

KATY HOLMES: [BACKGROUND] Why don't you do the same thing over here?
[BACKGROUND] So what's about—what's, what's the sum of this?

STUDENT: Fourteen.

KATY HOLMES: Okay? So if this is 14?

STUDENT: And then we're also buying the rubber duckies.

STUDENT: But we can't do the same thing.

KATY HOLMES: There you go. Why do we need to do that?

STUDENT: Because there's a one—there's a tenth.

KATY HOLMES: Yeah, because there's a one in the tenths place. So now let's solve this side.

STUDENT: And we're buying the rubber ducky.

STUDENT: Nineteen.

KATY HOLMES: So do we need to change this sum? [BACKGROUND] There you go. Now. All right. So, Cameron, what are you at now?

STUDENT: We are at 200—194.

KATY HOLMES: All right. So you're at 194. How much are we trying to get to?

STUDENT: Three hundred.

KATY HOLMES: Three hundred.

STUDENT: We're also on the rubber ducky.

STUDENT: And this, this heart.

STUDENT: And the tractor.

KATY HOLMES: Okay. So what's your second equation you could do then?

STUDENT: 67 plus 12.

KATY HOLMES: Plus 12? Okay. So do that equation.

STUDENT: And then, the tractor and the airplane. And then 22 plus 36.

KATY HOLMES: So here, let's do this. How much do you have now?

STUDENT: Yes.

STUDENT: No.

STUDENT: Yes.

STUDENT: Yeah. I subtracted one. It was supposed to be subtraction. I messed up. I messed up.

STUDENT: No. That's how much money we have left. Wait, is that supposed to be something?

STUDENT: Yes, it is.

STUDENT: No, no. It's supposed to be like this. Oh no, it's actually supposed to be subtract. But then, it's going to be zero, zero, zero—

STUDENT: Wait, no, no.

STUDENT: That's how much money we have.

STUDENT: [BACKGROUND] That's nine, that's seven, and that's a two. So 279—

STUDENT: I thought it was 200.

STUDENT: Now, 14 is a yo-yo. So now, what do you want to buy? Because we only have \$21.

STUDENT: Well, another tractor, for sure.

STUDENT: We can't. We needed one more dollar and then we can get that. We could get—we can only get a jump rope, ducky, and a yo-yo, and a ball.

STUDENT: Okay. Let's get it.

STUDENT: So which one is it?

STUDENT: Oh, okay. Um, well, since the ducky is less cheap—since the ducky is more cheaper, let's get a ducky.

STUDENT: Okay. So 279 plus what?

STUDENT: 12.

STUDENT: That's a ducky. Let's write ducky. So 2 plus 9 is 11. Oh no, I think we're past our budget. So let's see.

STUDENT: I'm using tens and ones and he's, he's like just counting.

STUDENT: No. I'm counting.

KATY HOLMES: You're regrouping?

STUDENT: Yes.

KATY HOLMES: Yes? All right. Keep, keep going at it. [BACKGROUND].

STUDENT: We could only buy one of these. Which one?

STUDENT: We can buy both.

STUDENT: Then we will, like, have zero dollars left.

STUDENT: Yes, which I know is all our money.

KATY HOLMES: Very good.

STUDENT: Oh yeah, we have three—

STUDENT: One dollar left.

STUDENT: We only have one dollar.

STUDENT: Oh yeah, you're right. We could.

KATY HOLMES: What are you all buying?

STUDENT: Okay.

KATY HOLMES: Okay? And then I need two different explanations down here of how to solve it.

STUDENT: Okay. So we got a board game.

KATY HOLMES: Or do you want me to give you—here, let me give you a new one.

STUDENT: Okay.