

KATY HOLMES: Okay.

STUDENT: And then I had three then seven...

STUDENT: And this toy is close to ... So, these three toys alone are giving your full [crosstalk].

STUDENT: Seven plus six equals ... it equals 13. So, 139. And I get the nine with it, so I get one ... And that would equal 238, and then it would be 299.

KATY HOLMES: So, did you say it was 298 or 299?

STUDENT: 299.

KATY HOLMES: All right, so can you show me another strategy then, of how to get that answer?

STUDENT: Mm-hmm (affirmative).

KATY HOLMES: Okay. So, in this box show me another strategy of how you got that answer.

STUDENT: Okay. One, two...

STUDENT: Stop!...

STUDENT: We, um, we found some of the lowest items that we could find. So, we did yo-yo, and the ducky, and then the, um, giraffe.

KATY HOLMES: Okay.

STUDENT: And stuff like that.

STUDENT: And the ball.

STUDENT: So, then we, um, als—Do you know what we did? We made the biggest numbers. Then, we added them all together and it made, it made, um, 200 and something.

KATY HOLMES: Okay.

STUDENT: We're not very sure.

KATY HOLMES: (laughs) So, have you figured out your whole total yet that you've spent?

STUDENT: No.

KATY HOLMES: No. Okay, so that's your next step.

STUDENT: Yes.

KATY HOLMES: Okay?

STUDENT: Okay.

KATY HOLMES: So, I see ... I see you have some great equations here, but now I want a whole total of what you've spent.

STUDENT: Um, do we put it on the back? [inaudible 00:01:44]

KATY HOLMES: You can put it on the back.

STUDENT: Okay.

KATY HOLMES: Okay, and then you can give me another way of how you solved it.

STUDENT: Okay.

KATY HOLMES: Okay?

STUDENT: Oh, I know. You can, um, add those two together and then get the answer. The two answers together and then you can get the answer.

KATY HOLMES: Yes, but then I want another way of... Another strategy of how to solve it.

STUDENT: Okay.

KATY HOLMES: Okay?

STUDENT: 'I'll—

KATY HOLMES: You got it. Keep going.

STUDENT: 'Cause we don't know how to di ... 'Cause if we, if we want to subtract the one, we have to add them first and then we have to subtract them.

KATY HOLMES: Okay, why do you ... Why do you think we need to subtract?

STUDENT: Because if we, um, if we added them it would just go, uh, higher than ... It would probably go higher than 300.

KATY HOLMES: So, do you think that you bought too many toys?

STUDENT: Maybe.

STUDENT: I would erase some.

STUDENT: We erased the bolt—boat.

KATY HOLMES: Okay, did you erase it in your equation though?

STUDENT: Yeah.

KATY HOLMES: Okay ... So, I see one, two, three, four, five, six, seven. One, two, three, four, five, six, seven.

STUDENT: One, two, three, four...

KATY HOLMES: Okay, so let's start with this.

STUDENT: Five, six, seven, eight, nine, ten, eleven.

KATY HOLMES: So, do you think that you've gone over... Aaron, do you think you've gone over 300 dollars?

STUDENT: Yeah.

KATY HOLMES: Why?

STUDENT: Because there's 98. There's [crosstalk 00:02:56]. There's two big numbers in there.

KATY HOLMES: There's two big numbers.

STUDENT: That's close to 100.

KATY HOLMES: There's stuff that's close to 100. Okay. So, why don't you work on figuring out something else you can get rid of?

STUDENT: Uh-huh (affirmative).

STUDENT: One, two, three, four, five ... One, two, three, four, five, six, seven, eight...

KATY HOLMES: If you want to subtract, that's fine. That's a great strategy to use, but what are you gonna have to start with if you're going to subtract?

STUDENT: I have to start with the big number.

KATY HOLMES: Which is what?

STUDENT: 98.

KATY HOLMES: Is that your big, overall number?

STUDENT: Yeah.

KATY HOLMES: Is it?

STUDENT: Yeah.

KATY HOLMES: Read your equation.

STUDENT: It is the biggest one.

KATY HOLMES: Read your equation.

STUDENT: I'm gonna do this first.

STUDENT: You have 300 dollars to spend [inaudible 00:03:54]. What combination of toys can you buy in order to spend all your money without going over 300?

KATY HOLMES: So, what's your big number?

STUDENT: 98 [crosstalk].

KATY HOLMES: Aaron, what's your big number?

STUDENT: 98.

KATY HOLMES: How much money do you have to spend?

STUDENT: 300.

KATY HOLMES: So, what's your big number?

STUDENT: 300?

KATY HOLMES: 300. So, what do you need to start with if you're going to subtract?

STUDENT: The 300.

KATY HOLMES: The what?

STUDENT: The 300.

KATY HOLMES: The 300. So, you have 300. Okay? So, that can be one strategy you use is to start with 300 and subtract down. Why don't you get your whiteboard out and start helping him with the equations?

STUDENT: We have used two duckies...

STUDENT: I checked off everything that we got. Everything that we got.

STUDENT: I feel like we're missing something, or I think it's just that, um, that they're really expensive.

STUDENT: Yeah.

STUDENT: It ... So, you already got, you already checked out ... We got a puppy, remember?

STUDENT: That's what I checked off!

STUDENT: I didn't put that.

STUDENT: Oh. (laughs)

KATY HOLMES: All right, so explain to me your two different equations then.

STUDENT: Okay, um...

KATY HOLMES: So, what is this equation showing?

STUDENT: It's equa—This equation's showing the, um, lower numbers. And then, um, it's adding all the lower numbers together to make, um, a bigger number.

KATY HOLMES: Okay. So, you took all of the lower cost items and added those together, okay.

STUDENT: So, can I just put the lower items to make a big number?

KATY HOLMES: Okay, good strategy. All right, so what's your ... What's this equation showing?

STUDENT: It's, um, showing, um, the total of ... It's a total of all the money I spent.

KATY HOLMES: So, you took ... Okay, so you took over here to get these two totals?

STUDENT: Mm-hmm (affirmative).

KATY HOLMES: Okay. And then you added this total and this total...

STUDENT: Uh-huh (affirmative).

KATY HOLMES: And that's your grand total?

STUDENT: Yes.

KATY HOLMES: Got it. I get it now.

STUDENT: Mm-hmm (affirmative).

KATY HOLMES: All right. So, can you show me...

STUDENT: How ... What I did to make the problems.

KATY HOLMES: Yes, or on the back show me using another strategy to solve this equation.

STUDENT: Um, what equation? Um, which one is—

KATY HOLMES: This equation.

STUDENT: I know, I know, I know. 106—