**Karen: Tourist Problem**

Karen: You need to show them, okay? While you're talking.

Student: So, there's sixty-four people.

Karen: Fifty-four, honey.

Student: Whoops! Okay, so

Karen: There's some men-

Student: There's men, women and children. So there's twice as many woman as men, so I just write two and one. And there's three times as many children as men, so I just write three.

Karen: Okay, so you've got a ratio there, three, two to one.

Student: So, if you add these together that's six. So I divided fifty-four by six and that gave me-

Karen: What did that tell you?

Student: It tells me how many like groups?

Karen: The six tells you how many groups. I mean the quotient. What does that quotient tell you?

Karen: In other words, where are you going to put the nine now that you've got it?

Student: Now that I see-now I'm gonna times it by what I have here.

Karen: Okay.

Student: Nine times one equals nine. So now there's nine men.

Karen: So write the label please.

Student: Okay, so there's nine men. And I times nine, I do nine times two and that's eighteen. So there's eighteen women. I times nine times three and I get twenty seven. So there's twenty seven children. And if you add them together-

Karen: Good job, checking in the end.

Student: There's nine plus eight is seventeen, plus seven is fourteen

Karen: Nine and eight is seventeen and seven more is.

Student: Oh, twenty-four. Two plus one plus-

Karen: Where is the two plus one?

Student: Twenty plus ten, plus twenty is fifty and that's fifty-four.

Karen: Very good! Did somebody do this a different way? Okay Mark, come show us. You had to do the same operations, didn't you? But it was a different way-

Student: We guessed and checked.

Karen: You guessed and checked? But then I saw you using X's. Right? Do you want your paper? Go with him, Miles. Together you can tell us what you did.

Student: First we guessed that men equals seven and then women equals fourteen and children equals twenty one. We added it together and realized that that was too small, so we knew it had to be higher than seven. Then we guessed ten and twenty, and thirty and it was too much, so we knew it had to be in the middle, so we guessed eight.

Karen: Two times.

Student: That was too low, so then we guessed nine.

Karen: Then you knew the answer and all you had to do was check, huh?

Student: Yup.

Karen: Okay, let's see.

Karen: Add that again, kiddo.

Student: We got fifty-four.

Karen: Excellent. You can do it by guessing and checking, takes a little bit longer. Anybody do it another way?