

Following Up With Students

- 1 EMILY: What I did is added the whole ones that we had after I split it in half. So right
2 here is six. And then if you added those two together, you'd get seven, and
3 then those two would be eight. And then you have to add whatever half of the
4 stage number is, so that's two. And then you get the 10, which is what it came
5 to. Yeah, and then he can explain, like, how he came up with--
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- 7 MICKI: So how did you-- because I figured it out a different way.
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- 9 AIDAN: Because I wanted to plug in, like, a big [INAUDIBLE] equation, so they can
10 actually see if, like, [INAUDIBLE] like in these. So I just did, like, length
11 times width, which was-- so we did, like, stage [INAUDIBLE].. So length
12 times width, which is eight times time two.
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- 14 MICKI: OK.
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- 16 TEACHER: This is for stage eight?
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- 18 AIDAN: Yeah. I was just trying to explain, like, stage eight.
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- 20 TEACHER: OK.
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- 22 AIDAN: Just for an example.
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- 24 TEACHER: OK.
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- 26 AIDAN: So we just did eight times eight, which was 64, and then divided by two
27 which got to 32. And then we took x is, like, the stage number. So we took the
28 stage number, and then basically divided it by two I guess, which was four,
29 and then added it to 32, which we got was 36.
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- 31 TEACHER: OK. So if you just know stage four, how could you connect stage four to your
32 figure? If you just know your stage four, how could you connect stage four to
33 your figure?
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- 35 MICKI: So how can we determine, knowing that we only have stage four and plug it
36 into our equation?
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- 38 STUDENT: So--
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- 40 AIDAN: Well, we just do the same thing.
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- 42 EMILY: So, wait. So if we're doing, like, stage 100, like she said, wouldn't you do
43 like--