

8: 3rd\_Math\_WordProb\_Classroom

Teacher: Scoot over and make sure we have six. A little bit. Can you just wait until I'm done and then we'll [inaudible 00:00:46]. I promise it won't be that long. Is that okay? I don't want you to miss what we're doing. Yep that's it there. [crosstalk 00:00:57]. There's one on the floor, can you grab that one on the floor? [crosstalk 00:01:08] Thank you. [crosstalk 00:01:15] Thank you for being [still 00:01:38]. Who can show me how to sit on my [rug 00:01:40]? Show me. Remember our eraser? Board on the floor, eraser's on ... Then marker on top.[00:02:00]

Students: What if you don't have an eraser?

Teacher: Just put it down. Who does not have an eraser? Raise their hand. I will just give you guys paper towels [crosstalk 00:01:58]. [00:02:00] Can you grab more napkins, please? Thank you for sitting quietly as we wait.

What's up, "student"?

Students: [inaudible 00:02:12].

Teacher: Okay. Thank you.

When we turn and talk "student", I want you to join those two girls. [inaudible 00:02:20] Hi everyone. I love how quietly you guys are ...

As you know, I like to start my lessons off with some stories of mine. Remember how my mom and sister and brother were here a couple weeks ago?

Students: That was your mom and your sister and your brother?

Teacher: Yeah. Remember I showed you a picture? No, not my dad.

[inaudible 00:02:54]. Thank you, [00:02:55], for being a role model. Come on "student". It's okay, just leave it next to you. Come on, "student". Thank you for waiting quietly as we waited for that. I appreciated that.

My brother, my sister, me, and my mom went to [inaudible 00:03:12]. Before we went to [inaudible 00:03:15], we decided we each need a towel, we each need a pair of flip flops. How many flip flops, slippers ... Who knew [inaudible 00:03:32]? They're just like slippers. [crosstalk 00:03:37] In California, we call these flip flops because when you walk [crosstalk 00:03:43] flip flop, flip flop, and that's why we call them flip flops. [crosstalk 00:03:50] I call them slippers now because you guys told me to call them slippers. [inaudible 00:03:56]. [00:04:00] We go to the beach, we need flip flops,

slippers. How many slippers are we bringing? [crosstalk 00:04:05] we can figure it out. Wait, class, class, class?

Students: Yes, yes, yes?

Teacher: Sorry I'm still waiting on [inaudible 00:04:17] voices. Sorry [inaudible 00:04:18]. I want you to turn and talk to your partner. How many flip flops are we bringing? Not pairs, but how many slippers, each, do we need? What operation are we using?

Students: Operation?

Teacher: Multiplication? Division, addition, or subtraction? Turn to your partner and describe what are you doing and explain why.

Students: [crosstalk 00:04:38]

Teacher: Are we set? Who's my name picker?

Students: "student".

Students: "student".

Teacher: [inaudible 00:05:25] go ahead. Quickly, quickly, quickly. As I wait, who can tell me which operation you would be using? Explain the evidence of why we're using that operation? "student"ley go ahead.

Students: Times?

Teacher: Times. What's another word for times?

Students: Divisions? No.

Students: Division.

Teacher: What's another word for times?

Students: (in unison) Division.

Teacher: Multiplication. Remember I want us to get in the habit of using multiplication. [00:06:00] When you think of multiplication, what do I want you to think of?

Students: Groups of?

Teacher: Yep, groups of. Remember when we do things, still please, when we do math, we don't have to draw fancy pictures. How many people were there?

Students: (in unison) 4. 5.

Teacher: I kept drawing, so let's see. Let me label. Mom, me, my sister, and my brother. How many is that?

Students: 4.

Teacher: What were we looking for? What were we trying to figure out? What was the problem, what were we trying to figure out? "student".

Students: 2 times 4 equals 8.

Teacher: Okay, you said 2 times 4 equals 8. Can you tell me what these numbers represent? What does a 2 represent, what does the 4 represent, what does the 8 represent? Can somebody tell me what that represents? [inaudible 00:07:03]

Students: The 2 represents the slippers, the four represents the people, and the 8 represents how much slippers.

Teacher: Do you want me to call it slippers or flip flops?

Students: Flip flops! But it's hard to say.

Teacher: Would you agree that we used the right operation?

Students: Yes.

Teacher: Is there another operation that you could have used? Is there another operation that you could have used? Turn and talk to your partner and say is there another operation that you could have used?

Students: [crosstalk 00:07:32]

Teacher: Reset. Show me using your hand what operation you would have used. Instead of multiplication. I see people saying division. I see some people saying addition. Can somebody explain their answer? [00:08:00] Reset. "student", this is your warning, how should we sit? "student", this is your warning, bud. [inaudible 00:08:09]

Students: I said division because ...

Teacher: What numbers would you have used?

Students: I would have used 2. 4. It would equal the same thing.

Teacher: Why are you disagreeing sweetheart? [crosstalk 00:08:35] A little louder. It's what?

Students: It's division.

Teacher: What does division mean? If multiplication means groups of, what does division mean?

Students: Split.

Teacher: Split. We're splitting into groups. Are we splitting anything into groups right now?

Students: (in unison) No.

Teacher: Would division be a good operation? [crosstalk 00:08:59] Also I wanted to find this out, remember, if you're taking 2 and splitting into 4, you have to have the bigger number first, right?

Students: Yeah.

Teacher: It can't be division, so let's take this out. What's the other operation we were using? Does anyone know? "student", I saw a light bulb go off in your head, what do you think it is?

Students: Plus?

Teacher: Plus.

Students: Yes, I said plus.

Teacher: What would we be plussing though? Sorry, we don't want to use plus, what word is that? What's another word for plus?

Students: Addition.

Teacher: Addition. What would my equation look like if we are using addition? What?

Students: 4 plus 2? No equals 6.

Teacher: Okay.

Students: No use another number.

Teacher: Who is agreeing or disagreeing with this and who can explain? Let's give someone else a try. Go ahead, "student", which should it be? [00:10:00]

Students: 6, 2 plus 4?

Teacher: Is it 2 plus 4? That's the same thing. That's the ...

Students: It's just the commutative property.

Teacher: It is the commutative property, but is this the correct operation?

Students: No.

Teacher: What operation would we need? What are we adding? Go back to the problem, what are we adding?

Students: Slippers.

Teacher: Slippers.

Students: Flip flops.

Students: You only keep ...

Teacher: How many does my mom need?

Students: 2.

Teacher: What am I adding that to?

Students: 6?

Teacher: I need 6 flip flops?

Students: 2. You're going to need more 2. 6.

Teacher: 6? That doesn't show 6. [crosstalk 00:10:42] Would it make sense then to go 2 plus 6?

Students: No.

Students: Yes.

Teacher: Is that showing this model? We want to model this. That the 4 people and each flip flop. Would the 2 plus 6 be a good [crosstalk 00:10:59] model for that? What would it be? "student", what do you think sweetheart? Would it be 6? What do you think it is sweetheart?

Students: 2.

Teacher: Why 2?

Students: There's going to be another one for another person.

Teacher: Yeah, I need 2. Then my sister needs ...

Students: 2. [crosstalk 00:11:24]

Students: Oh I forgot [crosstalk 00:11:27].

Teacher: 2, 4, 6, 8. Is that the correct model for this.

Students: (in unison) Yeah.

Teacher: Turn and talk to your partner, why is this the correct model and this is not the correct model for this. [crosstalk 00:11:44] [00:12:00] Reset. Why is this a good model for this problem? Yes.

Students: It's a good problem for that problem because that would equal a different number and that wouldn't equal the same number. 8.

Teacher: Remember in math, your numbers represent something. I have a lot of hands. Let's calm down. [inaudible 00:12:39] I'm waiting on 3. "student", be responsible. "student", I'm waiting on you still. Thank you. In math, the numbers mean something. If we want to represent this problem, we need to make sure the numbers make sense. Would it make sense that I'm wearing 4 flip flops?

Students: No.

Teacher: That's why this model wouldn't be correct. This model's what we're using. Okay. I wanted to show you [inaudible 00:13:05] sorry. I really appreciate how you guys didn't even scream. You guys were very calm. "student" you were like a ninja. Can you hand me an eraser please. I really wanted to illustrate to you guys why math is important. Especially multiplication. Today our goal is I want to use multiplication strategies and models to solve ... "teacher" cannot talk right now. I'm just so impressed from her catching the microphone. I can use multiplication strategies and models to solve word problems. Also, I'm going to take it a little bit further, and we're going to explain how multiplication and division are related. I was talking to you [00:14:00] guys the other day and I know multiplication and division is still, it's not clear. It's wishy-washy. We're going to discuss about that more today.

I have this awesome book. It's called "Each Orange Had 8 Slices." This is what you guys are going to do. Your goal is today to take the different pieces that I taught you already. I've taught you how to make an array.

Students: What is that?

Teacher: An array. I've taught you how to make an array. I've taught you how multiplication is the same as repeated addition. I've talked to you about groups and I've talked to you about fact families. What we're going to do today is we're going to take real world problems and we're going to connect all those things we learned and show a model that.

Students: A model?

Teacher: Yeah. A model just means you're using ways to show it. For this problem we used this as repeated addition, multiplication, you can say is a repeated addition. We also have the equation. We could have also done an array. 4 groups of 2.

Students: I forgot about that.

Teacher: 4 groups of 2. We'll practice a little bit, but I want to show you what problems are on here.

Students: Hard problems?

Teacher: Are things ever hard?

Students: No. [crosstalk 00:15:27]

Teacher: There's a lot of people yelling right now, so I'm going to wait. Take a deep breath. Materials are down, we're still calm, okay.

I ate two juicy oranges. Each orange had 8 slices. Each slice had 2 small seeds. How many juicy oranges [00:16:00] were there? Who knows the answer? How many juicy oranges were there?

Students: 8.

Teacher: Would you agree or disagree with that? Who can explain the answer?

Students: I disagree because 8 plus 8 equal 16.

Teacher: Okay, but how many oranges are there? Use the evidence in the source. Pick out the important numbers?

Students: 2.

Teacher: [inaudible 00:16:23]

Students: 2.

Teacher: Yep, and where does it say that?

Students: It says, "On my way to lunch, I ate two juicy oranges."

Teacher: Yep. There's going to be 3 factors in here. There are three numbers in here. We have to pull out which one we're going to use for multiplication. How many slices were there? Using your boards show me the equation to figure out how many slices are there.

[crosstalk 00:17:00] equation is the number signs. Remember the equation is the number words. Remember this will be the equation. You'll have a multiplication sign. I want you to figure out [crosstalk 00:17:16] I'm asking for the multiplication number sentences.

On my way to lunch, I ate two juicy oranges. Each orange had 8 slices. Is that one out buddy? Next time just throw it in the trash. Go ahead and discuss with your neighbor why you think that's the answer. [crosstalk 00:17:45] What are we [00:18:00] multiplying? We're asking how many slices are there. How many oranges are there first? [crosstalk 00:18:06] There's 2 oranges. Write down 2 because I know there's 2 oranges. There's two groups, but how many slices are there? There's actually slices. [crosstalk 00:18:19] 8, right. It's going to be 2 oranges, 2 groups of 8. [crosstalk 00:18:29]

“student”. “student”, [inaudible 00:18:40] this is your warning. [inaudible 00:18:42] Yellow. When I say red, your markers should be down already. They should not be up yet. Yellow. Green go. I'm seeing there were two oranges, there were 8 slices each. I appreciate how you labeled the units. Remember we were counting slices. We're counting slices, good job. Go ahead and erase it. That was your equation. Show me the array you would have used for it. [crosstalk 00:19:16] Remember the array is using the dots. [crosstalk 00:19:24] The array. [crosstalk 00:19:28] Let me hold it for you guys. You may with discuss with your partner after you finish and see if you have the idea. Discuss only if you need some help. [crosstalk 00:19:51]

[00:20:00] “student”. “student”, this is your warning. “student”, it's okay if you didn't finish. [inaudible 00:20:19] I'm still waiting on “student”. Next time “student”, make smarter choices and don't make big circles and just do dots like I did before. That's why you didn't finish. Yellow. Green go. Can I see yours. [crosstalk 00:20:38] can I borrow yours? We have 2 different models here. I appreciate for both of you being brave. Which model is the correct model? Turn and talk to your neighbor what you [crosstalk 00:20:57]

Reset. Boards are down. [crosstalk 00:21:26] Close your eyes. Sorry, open your eyes first. Let me tell you. This is A, this is B. A, B. Pick which one you're going to pick. A or B. Close your eyes. If you think it's A, put your thumbs up. Hands down. If you think it's B, close your eyes still. All right. Thank you. Eyes open. Someone from group A, tell me why this is the correct answer? [00:22:00] Go ahead. Sorry. Everyone's looking at you, so we're going to take a minute.

Students: I think it is A because A times 2 lines and 8 in each. That one it has 2 in each but is actually 8 slices in one bowl, plate.

Teacher: Remember, just like math, multiplication is a commutative property. They're both going to be the same answers. Which model is correct? What were we trying to show? The oranges and 2 groups, or 2 groups of 8?

Students: 8 groups of 2.

Teacher: Are we showing 8 groups of 2 or are we showing 2 groups of 8?

Students: 2 groups of 8 (in unison).

Teacher: Knowing that, which model should you have used?

Students: [crosstalk 00:22:48]

Teacher: Can someone explain? [inaudible 00:22:55]

Students: It's B, because you're supposed to have the two dots across and [crosstalk 00:23:03]

Teacher: We don't yell out no, remember. Let's look at this model. This is telling me, 1, 2, 3, 4, 5, 6, 7, this is saying 8 groups of 2. Is that what we're trying to show though?

Students: No.

Teacher: What are we trying to show?

Students: That there are 2 groups of 8.

Teacher: That we're showing 2 groups of 8. This would have been the proper one. [crosstalk 00:23:27] Everybody erase your boards. Thank you for being brave. After I show the array, the next thing I want you to show me is [crosstalk 00:23:39] the groups. Show me in groups. [crosstalk 00:23:46] We have 2 groups of 8. I want you to show me the model of 2 groups of 8. [crosstalk 00:23:55] I want you [00:24:00] to show me 2 groups of 8 using groups. [crosstalk 00:24:14] Remember, I want you guys to see how all of the different things we've been learning connect, how an array is almost the same thing as a group. [inaudible 00:24:34] instead of writing groups of, use the multiplication sign. [inaudible 00:24:40] multiplication sign. [crosstalk 00:24:45]

[inaudible 00:24:47] Yellow, Green, Go. Turn and talk to your partner and check their work and either agree with it or disagree. [crosstalk 00:25:14] Why do you disagree with her? Are we ready? [crosstalk 00:25:26] The groups, we have 2 groups. Go ahead and erase and reset, please. Show me you're ready by putting your board down and your markers and erasers where they need to be. "student", you need to make better choices, you're taking a long time. Ask to borrow her eraser. [crosstalk 00:25:56][00:26:00] "student", do you think that was the smartest thing to do? [inaudible 00:26:03]

How many groups do we have first?

Students: 2.

Teacher: 2, so drew my 2 groups. How many do I draw in each group?

Students: 8.

Teacher: 8. 1, 2, 3, 4, 5, 6, 7, 8. 1, 2, 3, 4, 5, 6, 7, 8. This is my array. This is my groups of. [crosstalk 00:26:31]. Next using this equation ... [crosstalk 00:26:39] Wait did I do this wrong? That was just me showing you an array, right? Okay, what I want you guys to do next, is I want you guys to show me the fact family that goes with 2 groups of 8 equals 16. Connect it. Show me the fact family. It is the [inaudible 00:27:00][crosstalk 00:27:04] If you need the triangle to help you with your tool, go ahead. I need to see your equation first. I only want your triangle to be a little bit of your board, because I'm going to be looking at your equations. [crosstalk 00:27:17]

I'm not sure, you'll have to figure that out, bud. [crosstalk 00:27:23]

Students: Fact family. [crosstalk 00:27:31]

Teacher: You have to write all of the facts that go with it. What are the facts that go with it? We're using multiplication and division now. We're counting by groups. "student" start with your triangle. What's your biggest [00:28:00] numbers? Is that the biggest number in the equation? Look at the equation. Which one's the biggest number? The biggest number goes on ... Okay, Kyle we're using multiplication and division now not addition and subtraction. We're using multiplication and division. You should have 4 facts.

Students: 4?

Teacher: Mm-hmm (affirmative). [crosstalk 00:28:34]

Students: Plus and minus part of it.

Teacher: You may talk to your partner to see if they can help you.

Students: Do you need help?

Teacher: Let him have a chance.

Students: Wait, all these are facts?

Teacher: Multiplication and division right now. Draw your triangle.

Students: And division.

Students: Can we check with them after?

Teacher: [inaudible 00:28:57] I think you're getting stuck. Draw your triangle. Can you hand me a board, [inaudible 00:29:04] please. [crosstalk 00:29:11] That's great language, thank you. [crosstalk 00:29:27] Are we set? Board is down, do not erase. Leave it still. We'll talk about it. I know this is the part where we were getting stuck at. It's okay. It's okay if

it's difficult for you right now. We are going to discuss it. I'm waiting on 2 people.  
[crosstalk 00:29:50] Okay, bud, put it down. Thank you. "student" we're waiting on you. Patricia we're waiting on you. Boards are down. The reason [00:30:00] why I want you boards down is because it makes a lot of noise when you guys are moving back and forth. [inaudible 00:30:02] like that. See, that's a lot of noise, and if 20 people are doing it, it's too much. Go grab it. When we do a fact family, what tool do I want you to use? What's the first thing you should draw on your board?

Students: The triangle.

Teacher: The triangle. We know the number sentence is what?

Students: 2 times 8.

Teacher: Okay. Yep, because there are 2 oranges with 8 slices. Where do these go in my triangle? I'm waiting on "student". "student"?

Students: The 16 goes on the top.

Teacher: Yep. Remember when you split 16, you're splitting it, you're taking the big number and you're splitting it into groups. I can split it by 2 or I can split it by 8. Then if you're multiplying, you can take these 2 factors and get the bigger number. If we know this number, what's the communicative property of this one? "student"?

Students: 8 times 2 equals 16.

Teacher: This is where it gets tricky and I know this is where you guys are not understanding. This is why I want you to look at this model. This is why I drew this model. How many are in the group?

Students: 2.

Teacher: How many are in the group?

Students: 16.

Teacher: 16 are in my group. I'm splitting it by what? It's the opposite. What am I splitting it? How many groups am I splitting? I have 16 in all, how many am I splitting it up by? [inaudible 00:31:41] instead of just saying it's hard, right? Yeah.

Students: 2.

Teacher: 2. Right? I'm splitting my 16 and I'm putting it in groups of 2. Then what's my answer?

Students: 8.

Teacher: 8. When we split in division, it's always going to be the big number. 16 divided by what?

Students: 8.

Teacher: [00:32:00] It's not this model, it'd be the other model.

Students: 8.

Teacher: Yes? Equals ...

Students: [inaudible 00:32:05]

Teacher: That's your fact family. [crosstalk 00:32:07] I want you guys to know ... I'll wait. Still. Don't worry if you got it wrong, that's why we're practicing now. Waiting on [inaudible 00:32:18] Do you need to go back to your seat? [inaudible 00:32:22] part of the group please. What I wanted you guys to see though, is even though we're practicing multiplication, the opposite of multiplication is division. I wanted you to see that you're making groups here, but if you're splitting up the groups, you would take 16 and split it into 2. That's why it would equal 8. Now we know, turn and talk to your partner, why is multiplication related to division? How do they go together? [crosstalk 00:32:46] Reset. [inaudible 00:33:07] Head up looking at me please. Yeah.

Students: They are related because it's something to do with the [inaudible 00:33:13]

Teacher: Mm-hmm (affirmative). In multiplication, are you creating groups, or are you splitting groups up?

Students: Splitting.

Teacher: You're creating groups. You're making groups of in multiplication. In division, what you doing?

Students: Splitting them.

Teacher: You're splitting it up. It's just the opposite. That's why in your fact families, I wanted you guys to see that. Last one. I know we've been sitting a while and I appreciate it. Let's get this last one and show me a response. I want you to show me ... We already did it, so we don't have to do it. This is the repeated addition, right? We have the array, the groups of, the repeated addition, and then you did the fact family. Today you guys are going to create your own models. [crosstalk 00:33:58] [00:34:00] Who was that? [inaudible 00:34:00]

Students: "student".

Teacher: “student”, please pay me a dollar. Do you think that was the best attitude to have? Not right now. Okay, reset. [inaudible 00:34:09] thank you sweetheart. What your task is today, and I will ...

Students: Help us?

Teacher: If you are on blue or on green, you may choose your partner. If you are on yellow, you are going to be working with me in this group. I will be helping you guys out. This is your task. Here it is. I have several word problems for you to do. I'm waiting on 3 boys, so I'll wait. I have several word problems for you to do. I want you guys to show me the multiplication, [inaudible 00:34:56] you are going to be at your desk and you'll pick last now. Do I have everyone's eyes? You are going to show me the models. You are going to take the multiplication, in the real world problems and you are going to model it for me and show me the models. For now, first row please put away your materials.

Students: Erase?

Teacher: Just put it right over there, okay? [crosstalk 00:35:20] Can you guys go back to your original seat for now until we pass out the materials?

Students: Even this eraser?

Teacher: Yeah. Let's just put those [inaudible 00:35:31] [crosstalk 00:35:35] thank you second row for waiting. [crosstalk 00:35:44] Just put it on the desk. [crosstalk 00:35:53][00:36:00] Go find a different seat. [crosstalk 00:36:07]

Please put your name and date on the paper as you get it. [crosstalk 00:36:54] at their desk who are waiting patiently. [crosstalk 00:37:13] Gentle over there. [crosstalk 00:37:50][00:38:00] If you do not have a partner raise your hand and I will help you find a partner. When you have your partner, come up to me and then I will let you pick out which problem you guys are doing. You may sit anywhere in the group. [crosstalk 00:38:14] Form a line please, form a line. [crosstalk 00:38:18] Class, class, class?

Students: Yes, yes, yes?

Teacher: Your choices are flowers, houses, [crosstalk 00:38:30] and trees. I'm still talking. Think about it before you get here. Okay. “student”, please pay me a dollar. You're going to think about flowers, houses, trees, clowns, or gumballs. There's only 3 of each, so if they're not there, think of the 2nd one you want. [crosstalk 00:38:50] find a spot. [crosstalk 00:38:55] “student”, right here, do you need one? [crosstalk 00:39:13] who does not have a partner, raise their hand? [crosstalk 00:39:17] You two work over there, and I'll help you guys. [crosstalk 00:39:21] you may join a group of 2. [crosstalk 00:39:25] They're not all the same. [crosstalk 00:39:42][00:40:00] I'm working with someone. Flowers? [crosstalk 00:40:26] Which one are you guys doing? This or [crosstalk 00:40:57] Class, class, class?

Students: Yes, yes, yes?

Teacher: You need to figure out which numbers you are using in your multiplication. Which one are you modeling. I forgot to explain, the middle part is where you put your equation. This one would have been 2 times 8 equals 16. That's where the middle goes. [crosstalk 00:41:24] If you can hear me, clap once. If you can hear me clap twice. If you can hear me clap, three times. As you know, there are three numbers, right. Just like in mine, there was [00:42:00] 3 numbers. We only focused on one part. We did the 2 oranges with 8 slices. You're going to pick, remember 3 questions on yours. Pick one question that you're going to answer and show it using multiplication. You'll have to read the pages, both pages, if you have 2 pages to figure out what the questions are. "student", if that's not yours, you shouldn't be touching it bud. Get to work. You guys have about 7 minutes. [crosstalk 00:42:27] Quickly, quickly, we have 7 minutes. [crosstalk 00:42:35]

Students: The plussing equation would be 3 plus 3, plus 3 plus 3. 3, 6, 9, 12. That would be 12. [crosstalk 00:42:48] I finally got that one. [crosstalk 00:42:56] How many bird nests where there? How many [crosstalk 00:42:58] in all? [crosstalk 00:43:05] We're not working. [crosstalk 00:43:20] Come on. [crosstalk 00:43:27] I don't know what it is. [crosstalk 00:43:39] I saw four trees. Each tree had 3 bird nests. [crosstalk 00:43:44]

Teacher: What question are you guys doing? Which one? [crosstalk 00:43:52] You have 3 questions, which one are you going to answer? [crosstalk 00:43:57] You need to figure it out. Are you saying how many bags, how many small [00:44:00] boxes, or how many gumballs? Figure it out. [crosstalk 00:44:02] What question are you on, you have 3 questions here.

Students: We can pick any question?

Teacher: [crosstalk 00:44:13] I wouldn't pick that one because that's a multiplication. Are you doing the nests, or are you doing the eggs? [crosstalk 00:44:24]

Students: I did all of it. [crosstalk 00:44:31] I bought 3 bags of gumballs. [crosstalk 00:44:40] Do you want to do this one? How many gumballs were there in all? [crosstalk 00:44:53]

Students: Let's do next. Okay. I'm doing it. [crosstalk 00:45:38] 2, 4, 6, 8, 10, 12. I know! [crosstalk 00:45:49] I just did my stuff. [crosstalk 00:45:53] What are you doing?

Students: 2 times 12 equals? This [00:46:00] one's going to be 3 [crosstalk 00:46:04] times [crosstalk 00:46:11] I get it. [crosstalk 00:46:13] 4, 5, 6, [crosstalk 00:46:21] It's 3 times that because 3 times [crosstalk 00:46:27] It's not on. It's not on. [crosstalk 00:47:27] Okay, come on. Do your work. [crosstalk 00:47:32] [00:48:00] Okay, we're done.

Students: What did you pick? [crosstalk 00:48:04]

Students: What are we going to do? [crosstalk 00:48:21]

Students: Remember she said that? [crosstalk 00:48:25]

Students: You're doing eggs, right? [crosstalk 00:48:34]

Teacher: Class, class, class?

Students: Yes, yes, yes?

Teacher: Can you write the question that you're answering underneath? You know how there's 3 questions?

Students: Yeah.

Teacher: Can you write which question you're answering so I can match it?

Students: Where?

Teacher: Just in the box. Label it, are you doing clowns? Trees? Flowers?

Students: Eggs. [crosstalk 00:48:58]

Students: I don't like that song. [crosstalk 00:49:00]

Teacher: What question are you picking here?

Students: Eggs. [crosstalk 00:49:04] Trees. [crosstalk 00:49:09]

Teacher: Where are you guys getting the [crosstalk 00:49:11]

Students: Why do I keep on drawing an array?

Students: You need help with the array? [crosstalk 00:49:27] Wait, what's your stuff? [crosstalk 00:49:34] 3 groups. 3 down [crosstalk 00:49:39][00:50:00]