

Determining What Students Are Thinking – Part 1

1 Mister Strong: Alright, so explain this to me, Jasper. What are we looking at
2 here?
3 Jasper: Okay, so this would represent our 4 miles and if he drinks 3 times
4 each mile, that's basically saying 4 times 3. 'Cause if you split
5 that...
6 Mister Strong: And that's what this is? What does this 4 mean in this?
7 Lucian: That's how many miles.
8 Jasper: That's how many miles.
9 Markel: 4 miles.
10 Mister Strong: Okay and the 3 means what to me?
11 Ester: It means $\frac{1}{3}$.
12 Lucian: Like how many times you drink per a mile.
13 Mister Strong: How many times I drink per a mile.
14 Lucian: Yeah.
15 Mister Strong: And 12 is?
16 Markel: Is how many time you stopped to drink.
17 Lucian: How many times overall you stop to drink.
18 Mister Strong: How many times overall. My question up on the board has a
19 fraction in it and I see no fractions here, so can you explain to me
20 where did the fraction go in here?
21 Oh okay. Figure that out. Yeah. Figure out where the fraction
22 went in your and what you've done here, okay? I'm gonna come
23 back.