilograms of Swiss cheese? Talk to your group, make sure you're all on the same page. Can you remind Student how much Swiss cheese goes into each box?

Whoa. So I see that we have apples labeled. Almost all of them. We still have a few more to go. Each box. Wait, how many boxes do you have?

Student: 12

Teacher 1: 1 2 3 4 5 6 7 8 9 10. Oh look, they each have to have 4.5 apples. You can't not give a family some of the apples, that's not fair right? Each family deserves just as many apples as the other families. So just so you know, we're about to wrap up. You've done a lot of hard work so far. You need to make sure your work is written in your notebook. That means this little piece of paper can be taped in, okay.

Student: Go on, draw 4.5 apples.

[00:56:00]

Teacher 1: That's okay. So do you have your work in your notebook Student. You moved your spot, but you still need to be working, okay?

Student: My leg hurts.

Teacher 1: Oh, you do have a lot of work shown.

Student: Do I have to draw in this color?

Teacher 1: Yep, you do. Because that color is peanut butter.

Student: Oh.

Student: Peanut butter?

Student: Guys, I think we should get to the end.

Teacher 1: Student is talking to you, you need to include everyone.

It's 10:21, should we stop?

Teacher 2: Yeah, yeah.

Teacher 1: Yeah.

Teacher 2. Finish what you're drawing and once you've capped your marker you can put your shaka up. If you're still drawing or writing you shouldn't have your shaka up. Cap it Student, put a cap on it.

Okay. Whoa. I'm just going to say a few things I noticed. Teacher 2, jump in. I noticed that every single table was having a discussion with every single other person at their table throughout most of this class. I noticed that I saw fractions and decimals on everyone's paper so I noticed that everyone was working through those conversions. I heard some conversations about place value and how to convert decimals to fractions or decimals to mixed numbers, which we didn't talk about explicitly. Please cap the marker. Cap it. Thank you. We didn't talk about explicitly but you guys took that knowledge that we talked about from converting just decimals to fractions and you used it to help you convert decimals to mixed numbers.

[00:58:00]

Teacher 2: One of my noticings was that people displayed information in different ways. I saw tables, I saw people writing out explanations, writing out how they got that. I saw drawings. I saw fractions, and I saw decimals. So there were different ways that information was displayed. Another noticing has to do with our seat sustainability

skills, and I noticed people were easily able to check in with an adult if they were or if they were struggling with collaborating productively. I was very thankful for that because it gave Miss [inaudible 00:58:59] and I and easy check-in with group members. So how is everything going? Good, we're collaborating productively. I think we're struggling a little. Okay.

Another noticing relating to group work is that some people worked at their own pace but the group seemed to be fine with that. Some people went ahead a little bit, some people were still working on the other ones, and I noticed that no one seemed to feel bad about that. So I was really excited about that also.

Teacher 1: So, now that we've worked through this problem. You might not have finished every single thing that you started off to do but everyone was working hard the whole time so we're going to take all that work that we've done today and that stretching of our brains that we've done. We're going to go back to the question that we asked ourselves at the beginning of class which is: When is decimal notation more useful, and when is fraction notation more useful, and why? So you're actually going to answer this question in a few sentences. 1 to 3 to 5 sentences, at least 2 sentences. On Google Classroom. We actually asked it as a question.

[01:00:00]

So before we do that though that means Teacher 2 and I are going to collect all the markers. Can one person at each table gather all the markers and once you collected that, we need to get our Chromebooks out. You can stand up if you need to, if your Chromebook is on a different place. I will come around and collect the markers.

Teacher 2: Do we want someone from the table to get the thing out?

Teacher 1: I think actually it might be easier if we wait until they leave.

Teacher 2: Okay.

Teacher 1: And we can talk about them for the [crosstalk 01:00:40] next time.

Yeah, we're going to come back to it next class

Student: Okay.

Teacher 1: Whoops.

Thank you Student. Student, you need to go on Google Classroom. Go on Google Classroom. Oh, Student. Teacher 2 I have it as a draft, I forgot to.

Teacher 2: Oh no. Do you need help or are you good?

Teacher 1: Okay, it's officially been asked on Google Classroom.
Markers, oh you guys already gave them. Calculators? Did I lend anyone a calculator here?

Student: Nope.

Teacher 1: Did I lend anyone a calculator here?

Student: Yes.

Teacher 1: Do you still need this?

Student: No.

Teacher 1: Did I lend anyone a calculator here?

Teacher 2: Go get your purple pastings.

Teacher 1: Did I lend anyone a calculator here.

Student: No

Teacher 1: Okay. Did I lend anyone a calculator here?

[01:02:00]

Student: Yeah

Teacher 1: Oh, okay. This should be a silent reflection time. So your voice is only on if you're asking someone for a small question you might have. Otherwise you're silently reflecting on this. This is your exit ticket for today.

So you're going to answer this question. When is it more useful to use fraction, and when is it more useful to use decimals? So you can start by saying "Fractions are more useful when you're dividing" what kinds of things. Maybe pizza or something like that.

Student: Is there more homework?

Teacher 1: Yeah, I'm going to post it on Google Classroom so you can write it down.

When you're done with this, the homework is also posted on Google Classroom, so you can use that to write it down in your homework folder.

Teacher 2: Then wait and raise your hand and a teacher will sign it.

Teacher 1: (Whispering) Did it show up for you Student?

Student: Yeah.

Teacher 1: Cool. What are you doing, are you done?

Student: Yes I'm done.

Teacher 1: Okay, you've got to write your homework down. So refresh the page because I just posted the homework. You might have to refresh the page after you click submit if the homework doesn't show up. Okay. And you need to write your previous homework down, Student.

Student: I did.

[01:04:00]

Teacher 1: Okay. So fractions are more useful. So when you're dividing up a pizza is it more useful to use fractions or decimals? Fractions. Okay, so that's one scenario. You could write.

Student: Mmm, I'm hungry.

Teacher 1: That's an answer that works. What about when you have money, Student. Are fractions more useful when you use money, or are decimals more useful when you use money? If you and I are splitting \$10, what's more useful? Fractions or decimals?

Student: Fractions?

Teacher 1: Why?

Student: Because you're splitting it up.

Teacher 1: Okay. But for decimals also. If I say you have 10 and a half dollars, is that more useful or is it more useful if I say you have \$10.5 dollars?

Student: \$10.5

Teacher 1: So that's an example of when what is more useful, fractions or decimals?

Student: Decimals.

Teacher 1: Okay. This is your own work and Student's doing her work. It is more useful to use, what do you mean by that?

Student: It's easier to use-

Teacher 1: What kind of clock problem? Like it's a quarter to 4, is that what you mean? Okay, can you give that example or an example similar to that? Huh?

Student: I need to get my homework signed.

Teacher 1: Oh, yes. Do you want Scotch tape or masking tape? I feel like masking tape is stronger. There's some in the second drawer to the bottom there. Are there more of those, yes there are.

Student: This one?

Teacher 1: No, second drawer to the bottom.

Student: Oh, to the bottom.

Teacher 1: Oh you want to throw it away? We should recycle it. There's a recycling bin on the way to Miss [inaudible 01:05:56] office. Was your hand up, Student?
[01:06:00]

Student: Homework, exit ticket.

Teacher 1: What time is it, where's your time.

Student: Oh, 10:30.

Teacher 1: So you're going to have to help your table clean up.

Student: Okay.

Teacher 1: You're not excused yet. Did you write your homework down?

Student: I'm writing it down.

Teacher 1: Okay. If you've written your homework down, you're raising your hand so one of us can come sign it.

Who, what?

Student: Can I help check?

Teacher 1: Oh yeah, you can help check. Remember to write when this is due. If you'd like, you can start it. If you're done writing it down you can take a look at it. Where am I looking?

Student: Right there.

Teacher 1: Today is the 7th. It's Monday, December 7.

Student: Where am I supposed to be writing?

Teacher 1: Your homework, Student.

Student: What homework?

Teacher 1: It was posted on Google Classroom but I'll also post the slide. The homework is also posted up here if that's helpful for you. Student, you need to write both homeworks down.

Student: I did.

Teacher 1: Okay.

Student: 90, 91 ...

Teacher 2: Excuse me, it's still needs to be quiet in here. People are still doing their exit tickets.

Teacher 1: Not quite yet. Student is also going to be signing for homework. So take out your homework folder, you're going to have to write last homework down also, right [01:08:00] Student? Does anyone here need a signature?

Student: Yeah. Just from the last one.

Teacher 1: Do you need a signature [inaudible 01:08:07]? Not yet. Student, you okay? Are you okay? Do you need a signature on your homework? Or you're about to write it down, okay. They haven't written it yet.

Student: Page 89 through 90 ...

Teacher 1: Cute

Student: Are we dismissed?

Teacher 1: Can you make sure you write your names on this?

Student: Oh look, the same color. I was checked by Teacher 2.

Teacher 1: Student can you write your names on this poster? Just write all your names on that poster?

Student: Oh, okay.

Teacher 1: Yeah it's :33. I haven't told anyone they can go yet.

Teacher 2: Uh, Student, you can sit down please.

Teacher 1: No one has been officially dismissed so you shouldn't be walking away.

Teacher 2: Okay, I need your eyes up here. Even if you are [inaudible 01:09:26]. Thank you. So first of all I just want everyone to give everyone else at their table and in the classroom a silent round of applause. Student, [inaudible 01:09:41], Student. Thank you. Great job collaborating productively today. Once you have your homework done in your notebook we need one volunteer from each table to take off the table chart. We need you to fold it up. We're not talking yet Student. Take off the table chart and the key, fold them up so we can put them in the recycling bin, and then you are dismissed to go to your next class, okay?

[01:10:00]

Teacher 1: Just know that there's tape on the sides. We'll keep them until next class just in case, but we still want to fold them.

Teacher 2: Fold them up. Fold them into fours.

Teacher 1: There's tape on the sides, underneath the table. So you can fold this into it, okay? You can fold the other paper inside it. Okay cool. You can fold the other paper inside it. Tape this to the back. You can tape the tape to the back.

Student: I knew that.

Teacher 1: Thank you. Who's gonna fold it at this table?

Student: Student.