Today's Number?

Today's Number is 15.

Student A

5 is a hien number
then 1.

Student B

10 Plus 5 is 15, 15 is a odd nam ber
20 take away 4 is 15, 15 opelo and 5 ones

Student C

10+5=15 1+14=15 2+13=15
7+8=15 4+11=15 9+6=15

Student D

1. 15 has 2 digers.
2. It is betwen 14 and 16.
3. you can get to 15 by counting by 5s.
4. 15 is bigger than 10.

Student Work - E

Today's Number?

Today's Number is 3/4.

Student A

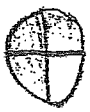
It is more than $\frac{1}{4}$ or $\frac{2}{8}$. Its smaller than $\frac{4}{4}=1$

Student B

3/4 is equal to 3 quarters of a whole
3/4 is more than a half
3/4 is equal to $\frac{6}{8}$ and $\frac{12}{16}$

Student C

15%



.75

Fraction

Student D

I know for one example you multiply

$\frac{1}{2} \times \frac{3}{2} = \frac{3}{4}$ and also know that the # of peices is the # all together

Student Work - E

How Do You Know?

How do you know that 0.4 x 0.33 = 0.04 x 3.3?

Student A

The products are equal. I know this because the numbers are all the same except the decimals are moved around; there are still three numbers after the decimals though.

Student B

Decimals position does not matter in multiplication

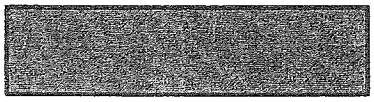
Student C

because one of the numbers is being divided by ten while the other is being multiplied by ten

Student Work - E

How Do You Know?

How do you know the shape below is a rectangle?



Student A

Because I have learned to memorize Stuff. SO I ts a rectangle.

Student B

- It has 2 short sides + 2 long sides.
- It has 4 sides.
- It is long but not as tall.
- 4 vertices
- Oppsite sides are equal and parallel.
- 4 right angles

Student C

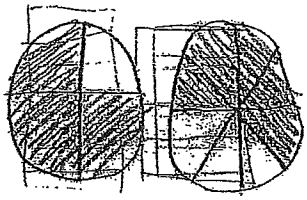
It has four sides and 4 right angles.

Student Work - E

Alike and Different

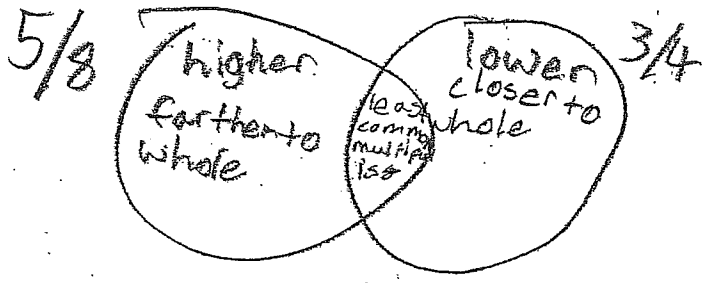
How are 3/4 and 5/8 alike and different?

Student A



Both fractions
Both of their denominaters are even
Not equivilant to each other

Student B



Student C

They both cant be sypl.ifyed, They are both fractions. The numators are prime. The denomonators are even. The denomonators are composite

Student D

1 They are both fractions!

2 They have different numbers.

Alike and Different

How are 29 and 50 alike and different?

Student A

alike: They both ale numbers.

different: But the both have different numbers.

Student B

alike: they are betwen 1 and 100.

different: 1 is even 1 is odd.

Student C

alike: They Both are odd.

different: 29 is less. 29 has a 9 in the Ones Groop. 50 is higher. you could cont by tens and find it.

Student Work - E

Quick Images

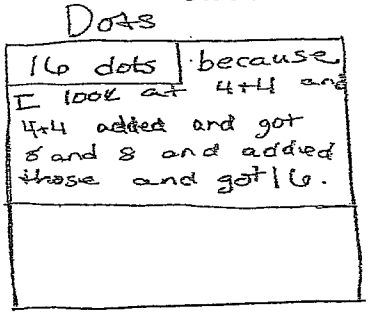
Student A

16 because I saw 4 groups of 4 and since 4×4=16 I got 16.

Student B

there are 16 dots in all. I see them as the awenser to a division problem. 4 dots in each group.

Student C



Student D

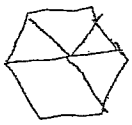
4 group of Dots.

4+4+4+4=16
Dots
togeth

Student Work - E

Quick Images

A

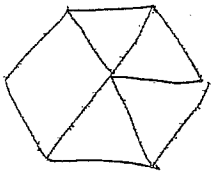


A hexigon with line seperating in fractions, except one line was not there

B

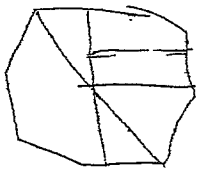
I saw a parallelogram with triangles connected to it

C



I saw two diamonds with one diamond split horizontally so there is two triangles and between the diamons a two equalateral triangles

D



I saw it as a hexagon with shapes in the middle

Student Work - E

Mystery Number

The mystery number is 24.

Student A

1. 8 x 3
2. 3 x 8
3. 6 x 4
4. 4 x 6

Student B

1. 6 is a factor of it
2. 4 is a factor of it
3. It is a multiple of 8
4. 6x4

Student C

1. It is even
2. It's factors are 1, 2, 4, 6, 8
3. both numbers are even
4. It is composit

Student D

1. 2 digit number
2. Both digits are even
3. Number is bigger than 20 but less than 30
4. Some factors are 6 and 4

Student Work - E

Mystery Number

The mystery number is 32.

Student A

1. The number is even
2. It is after 31 and before 33
3. There is a 2 in the ones colome
4. There is a 3 in the tens colome

Student B

1. it ends with a 2
2. it is a even number
3. it is after 31
4. it is befor 33

Student C

1. The nanber is bew teen 31 and 34.
2. The number is odd.
3. Ihas a 2 in the ones coalm.
4. It is less than 35.

Student D

1. It is in the 30's.
2. It is an even number.
3. It has a 2.
4. It has a 3.

Student Work - E

Mystery Number

The mystery number is ¾.

Student A

It is equal to $\frac{75}{100}$

It is a fraction
It is simplified

Student B

1.) It's smaller than 0 whole
2.) 0.75 is equal
3.) A form of a ratio including 3
4.) What fraction equals 75%

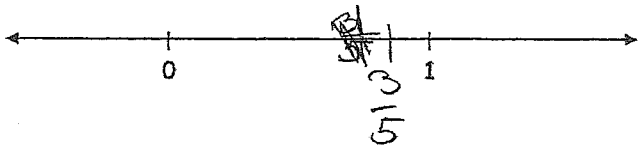
Student C

It is greater than ½
It is less than 1
A multiple of it is $\frac{9}{12}$
It is a fraction

Number Line

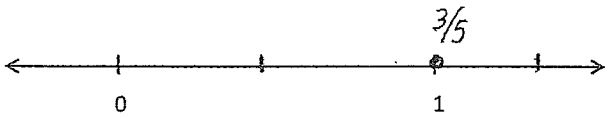
Locate 3/5.

Student A



It is only 2 away from 5 and $\frac{5}{5}$ is 1

Student B

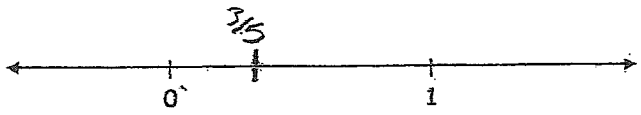


you divide the line into 5 parts, and go up 3 parts

Student C

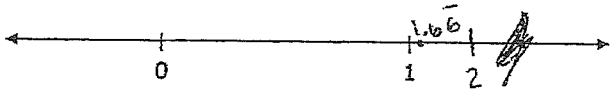
Because $\frac{3}{5}$ is less than 0

Student D



I put it here, because it is less than $\frac{1}{2}$, but it is also smaller than 1.

Student E



$$
\begin{array}{r}
1.66\overline{6} \\
3\overline{)5.000} \\
3\downarrow \\
\hline
20 \\
18\downarrow \\
\hline
20 \\
18\downarrow \\
\hline
20 \\
18 \\
\hline
2
\end{array}
$$

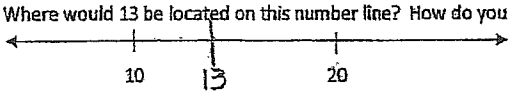
Well because Its $1.66\overline{6}$ and $1.66\overline{6}$ is after 1 because It is a whole 1 and 66 hundreths.

Number Line

Locate 13.

Student A

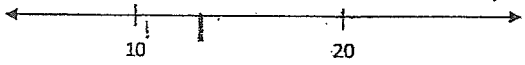
Where would 13 be located on this number line? How do you know?



How do you know? because 13 is not far from 10.

Student B

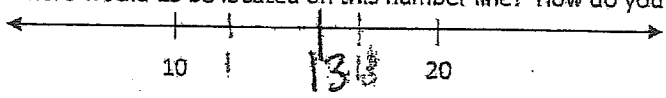
Where would 13 be located on this number line? How do you know?



How do you know? It would be there because I counted.

Student C

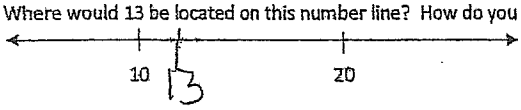
Where would 13 be located on this number line? How do you know?



How do you know? it is closer to the 10.

Student D

Where would 13 be located on this number line? How do you know?



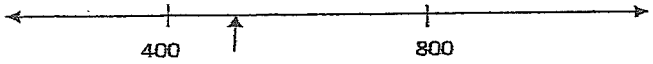
How do you know? Cus 20 is 7 numbers away from 13. And it is closer to ten.

Number Line

What value is indicated?

Student A

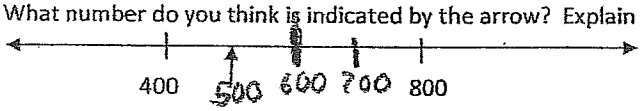
What number do you think is indicated by the arrow? Explain your answer.



500, because 600 is in the middle and it is about half of the middle. 500 is between 400 and 600.

Student B

What number do you think is indicated by the arrow? Explain your answer.



500 because 500 is after 400. And 600 is halfway between 400 and 800.

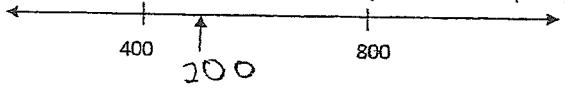
Student C

What number do you think is indicated by the arrow? Explain your answer.

350 is about in the mitle of the number line.

Student D

What number do you think is indicated by the arrow? Explain your answer.



200 because 400 + 200 = 600 and It can be any number between 400 and 800.

Student E

420 I think its 420 because its not quite halfway and I think its closer to twenty than thirty.

Student F

What number do you think is indicated by the arrow? Explain your answer.

500