

KATY HOLMES: Yes, ma'am. Thank you.

STUDENT: How many 100 is 25 going in?

KATY HOLMES: Say that one more time.

STUDENT: How much—how much [inaudible].

KATY HOLMES: On adding. This is what he's doing right now. So you can be his backstop, add these up.

INSTRUCTOR 2: So when you came up with 25, 10, what did you do to get that?

STUDENT: Um, this?

INSTRUCTOR 2: Yeah.

STUDENT: I, I add, I added all the tens.

INSTRUCTOR 2: Oh, so you got 25, so now you're going back now that you know that, that's 250, you're going to go back and do all the ones.

STUDENT: I counted already all the ones.

INSTRUCTOR 2: How many ones did you have?

STUDENT: It was 28.

INSTRUCTOR 2: 28? All right. Now what are you going to do to find out what your total is?

STUDENT: I, I have to put the [inaudible] here so I'm gonna give, I'm gonna to give us the [inaudible].

KATY HOLMES: Thanks, London.

STUDENT: 278.

INSTRUCTOR 2: How did you get that?

STUDENT: Because, um, when—if I got 28 and then if I, then if it was 250, the eight would be in the ones and—and two plus five is seven, that will keep with the 200.

INSTRUCTOR 2: Nice job, that's a good way to do that mentally.

KATY HOLMES: Nice job. Now does is—does this match, that you would have 24 leftover like you found out over here? How many more do you need to get to 300?

STUDENT: 24. It would be 24 still.

INSTRUCTOR 2: Subtract that from 300 to be sure.

STUDENT: I went to the back and did that [inaudible].

KATY HOLMES: So if you have 300 here, if you have 300 here, which place value should we start with that, that makes it the most efficient?

STUDENT: The ones.

KATY HOLMES: The ones place. So in this number 300, how many ones do you have?

STUDENT: Zero.

KATY HOLMES: Zero, so what could we do?

STUDENT: We could get one of the hun, hundreds and we can put it to the tens [inaudible].

KATY HOLMES: All right. So show me.

STUDENT: So we get one of the 100, you put it into the tens and we split it to ten ones, and then, um.

KATY HOLMES: So show me. How would I take this 100 and make it into tenths?

STUDENT: So if I put these on top and then I just took one I put into the—to the tenths and I—and I put it on a—took it apart [inaudible] ten ones. And then I put—and then I took away eight and then I will have eight under the ones place.

INSTRUCTOR 2: All right. Let's try this a different way. Here's your 300, right? Take 200 away. No, on here, right here, take 200 away.

STUDENT: Take 200 away.

INSTRUCTOR 2: So they're gone. Look at what you have left, right? Now, how much more do you still need to take away?

STUDENT: About 78.

INSTRUCTOR 2: So I can't do that here, right? So what do I need?

STUDENT: The tenths.

INSTRUCTOR 2: All right, so this is gone.

STUDENT: We have 1, 2, 3, 4, 5, 6, 7.

INSTRUCTOR 2: Okay, So these are now gone. How much more do I still need to take away?

STUDENT: Eight.

INSTRUCTOR 2: Okay, so what do I need to do to ma—do that?

STUDENT: Get, um—get eight ones.

INSTRUCTOR 2: Right, let's do it. You need to get ten ones so you can take eight away, right?

STUDENT: Oh, I know the answer to it.

INSTRUCTOR 2: All right, so give me one of these, right? You've got two tenths, three tenths, you still have the eight away.

STUDENT: 1, 2, 3, 4, 5, 6, 7, 8.

INSTRUCTOR 2: Okay. These are gone. How much do you have left?

STUDENT: Twenty-two.

INSTRUCTOR 2: So you over here, you said 24. Over here you've got 22. I think this is probably more accurate, so maybe we need to double check this one, because you're off by two, okay?

KATY HOLMES: Go ahead and put your place value blocks back into their containers please. [inaudible]. All right, and then I want you to take your papers and come sit next to your partner on the carpet with them.

STUDENT: [inaudible] What did you buy?

KATY HOLMES: That's what we're learning about right now. Order for—