

MIA BULJAN: And how were you counting them?

STUDENT: By ones.

MIA BULJAN: You got to 100, you switched over to ones? But you agree with Diva that you should keep counting them like tens? And you think she counted them correctly? Get a whiteboard.

STUDENT: Ms. B, I agree with Diva, too.

MIA BULJAN: You like the way she counted also? What were you doing before?

STUDENT: I was, I was like this...and when I stopped to 100, I accidentally counted by the one.

MIA BULJAN: Ah, but you think you should keep counting by tens instead? Diva, you've been very convincing today and very helpful. Can you guys go get whiteboards?

STUDENT: Sure.

STUDENT: Ms. B, I'm confused.

MIA BULJAN: Hm.

STUDENT: I'm confused.

MIA BULJAN: About what?

STUDENT: Because I got 500 and everybody got 100.

MIA BULJAN: Show me.

STUDENT: Because I...

MIA BULJAN: Sit down here. I'm waiting for Diva to make her number. Janiya, go get a whiteboard. That's good, La'nya.

STUDENT: Because I got 800 and then...

MIA BULJAN: Eight hundred? Count it.

STUDENT: I mean 80.

MIA BULJAN: And then 83? Where's your 83? I see it. And then 60...67. Okay, so is this a put-together or a take-apart problem?

STUDENT: Put-together.

MIA BULJAN: So show me.

STUDENT: Because I, like, eight, um...

MIA BULJAN: Ten.

STUDENT: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 200...200, 300, 400, and 500.

MIA BULJAN: You know how some kids were counting it? They were counting like this. Watch. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 101, 102, 103, 104. Is that right?

Why?

STUDENT: Because those are not ones.

MIA BULJAN: What are they?

STUDENT: They are ten-sticks.

MIA BULJAN: Okay, so this is how you're counting it: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 200, 300, 400, 500. How are you counting it?

STUDENT: By tens...I think I counted by a hundreds.

MIA BULJAN: Okay, so go back and count it by tens and see what happens.

STUDENT: 10, 20, 30, 40, 50, 60, 70, 80, wait. No. 10, 20, 30, 40, 50, 60, 61, 62, 63, 64, 65, 66, 67.

MIA BULJAN: And so count that one for her.

STUDENT: 10, 20, 30, 40, 50, 60, 70, 80, 81, 82, 83.

MIA BULJAN: Diva, do you see where her tens are? Which ones are her tens?

STUDENT: Over here.

MIA BULJAN: Mm-hm. And which ones are the ones?

STUDENT: The little blocks.

MIA BULJAN: Uh-huh. And Diva knows that she wants to put...I mean Ariel knows that you want to put these together, but she's a little bit confused about how to count them.

STUDENT: Instead she can put these away and put ten-sticks.

MIA BULJAN: But let's say she doesn't. I mean, do you understand that those are her tens and those are her ones? So you're going to...what I want you to do...Ariel? What she's going to show you how to do is how to count these all together. And she's counting these as tens, so you go ahead and count those as tens also. Okay? Go down to the carpet.

STUDENT: So, these are tens, the sticks. And this is 10, too, but with blocks. So it's like, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. And then 110, and 120, and 130, and 140.

STUDENT: I counted 10 of them and I got 100, and I had five more left. And then I counted by tens with the five ten-sticks, and I got 50, and then I put 150 equals 150.

STUDENT: So I put ten ten-sticks for a hundred, and I was going to put... So 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. And I am going to put 50 and I got a 150.