**Ms. Talavera: Selena’s Method**

Ms. Talavera: Okay. Shhh.... So, back to this, guys. I know. We’re running out of time, but... Daniel... thank you. I know that C1 is very confusing. What does that 6 mean? Teniqua?

Teniqua: [inaudible]

Ms. Talavera: Pizzas or people. Can it – why – well, how is it possible that one answer means two different things? ... Well, is Selina actually going through a correct process?

Student: No. [inaudible]

Ms. Talavera: Kaitlin? No? Now, Allashawna... Alshawn, I’m sorry. She actually, in her table group, actually went through and actually came up with that it is six slices per person. It is six slices per person or is it just six slices per pizza?

Student: [inaudible].

Ms. Talavera: Per pizza. She came up with the fact that it’s six slices per pizza. Could.. could one of you guys walk through that? Like, show us how you did that? ...

Student: We divided.

Ms. Talavera: Okay, so you divided what?

Student: We divided the pizzas, the large table, [inaudible].

Ms. Talavera: So you drew – I saw your drawing. So you took a pizza and you divided it into 6ths. Was that equal? ... That’s not equal, is it?

Students: [Various.] That’s not equal.

Ms. Talavera: That pretty?

Students: [Various.] more like a... [inaudible]

Ms. Talavera: Guys, you remember how you do six? You do it into thirds, and then what do you do?

Students: [Various.]

Ms. Talavera: Not yet, Chase. ... Is that better? Okay.

Students: [Various.]

Ms. Talavera: All right. Anyway, shhhh... Anyway, the group came up with a reason why it could possibly be six slices per pizza, Amber, for the four, but what about the small table? How many slices per pizza there? Five as well. So you came up with a reason why she got six and five. Well... Selina’s idea actually does work, it just doesn’t make any sense. She – in a sense she just got lucky with what she did, so the subtraction... does the subtraction give us how many pizza – or how many slices that each person’s going to eat? Does the subtraction give us that? ...

Student: No.

Ms. Talavera: No.

Student: Because you going to have to cut it [inaudible]

Ms. Talavera: Tyler. Does the subtraction give you the number of people who are going to need to eat the pizza? ... Okay, listen to what I just said: does the subtraction give you... the number of people who are going to eat the pizza? ...

Ms. Talavera: I would listen to your neighbor ... Okay. Because it says ten, right? Ten people are gonna eat the pizza. So ten people, and we’re gonna take away four... pizzas, but we do get six I don't know what’s. That subtraction statement is absolutely true, but it doesn’t give us what we need for the problem. It doesn’t give us how many pizza slices per person, it doesn’t give us that each person in the table’s gonna eat anything.

So, did you get through all of C? Okay, C2 is pretty easy. Do you agree or disagree? Now let’s look at C3. Daniel. C3, it says “What if you had nine pizzas?” That means 10 people get 9 pizzas, what’s left over? One. So if nine pizzas are eaten by 10 people, you get a pizza left over?

Student: [inaudible]

Ms. Talavera: That’s a different story. Kaitlin? If ten people ate nine pizzas, would you have a pizza left over?

Student: No.

Ms. Talavera: Right, Ryan. Would you have one person not eating a whole pizza? ...So her method doesn’t work. It’s very confusing on what she, what she means by subtraction. All right, you guys need to do D.