

TRACY LEWIS: You don't need a pencil, because what you're going to do is actually take a look at your own work, look at what you did and you're going to do a quick dyad with a partner. Okay?

STUDENT: Dyad?

TRACY LEWIS: Who remembers what a dyad is? What are you going to do? What is a dyad.... Chaniya?

STUDENT: You find a paper from out of the stack, get a partner who's at your desk, and the partner reads, and the partner? Whoever's partner A goes first and whoever's partner B goes last.

TRACY LEWIS: What do you do—when you say, goes first, what are you going to talk about? What are you going to be talking about?

STUDENT: You're going to be talking about what you.... What's on your paper.

TRACY LEWIS: What's on your paper. What's on your paper. So, do you have to tell your friend whether you think you got the answer right or wrong?

TRACY LEWIS: No. You can tell them what you did, and what you might want to try the next time.

TRACY LEWIS: If you have a question, and you get caught up, and you're looking at your work, and you go, Hm! I think I did it right but I'm not quite sure. Tell me why you did what you did. Today that's what Ms. Lewis wants to know.

TRACY LEWIS: If you added the numbers together, why do you think you were supposed to add the numbers together? D'angelo. Where are you.

TRACY LEWIS: If you subtracted them, tell my why you think you were supposed to subtract. Okay? Shivani. Where are you. There you are, my friend. D'wone. All right. And, Sadia. And, Jocelyn. Okay.

TRACY LEWIS: You two are elbow partners. You two are partners. That's a good question, Chanesse, where is yours? Make sure you don't have two. Chanesse, that's an awesome question, I mean Chaniya, thank you. I'll try to locate yours.

TRACY LEWIS: Okay, take a look at your work while Ms. Lewis tries to look for Chanesse, I mean Chaniya's work. And then I want you to talk about what you actually did. What did you do.

TRACY LEWIS: Ah! Okay. Eyes up. Decide who partner A's going to be. Partner A, you have a minute and a half to talk about your work. What did you do? I know, you can't erase! Ms. Lewis did that on purpose! 'Cause I don't want you to erase your good thinking!

STUDENT: I got a 63, I had a 63, then I added, then I added 19 to it. And got 81. I added 63 ...

STUDENT: I added 58, and then I got 140, and then, uh, and then I, uh, I added the, uh, 140, and then I added 4, and I noticed this don't go in the ones place, 'cause it's ten, so I added the 1.

STUDENT: I subtracted 58 from 92, and I got, and I know that 92 minus 58 equals 32.

STUDENT: Put your paper down on the table. Wow. I think you should put pictures, I mean, numbers and words here. And you should put a picture over here. And I think this is wrong, I think it should be 82 instead of 79.

TRACY LEWIS: All right, please, switch! Finish up your last sentence and switch.

STUDENT: I got 79 by adding 63 and 19. I should have put a 9.

STUDENT: Did my answer, and that's how I got 31 miles.

STUDENT: I got ... I got 34 from 12 plus 8, because it couldn't be the 2, because the 2 goes with the 8. So 12 plus 8 equals... and you're wondering where I got the 1 from? It came out of the 9. It turned into an 8. So 12 minus 8 equals 4. 8,9,10,11,12. 4.

STUDENT: But how did you know to subtract?

STUDENT: Because it says how many MORE miles do they have to go.