KATY HOLMES: All right, so check with each other.

STUDENT: You're forgetting something.

STUDENT: We should have 3/10 left.

KATY HOLMES: There you go.

STUDENT: Yea.

STUDENT: So, wrap—

KATY HOLMES: All right, so what have you taken away so far?

STUDENT: ...a small gift.

STUDENT: Forty-eight.

KATY HOLMES: Okay, so you had 100 and you took what away?

STUDENT: You need to, need to take six [inaudible].

KATY HOLMES: You took seven—you took seven 10s away. All right, now what do you need to take away?

STUDENT: [inaudible].

KATY HOLMES: Six ones?

STUDENT: It's 96 minus 36 minus 41?

KATY HOLMES: Well, what could you do?

STUDENT: You could do this.

KATY HOLMES: What could you do, Aaron?

STUDENT: Take those off. Count back.

STUDENT: That's six. I can't, like, cut it or anything.

KATY HOLMES: Okay so, what could you do instead? Is there something you could do with these pieces in here?

STUDENT: You could turn in one of those for ten ones.

STUDENT: Uh [inaudible].

KATY HOLMES: Very good. So, try that.

STUDENT: Oh, you subtract again.

KATY HOLMES: Is that what you need to do? What is it asking you to figure out?

STUDENT: Maria had 96 inches of ribbon and she used 36 inches to wrap a small gift and 48 inches to wrap a large one.

KATY HOLMES: Okay, so what's the equa—what's the question asking you?

STUDENT: How much does she have left?

KATY HOLMES: So, she's got. So, this is where sometimes drawing a model helps it out, okay? If I draw a picture. So, she's got, how much ribbon?

STUDENT: Um, 96.

KATY HOLMES: She's got 96 what?

STUDENT: Inches.

KATY HOLMES: Inches. Okay, now—

STUDENT: She takes away 36 inches.

KATY HOLMES: So, she used 36 of it.

STUDENT: And 48.

KATY HOLMES: And she used 48.

STUDENT: Then that would equal all together, at the en—it would only have 12 inches left.

KATY HOLMES: How did you figure that out?

STUDENT: Because I, I s—I saw that I would have to subtract again, so I add—make this one a, a 16 because you can't—I added those two together and those would be 14.

KATY HOLMES: Okay so if you—So, let's first do this, let's add these two together.

STUDENT: That equals—

KATY HOLMES: How much ribbon has she used so far?

STUDENT: Okay, 36 plus 48. That is 7—

KATY HOLMES: Anthony, same for you. How much ribbon has she used so far?

STUDENT: Eight—That's 80.

STUDENT: So, 96, 36, 48—

Anthony: 70—

STUDENT: Eighty-four. So that—

KATY HOLMES: Can you show me with an equation?

STUDENT: 84 minus 96

STUDENT: Those are the three numbers.

STUDENT: Okay, okay. Okay so 94—

KATY HOLMES: So, Anthony, we drew this model, okay? She's us—She has 96 inches total. All right? She used 36 inches and then she's used 48 inches. I want to know how much does she have left.

STUDENT: Oh. So, I'm fixing to do addition because sometimes addition can help you.

KATY HOLMES: Exactly.

STUDENT: Okay, now we move on!

KATY HOLMES: So, you're adding the total number of inches she's used, very good. Keep going.

STUDENT: She used 84.

KATY HOLMES: Okay, but how much did she have?

STUDENT: Ninety-six.

KATY HOLMES: She had 96.

STUDENT: I did this. I did this, um, 36 plus 48 equals 84, then I subtracted 96 from 84.

KATY HOLMES: And you got what?

STUDENT: Twelve.

KATY HOLMES: So how many—

STUDENT: Inches.

KATY HOLMES: Twelve—very good. So, you figured out she has—she's used 84 inches.

STUDENT: Yes.

KATY HOLMES: How much did she start with?

STUDENT: Uh, 96.

KATY HOLMES: Ninety-six. So, what equation could you do now to figure out h—how much she has left?

STUDENT: Ninety-six—

KATY HOLMES: All right, I'm going to, I'm going to draw the same model that I did for them. Okay? Because this is a—this is one of those two-step problems.

STUDENT: It is?

KATY HOLMES: Yeah.

STUDENT: Oh, I wasn't reading them.

KATY HOLMES: Well, you—remem—What was my first reaction for you?

STUDENT: Jasmine has a jump rope—

KATY HOLMES: Okay, carefully. All right so, let's, let's talk about this. So, Maria has how many inches of ribbon?

STUDENT: Ninety-six.

KATY HOLMES: She's got 96 inches of ribbon.

STUDENT: Then she—then she used 36 inches to wrap a small gift.

KATY HOLMES: So, she used 36 inches.

STUDENT: And then, she used 48 inches to wrap a large gift.

KATY HOLMES: Ope—

STUDENT: (laughs) Is it hard to write like that?

KATY HOLMES: Yes. All right, so she used 36 and then she used 48.

STUDENT: So, 36—

KATY HOLMES: What are we trying to figure out?

STUDENT: ...Minus 48.

KATY HOLMES: What are we trying to figure out?

STUDENT: What—how much ribbon is left.

KATY HOLMES: So, we want to know how much is left over here.

STUDENT: So, if you were doing 36— 48—

STUDENT: This should be minus this minus that.

KATY HOLMES: Why would we subtract this minus this? What would that tell us?

STUDENT: Because you can take away 36 plus—from 48 because it'd just be— because you wouldn't have enough to do it.

KATY HOLMES: What would—if we took 48 minus 36, what would that tell us?

STUDENT: Got it. Now moving on to the last one.

STUDENT: You could do 96 minus 48.

KATY HOLMES: Okay, so what are you saying to do?

STUDENT: 96 minus 48.

KATY HOLMES: Okay, so that would tell us how much she had left there and then—

STUDENT: And then—

KATY HOLMES: Keep going.

STUDENT: ...you can do 96 and 36.

KATY HOLMES: Would we take 96 though?

STUDENT: You can take the answer for this one and this one and put it in that.

KATY HOLMES: Ooh, so try that.

STUDENT: Okay.

KATY HOLMES: Okay so, Aaron, why don't you first figure out how much ribbon did she use to wrap both gifts.

STUDENT: Um, that should be 96 plus 36.

KATY HOLMES: She's got 96 inches total. What did she use to wrap the gifts?

STUDENT: Ribbon.

KATY HOLMES: Okay, she used ribbon, but how much ribbon?

STUDENT: Um, 48—

KATY HOLMES: She used 48 and...

STUDENT: And 36.

KATY HOLMES: And 36, so let's circle those numbers. She used 48 and she used 36. So, how much—so figure out—What equation could you do to figure out how much ribbon she used to make those two gifts?

STUDENT: So, we should do 48 plus 36.

KATY HOLMES: There you go, try it.

STUDENT: Seven, six, five, four, three.

KATY HOLMES: Oh, check your math there. Check your math in your one’s place.

STUDENT: 36 plus, 8, 9, 10, 11, 12—

KATY HOLMES: What's your equation in your one's place?

STUDENT: Oh.

KATY HOLMES: You don't have to erase the whole thing, but that's okay.

STUDENT: I just wanted to.

KATY HOLMES: Okay.

STUDENT: Oh, got it.

STUDENT: Okay, four, eight—Wait, you wouldn't be able to do it because 36 minus 84 you wouldn't be able to do.

STUDENT: Plus 84—

KATY HOLMES: Well, keep the same equation you had.

STUDENT: Eighty-four.

KATY HOLMES: Okay so she's used 84 inches. Okay, now, what other piece of information do we know from the equation?

STUDENT: Please don't tell me there's a back.

STUDENT: Uh, I keep writing incorrect.

KATY HOLMES: Look at our model here. What other information do we know?

STUDENT: That we can also do more subtraction.

KATY HOLMES: Okay, what would you subtract?

STUDENT: 96 minus 36.

KATY HOLMES: Well, what did we figure out over here? How much did she use?

STUDENT: Eighty-four.

KATY HOLMES: So, she used 84, this equals 84.

STUDENT: It's a plus, so 48. How much more does she need? So, I knew that 24 plus 48 is 72.

STUDENT: Eighty-four and...

KATY HOLMES: So, what equation could you do now to figure out how much you have left?

STUDENT: 84 minus 48.

KATY HOLMES: We've already used these numbers. These are gone.

STUDENT: So, 96 minus 84.

KATY HOLMES: Try it.

STUDENT: Ms. Holmes?

KATY HOLMES: All right, will you write your name at the top of there for me?

STUDENT: Okay. Can I write on the table?

KATY HOLMES: Yes.