

KATY HOLMES: All right, are you ready, kids?

STUDENTS: Aye-Aye, captain.

KATY HOLMES: All right, so, I have a big challenge for you today. Yes.

STUDENTS: No.

KATY HOLMES: You are going to get to go shopping for other students today.

STUDENTS: Oh, yeah.

KATY HOLMES: Okay. So, you, you and a partner, you are going to have \$300.

STUDENTS: Yay.

KATY HOLMES: Okay. \$300. To spend on toys that will be donated to a charity. [inaudible], please. This is the only store that you're going to. Okay. So, you're going to have to determine and figure out what combination of toys can you buy with your \$300. Because you want to try and spend all of that money, right?

STUDENTS: Yes.

KATY HOLMES: Yes, you do.

STUDENTS: [crosstalk].

KATY HOLMES: You're going to want to spend all that money.

STUDENTS: [crosstalk] go over.

STUDENTS: [crosstalk].

KATY HOLMES: So, I am going to give you your store.

STUDENTS: Ms. [inaudible].

KATY HOLMES: So... yes, sir?

STUDENTS: Don't team me up with London.

KATY HOLMES: Okay.

STUDENTS: He doesn't want [inaudible].

KATY HOLMES: I got that. All right.

STUDENTS: I want [inaudible].

KATY HOLMES: Why don't you come and sit over here, Sebastian?

STUDENTS: Me and you are partners, again.

STUDENTS: Do you want to go first, [inaudible].

STUDENTS: [crosstalk] partnering.

KATY HOLMES: Can you three work together?

STUDENTS: [crosstalk].

KATY HOLMES: Thank you.

STUDENTS: I am gonna be.

STUDENTS: [crosstalk].

STUDENTS: Oh my gosh.

STUDENTS: It's so pleasant because [inaudible].

STUDENTS: [crosstalk].

STUDENTS: Wow.

STUDENT: Oh, okay, this [crosstalk].

STUDENT: This cost \$14. 65. 12. 22. 36. 15. 67. 40. 19. 48. 65. 65. 70.

STUDENT: 56.

STUDENT: 56.

STUDENT: 75 [inaudible].

KATY HOLMES: So, remember, what's your goal, that you have to spend?

STUDENTS: \$300.

KATY HOLMES: \$300. Okay. Can you go over \$300?

STUDENTS: No.

KATY HOLMES: No. Now—

STUDENTS: [inaudible].

KATY HOLMES: One second, London. Now, at the bottom down here, so at the top you're going to put the items that you're purchasing. Okay.

STUDENTS: And how much it cost.

KATY HOLMES: And how much it costs because that will help you out when you're solving your equations.

STUDENTS: [crosstalk].

KATY HOLMES: And then, at the bottom, I want two different ways to solve your equation. Okay?

STUDENT: [inaudible] spell.

STUDENT: No, not all the expensive stuff. Then we're just gonna run out of money that fast.

STUDENT: Well, the expensive stuff, so big and good.

STUDENTS: [crosstalk] do.

STUDENT: Okay, we can buy this stuff and—

STUDENT: No, no that [inaudible].

STUDENT: Let's put—

STUDENT: No, this can go for the boys and girls, so when they get [inaudible] they're scared, they can hold [it] and snuggle up.

STUDENT: Okay, I want this.

STUDENT: Oh my gosh, you're gonna waste all our money.

STUDENT: I'm not.

STUDENTS: [crosstalk].

STUDENT: Remember, we have \$300, in ten minutes.

STUDENT: [inaudible] go in to the 100s, you know. Maybe this go past 300.

STUDENT: No, it isn't, trust me.

STUDENTS: [inaudible] video games things.

STUDENT: Oh, how about the video [inaudible].

STUDENTS: No, that's too much.

STUDENTS: No, it isn't.

STUDENTS: Okay, fine. I won't—

STUDENT: That's in the 90s.

STUDENT: No, this and the boat. This and the boat.

STUDENT: That's gonna be like, \$1000. Because nine plus nine equals—

STUDENT: [inaudible] yeah, so [inaudible] is 65.

STUDENT: 65. Okay, so that's—

STUDENT: So, five plus five, equals 10.

STUDENT: Yes [inaudible].

STUDENT: And that equals an 11. So—

STUDENT: No, oh yeah, [inaudible] equals 11. So we only spent \$110.

STUDENT: Uh, that's okay, we have \$300.

STUDENT: Let's get a [inaudible]. First, let's write [inaudible].

STUDENTS: We're not near \$300 yet.

STUDENT: Doll for 65, right?

STUDENT: Yeah.

STUDENT: Okay.

STUDENT: So, now, let's get a [inaudible].

STUDENTS: [crosstalk].

STUDENT: Nine minus zero is... plus zero equals nine. One plus zero equals nine.

STUDENT: [crosstalk].

STUDENT: And two so, \$200.

STUDENT: We already spent \$219.

STUDENT: Wait. No. No, that's wrong.

STUDENTS: Gonna waste all our money.

STUDENTS: No, I don't want [crosstalk].

STUDENT: I made it look like it's a ten, but then the one. All right.

STUDENT: Oh.

STUDENT: That stays as a one, that's a two and that's a nine. There.

STUDENT: Yay. \$29.

STUDENT: First I thought we had already spent \$200.

STUDENT: I know, right?

STUDENT: What do you want to get?

STUDENT: Um—

STUDENT: Puppy?

STUDENT: The puppy looks so cute.

STUDENTS: I want to be [crosstalk] three.

KATY HOLMES: Why don't you [crosstalk]—

STUDENT: Okay. Put in there jump rope.

STUDENT: Jump rope? Okay.

STUDENT: So, J-U-M-P.

STUDENT: Oh, M-P. Jump rope. O. There.

STUDENT: 17. We only have 17.

STUDENT: Three, four, five, six, seven.

STUDENT: Of these. We need more than 17.

STUDENT: Don't forget, we're also getting—

STUDENT: Thanks.

STUDENT: And one—

STUDENT: See. And we're also getting—

KATY HOLMES: What number are you building?

STUDENT: We're building, um, that and that. I mean, that and that.

KATY HOLMES: Okay, so I am going to ask you again, what numbers are you building?

STUDENT: Oh, 40 and 75.

KATY HOLMES: Okay.

STUDENT: 40 and 75, that's easy. You build...I will build 40, you build 75.

STUDENT: Okay, I have them. Let me put my fours back, because I haven't built that [inaudible]. Okay.

STUDENT: Okay.

STUDENT: So, that is, one, two, three, four, five, six, seven, eight, nine, 10. So, that's 110 out. That's 115, that's 115, already.

STUDENT: Okay, I am scared.

STUDENT: We still have like \$200 left.

STUDENT: Aw.

STUDENT: Ah.

KATY HOLMES: Well, why don't you start with what you had?

STUDENT: Yeah, these two.

KATY HOLMES: Okay.

STUDENT: Now, what else can we add [inaudible]. Then, we're gonna need something else to add to it, to see if it makes...We're over 100.

STUDENT: Yeah, but we still have \$300. See.

STUDENT: Oh right, 300. Yesterday we did 100, so—

STUDENT: The dog is 40.

STUDENT: We only... We have 16 ones, right there. [inaudible].

STUDENT: Give you two [inaudible] 10.

STUDENT: 41, so what's 41—

STUDENT: So, 41—

STUDENT: So, 41 is, um, what is it again?

STUDENT: 41 is what?

STUDENT: I know it's past... It's in the 200s. I just don't know what number it is.

STUDENTS: [inaudible] game is—

STUDENTS: [crosstalk].

STUDENT: 200.

STUDENT: 41.

STUDENT: It's 200. It's probably 241.