STUDENT: Um, basically we're just trying to add these together in two different ways.

STUDENT: We wasted $200...

STUDENT: And $93.

STUDENT: So far but we only have $7 left but none of the toys equals $7. So and the paper said that we can get how... we're supposed to... we can get close to the number or we can get at the number.

STUDENT: But we only have $7 left and no toy equals seven so we're going to stop and not take any away.

STUDENT: Because and now we're almost finished so all we have to do is find two ways to draw it out. So, we're doing this way, we're doing all this and then she's writing on that.

KATY HOLMES: I would start with one number at a time subtracting it from 300, okay? I would not try and go to subtract three numbers from 300.

STUDENT: So one of the tenths have to be gone from. So there. Now I have to take away four. One, two, three, four. There. So, we have...

KATY HOLMES: So, I want place value.

STUDENT: So now 96 left. No don't erase the truck.

STUDENT: I'm not erasing it.

STUDENT: No, don't erase the truck.

STUDENT: No.

STUDENT: Don't erase the truck Aaron.

STUDENT: I'm gonna take some out.

STUDENT: We're not gonna go, we're not gonna go over. [Inaudible]

STUDENT: Aaron, no, leave the truck there until we find out the answer.

STUDENT: Okay. That's what I told but she said it's going to be too much to subtract.

STUDENT: No, just put the truck back and if it's over, we're going to erase the truck, okay?

STUDENT: So, we're doing plus?

STUDENT: No. No, Aaron.

STUDENT: I figured it out, but I was wrong because...

KATY HOLMES: Oh.

STUDENT: Because I wasn't doing it correctly.

KATY HOLMES: What did you figure out that was wrong?

STUDENT: Because I have this, I thought it was like three, then I had the seven. But then I thought the six equaled the 17 then I added the nine, then. But then I figured out it was three, seven, then it was 13, then 13 plus nine equals 22. Then one, 23.

KATY HOLMES: Awesome job. So that's why it's important for us to.

STUDENT: To do it again.

KATY HOLMES: To do it again, to check our work. Nice job. I'm proud of you. All right so now, I want you to figure out, go on the back and I want you to figure out how much money you have left over.

STUDENT: Okay.

KATY HOLMES: See if you can buy anything else.

STUDENT: Two, nine. 239 minus what?

KATY HOLMES: Well, you tell me.

STUDENT: Minus this.

KATY HOLMES: No, what's your grand total you have? How much money do you have?

STUDENT: My total is 239.

KATY HOLMES: How much money did I give you though?

STUDENT: 300 minus 239. Three, minus one, two, three.

KATY HOLMES: Are you sharing with Sebastian?

STUDENT: We got $64, we got. No, that's how much we have left on here. Oh we're not going to buy anymore.

STUDENT: Can I use the eraser?

STUDENT: Tractor and the doll. So how much, tractor is, tractors are 22.

STUDENT: Wait, yeah, tractors are 22.

STUDENT: Plus, board game. No, plus doll. Seven, Eight. Equals 87.

STUDENT: 87 so...

STUDENT: And, and, 87 plus one... plus two.

KATY HOLMES: Okay, so how much do you have left over?

STUDENT: Um, 100.

STUDENT: No, we have seven.

KATY HOLMES: What was your grand total?

STUDENT: Um, 247.

KATY HOLMES: Okay, how much money did you have?

STUDENT: 300.

KATY HOLMES: Okay.

STUDENT: Oh wait, I know. 200, um, 60, um, 246 minus 300.

STUDENT: We need a different way to do this.

KATY HOLMES: So, what does she need to do then?

STUDENT: Regroup.

STUDENT: Wait. Oh. We can't do that.

KATY HOLMES: No, what about her equation?

STUDENT: We have to do it the other way around, we have to redo it the other way around.

KATY HOLMES: Why?

STUDENT: Cause if you take like 246 plus...

STUDENT: You always have to do...

STUDENT: 300, you can't do that, because you just have, cause you, you just wouldn't have enough.

KATY HOLMES: You wouldn't have enough, very good.

STUDENT: And you also always have to start with the bigger number if you're doing a subtraction.

KATY HOLMES: There you go. You got it, keep going.

KATY HOLMES: Two more minutes and then we're going to come back together. All right?

STUDENT: I had to restart all of that.

KATY HOLMES: Why?

STUDENT: Because I didn't have enough room to take this... this... some of these ones all the way over these.

KATY HOLMES: Okay, there's also the back if you want.

STUDENT: Oh.

KATY HOLMES: Okay? And this paper. And there's notebook paper. You get all the paper right now.

STUDENT: Do not need these.

KATY HOLMES: Can you get me sho... can you get me 300 in place by blocks?

STUDENT: 300? Got it.

KATY HOLMES: Okay, so, let's look at our equation here. If you have 300, which place are we going to start with?

STUDENT: The hundreds place, so take away two, you have 100.

STUDENT: You can't take four away from zero, and you can't take six away from...

KATY HOLMES: Oh, so what do we need to do?

STUDENT: Regroup.

KATY HOLMES: So, use these to help you, that's why they're here. Okay? Use them to help you. So you're going to need to get into this box, okay.

STUDENT: Instead of going on top of it.

KATY HOLMES: So, instead of going on top of it (laughs).

STUDENT: (laughs)

STUDENT: Okay, so we get all the tens out.

STUDENT: And all the hundreds, well, not all the hundreds, there's only a couple hundreds. Like two hundreds.

STUDENT: Nailed it (laughs).

STUDENT: Now we also have, now we have to, um, so we got this...

STUDENT: So, three minus two.

STUDENT: Three minus two. We have to regroup, we have to regroup because you can't do this.

STUDENT: You have one in there, you have one in your hand. So, three, two.

STUDENT: We can't do that.

STUDENT: Yeah, you can. You can take away three from two.

STUDENT: But you can't do zero or you can't do three minus two. So, we have to regroup.

STUDENT: Or you can do zero plus zero is zero.

STUDENT: That's not the question. Okay.

STUDENT: So, change this to a two.

STUDENT: So, what we're going to do is cross this out, turn it to a two and put a three...

STUDENT: And put a ten right there.

STUDENT: Wait.

STUDENT: Cause, we're, we're borrowing.

STUDENT: No, that's not right. That's wrong. We have to do the, um, two instead of three. Not the three, the two. And then turn this into a one.

STUDENT: One.

STUDENT: And then we're gonna do this.

STUDENT: So, three, take away one.

STUDENT: And then what we're going to do here is we're going to turn, wait no wait. That's wrong. That's also wrong. Cause we need to do the three instead. So we, we have to take that away.