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**SUMMARY KEYWORDS**

10s, inaudible, number, ashley, smaller, work, finished, write, briella, greater, finn, place, good, sit, paper, question, pick, pencil, circle, compare

**SPEAKERS**

Student 3, Student 2, Teacher, Student 4, Student 6, Instructional Video, Multiple Students, Student 5, Student 7, Student 1, Student 8

**Teacher** 00:01

they're [Inaudible] coming right back. But just so you know. Alright. alright, let's see. Briella Can you come up here, please? Ashley, you want to move up here? Or can you see okay? You gonna stay there. Okay. Okay. I think you're perfect right there Arianna . Unless you want to come next to Ashley Haley. Okay, move on. Alright, boys and girls. you okay? That's why we don't lean back in our chairs, right. Thank you for helping her. You okay? Did you bump your head? Alright, Ashley, would you take her to the clinic?

**Student 1** 00:57

Can Brianne] Come with me?

**Teacher** 00:58

Nope. She's you're Okay. Tell her she leaned back in her chair bumped her head. Alright, do me a favor. If you have a pencil. You don't need it right this second. So go ahead and put it inside your desk. So we're not playing with it. Okay, yep, you're fine. You set it right there. Alright, boys and girls, we're gonna review greater than and less than before we get started today. Okay. Um, we talked about greater than the other day we're gonna focus on less than today. Okay, we'll talk more about it in just a second. So you saw this the other day, but now we're focusing on a different skill so we're going to watch it again. Make sure it's not too loud

**Instructional Video** 01:57

let's see I've got 12345 stickers he's got a lot of stickers Moby. You definitely have more than me. How can you compare numbers? It's the perfect day to go apple picking right Moby I picked seven apple so far. How about you? So you've picked five and I picked seven on a number line seven comes after five. That means seven is greater than five. So I picked more apples than you. how many apples do you have now Moby you pick 13 apples. The number 13 comes after seven on 100 chart. That means 13 is greater than seven. It also means that seven is less than 13. So now you have more apples Moby. How do you compare bigger numbers? Mia picked 20 apples. Who has more? You or Mia when you compare bigger numbers, you should compare the numbers in the highest place value first. You have 1 10 and Three ones, but me I have 2 10s and zero ones. So Mia picked more apples than you. Whoa, Moby! Hmm who has more apples now? Moby you picked 324 apples. The farmer has 389 apples. We need to look at the largest place value first.

**Teacher** 04:31

All right, boys and girls. We're going to stop there because we're not talking about hundreds. [Inaudible] . Okay. I'm going to write two numbers on the board. And we're going to compare them Okay. Remember comparing is when we look at two things and talk about how they're the same or different. Okay, no, remember I said we did greater than the other day But what do you do if you have a question, [Inaudible] ? Tell me. Yeah, thank you. Okay. Let's see here we have the number 22. And, 28. How would I show 22? In pictures Finn. I said draw it

**Student 2** 05:29

2 10s and 2 ones

**Teacher** 05:32

Nice job 2 10s. And two ones, how did you know that?

**Student 2** 05:37

2 twenty And 2 more 1s

**Teacher** 05:42

okay, so we can look at the place value, right? The 10s. And the ones place

**Student 2** 05:47

like the 2 ones.

**Teacher** 05:48

Good. So if we make our, what's this called? What do we call that? Our what kind of chart is that?

**Student 3** 05:55

Number chart,

**Teacher** 05:56

our T chart, right T chart. So you've got 10s. And ones makes it super easy. So your right right 2 10s, and two ones, is that right?

**Multiple Students** 06:13

[mixed responses]

**Teacher** 06:13

is that right? Is there anything wrong with this picture? [Inaudible] What's wrong with it?

**Student 4** 06:20

that's 40

**Teacher** 06:21

That's 40. How do you know that? These are 10s Finn, how should I fix it? Come on up and fix it. There we go. Now it says 22. Right. So we've got 10, 20, 21 and 22. Nice job. [Inaudible] The number 28. How would I draw that? Ah, okay. Okay, come show me. 2 10s? Okay, good. 2 10s and eight ones. Now we need to compare them. Which number is less than the other number? Nevaeh? Thank you. Tell me 22 or 28?

**Student 4** 06:26

cause there are 4 10s

**Student 5** 07:34

22?

**Teacher** 07:34

How do you know it's a smaller number?

**Student 5** 07:37

Because there are 2 ones.

**Teacher** 07:41

Okay, good. So you looked at the 10s. And they're what the same or different?

**Student 5** 07:44

The same

**Teacher** 07:45

They're the same just like when we work with greater than, okay, one hands on your desk. They are the same. So now we have to look at the ones place. Okay. We're looking for the smaller number and Ayanna has up Thank you. 2 is less than eight. Correct? Yeah, good. All right. So I'm going to write my number sentence up here. 22 is less than 28. Okay, now remember, what did we say this little sign looked like? One. Alligator mouth and what do alligators love to do? They love to eat. Right? So we're gonna pretend that this is the number of fish and it's hungry. So it's going to eat the larger amount of fish. Okay, so you're going to face it towards the 28 but when you read this you like book, okay, right, right, like left to right, like a sentence. So we would read it 22 is less than 28. Okay, I'm gonna pass out your paper I want you to copycat my writing so everything you see. You're gonna put on your own paper, but then what should we write first?

**Student 1** 08:59

name

**Teacher** 09:00

Your name? Okay, go ahead and get started. So we don't run out of time before science. I can't let you get up right now. Sorry. You're gonna have to wait for your question. Yep, everything on the side fit at where you are. You're gonna be just fine. Kate hands out of that desk. It's not yours. Okay, perfect. Name on top

**Student 4** 09:27

[Inaudible] T-chart too?

**Teacher** 09:43

yep, I would like you to read the T chart too just for practice. Wherever you write your number, you guys are gonna have to write it inside the box because you don't have as big of a space as I do. Everything you see. Okay. Everything you see You okay, well how many have to be there? But how many have to be there? Look at the number. You really shouldn't even have to look up here too much. We've been lots of practice. Right? How many ones should you write? Or draw? Nope. Did I write a t cahrt? No, no [Inaudible] All right, looks good. Okay, when you're finished, I need you to put your pencil on your name tag. pencil on your name tag. So I know you're finished your name. Turn your body around. So I know you're listening. When you sit like that. Looks like you're trying to hear a conversation and listen to me all at the same time. Okay. Nope, you're good. We'll get you an eraser. Okay, all right. pencils on your nametag when you finished? We can move on. Okay, we'll sit down and rest on this all right, Ashley's done. Name is done. Are you finished? Taylor Are you finished? You finished. Okay. Where should your pencil be? I need to be able to glance around the room and know I can move on. Ayanna, are you done? Put your pencil on your nametag. Okay, keep your pencils around and do some practice with Curious George before we move on.

**Instructional Video** 12:22

stargazing tonight, the number of stars on the left is less than the number of stars on the right. In this lesson, you will learn about less than. 25 and 35 start by showing 25 on the [Inaudible]. First show the quick 25 To show how many tests

**Teacher** 12:55

[Inaudible] can remember they just demonstrate it first. So when I click the number

**Instructional Video** 13:00

one, two [Inaudible] 10s and 25

**Teacher** 13:10

All right, just like we just practice 2 10s and 25 to one now show the ones Briella Come on. Yes. How many ones are in the number 25 count with her 1234 sighs that it Okay, hit Done. Ma'am. You may not no I'm sorry.

**Instructional Video** 13:51

There are five ones in 25. 25 has 2 10s Five ones now, show 35 on a work [Inaudible]. First show the 10s

**Teacher** 14:09

[Inaudible] come on up show just the 10s. Hey, we're not working ahead. To work ahead. You know, and you asked lots of questions like you were listening. alright thank you

**Instructional Video** 14:29

2, 3 10s [Inaudible] 35

**Teacher** 14:35

Ashley [Inaudible] How did why did they use three and not five Why did they put up 3 10s and not 5 10s? Three on the what Where's the three located? Think about it. Is it a 10 are in the 10s place or the ones place? In the 10s? Place? Right? You have to look. Pay attention to that good. Because guess what if you put five here, it's now in the 50s. Right? So [Inaudible] 30s anymore

**Instructional Video** 15:26

now shows the ones

**Teacher** 15:27

umm Finn, Come on up. three, four or five ooo you're fast hit done. That's right. Thank you sir.

**Instructional Video** 15:44

The correct answer is 5. there are 5 1s In 35. 35, has 3 10s five ones. Look at the numbers compared to 10. Which number it has fewer 10s

**Teacher** 16:05

okay Remember, here's our t chart, 10s And ones. case we're looking at two and three which number is smaller [Inaudible]. Which number as far as your 10s Two or three

**Student 3** 16:22

2

**Teacher** 16:23

two good. So the focus on the 10s place according to 10s place 25 is less

**Instructional Video** 16:32

the correct answer is 25. 25 has fewer 10s than 35. There are 2 10s in 25 there are 3 10s in 35 2 yes is less than three. Five is less than 35.

**Teacher** 16:59

Please don't [Inaudible] your papers we're not moving on yet

**Instructional Video** 17:01

shows that 25 is less than 35.

**Teacher** 17:07

All right. So again, we've said this a couple times but we just want to keep keep going keep reviewing 25 is less than 35. Today your paper is all less than Okay, so we're not gonna get confused. But tomorrow we're going to have both greater and less than you have to pay close attention to what that means. Okay, and the symbol [Inaudible] may stop here. Oh, we'll do some practice All right, [Inaudible] come on up. Blank is less than blank well first of all what place we're going to look at for each number? out of these numbers what we look at the 10s of the ones first? the 10s okay some of you guys were confused the other day on this, you're gonna cover your ones place and you look at the 10s Are they the same or different? Is the same so then what do we do then once you look at the what place, the ones place okay, go ahead fine, put your eyes on. bless you. Okay, hit done. That's right. Nice job. Okay, hit the arrow. come on up And what place do we look at first 10s are ones. the tens place okay which two numbers are in the 10s place? not 82 and 91. Which which number in 82 is in the 10s place? the 8 or the 2? the 8 good. And then the number 91? Which numbers in the 10s place the nine or the one? Not the one? The nine. okay now compare eight and nine which is the smaller number? is eight or nine the smaller number LOOK AT ME is eight or nine the smaller number? Eight. Okay, good. So you're gonna go for 82 as the smaller so 82 is less than 91 Good. Now put it in with the symbol 82 is less than anyone Good hit done. That's right. Okay, and then the arrow to continue. Who has not had a chance to come up to the board yet [Inaudible] come on up. Thank you. All right, Brianna, what are we looking at first? 10s or ones. The 10s place which two numbers are in the 10s? Place? The one in one right? What are you going to do for the same? What do you look at next? The ones place? [Inaudible]

**Instructional Video** 20:24

These are the correct answers.

**Teacher** 20:26

Good job. Hit the air. Oh, it's gonna show you. Okay, hit your arrow. And Ashley Haley, come on up.

**Instructional Video** 20:34

Which number is less? 73, 48.

**Teacher** 20:36

Here, right? This is the last one. And we're going to move on. Alright, actually, you look at the 10s place or the ones place first. 10s. Good. So what are the numbers in the 10s? Places? Seven, seven and four. Good. Which number is smaller? Four, four. So you're going to use your 10s. Okay, go ahead. Fill in the blanks. Blank is less than blank. 48 is less than 73. Okay, now, take a look. Because Oh, there you go. Perfect. Okay, hit done. That's right. That's right. The same number stay in the same place. Okay, thank you. I think we're going to stop there. Yep. Okay, you guys will get more turns. All right. I want you to go to the next page. Okay, let's look at the example.

**Instructional Video** 21:43

Compare numbers to find which is less.

**Teacher** 21:48

Okay, compare numbers to find which is less. Remember when we first started, we wrote out these two numbers. Okay, and then I asked you to show a picture, you're going to have to do that in some of these problems today. Put your legs down, please. I want you to go ahead and trace 43 is less than 49. And then also in the sentence using the symbol 43 is less than 49. Ashley m, when looking at this number, okay, if they didn't have your answers here? What would you use to figure out your answer? Would you use the 10s place or the ones place? We know you look at the 10s first, but which one would help you figure it out? The 10s place okay, well, let's look four and four are in the 10s place right? And they are they different are the same? are the same. So you can't really pick which ones bigger let or smaller right? So then you have to go to the ones place so you're going to use the ones to figure out this answer. Okay. So it's three or nine. Smaller. Three, good. Okay. Okay, once you trace your numbers, trace your numbers. I want you to put your hands on your head. Pencils didn't work. We're gonna try this. Hands on your head. No, can't go right now. You gotta wait. He was on your head when you're finished. When you're finished, finished. All right, while we're waiting. And he gives you some points because you guys are being incredible listeners right now. our ClassDojo we've got Cheyanna [Inaudible]. juan Finn Jana Ashley [Inaudible] Briella [Inaudible] Who else is in here? Where's [Inaudible]? Oh, there you are. Yes. That's everybody and me here to point too. Right. I deserve point.

**Multiple Students** 24:08

[mixed responses]

**Teacher** 24:09

Thank you, okay. Okay, back to work. All right. Looking at number one. We have three different directions here. So Finn, can you look at number one, just do one thing and move on. No, no good answer. So if you'd like to do that on tests, and I have to count off because you didn't follow every single direction bless you. You're welcome. First direction says what [Inaudible]

**Student 4** 24:39

circle The number that is less

**Teacher** 24:44

circled the number that is less. Circle the number that is less. Okay, let's do a quick example. Real quick. I meant to do this in the beginning. But I'm Ashley Haley, come up Yeah, that's okay. That's okay. Okay, well don't move ahead. Okay. Ashley, how old are you?

**Student 5** 25:10

Seven

**Teacher** 25:11

You're seven. Okay. Sorry. Seven. I put a zero here. How old am I? can say it's okay. 30 Thank you. it Hurts. Okay. How are we going to show this in a picture when you have zero here?

**Student 5** 25:32

Look at the ones

**Teacher** 25:36

the ones place. Good. So what would it look like as a picture? When I do this. sit up please. Oh, I just made you 70 That's not right. So what would we do? Ones? How many ones? 7. 234567. Good. [Inaudible] What would I draw from my age? Thank you. Sorry, should I do 30 ones? I could do that. Right? If that equals 30. But what's the easier way to do it? So I don't have to sit there and count all those ones. 3 10s good. Okay, so is Ashley has her age less than or greater than my age? [Inaudible] Less than by a lot? Less than Okay, good. All right, back to this number one, circle the number that is less than they helped you out? You're looking at 39 and 36. A on a What did they use to help them decide this is the second set of directions did 10s or ones help you decide? What did they use? 10s or ones? Look at it. They told you ones, okay, because look, my 10s are the exact same three and three. Okay, they're equal to each other. So we have to move over to the ones nine and six to circle the ones place and go ahead and trace the last direction says write the numbers. Be sure you double check your work on this one. Not Not yet. To okay, you have to wait. Okay. How do we Alright, let's move on to number 2. 80 and 94. 80 and 94. [Inaudible] what number is less than the other? Which is smaller number

**Student 6** 26:52

80

**Teacher** 27:42

80. Okay, so circle the number that is less. Shana, did you use your 10s or your ones to figure that out?

**Student 6** 28:12

Ones

**Teacher** 28:14

The ones let's see. Check your tennis first. Okay, eight and nine? Are they the same or different? They're different. So we can use that right? So you actually use your 10s So you're going to circle 10s The only time you use your ones is if your 10s are the same. And you know as you guys practice, you won't have to think about whether you use your 10s or your ones but in the beginning he wants you to think through every step and to know how you're getting your answers please don't kick something all right now how am I gonna write these numbers in here? What should my sentence say? hayleigh If I didn't Can you talk us through it?

**Student 7** 29:05

80 is not bigger than 90

**Teacher** 29:10

80 is not bigger than 90 Good. So what are you writing here? Read it

**Student 7** 29:17

[Inaudible]

**Teacher** 29:25

okay, 80 is less than 94. And again, 80 is less than 94 Okay, the alligator is eating the 94 Good job. Alright, Ashley. Um, come on up. Circle the number that is less 57 or 54. Okay, we'll see. Okay, good. Now, did you use the 10s place or the ones place to figure that out? Good. The ones place how did Can you tell everybody? Hey, Have you figured that out? She's not done. How'd you figure that out? Seven is different than four. So you looked at what place first? The 10s, right? And they're the same. So then you moved to the ones very good art, you may finish that one, circle your ones, and then fill it in, fill in your answer. Okay, I want you to go. I know as you guys are so smart. That's why it's easy. In just a minute, we're not moving on from this page just yet. Go ahead and finish what you see on the board do not move on. You know the why it's less? [Inaudible] Okay. fives are in the 10s place, right? Are they the same or difference? But are they the same or different? The same. So you're gonna move over and you're gonna use the ones place now can you pick a smaller one? Sure. Okay, wonderful job. Okay, this time when you're finished, I want you to plug your nose. Your nose? Yep, hold your nose. I know you're done. Besides done, [Inaudible] say to talk. [Inaudible] talk. All right, it wasn't okay, hands down. Hands down. All right. Now I want you to go to the very last page because these are the tricky ones. They try to trick us so far, I set you free to do some on your own work. Alright, and you know, remember that our goal for this lesson is to find the numbers that are less than okay. Find the numbers that are less than if you think you can do that. You understand what less than means? Give me a thumbs up. If you're still a little confused. Give me a thumbs down. Okay, all right, well keep working. All right, let's listen to number 10.

**Student 4** 30:16

the 10s

**Instructional Video** 30:20

10 [Inaudible] makes the number 46. Marty makes a number that is less than 46. What could be a number Marty makes?

**Teacher** 32:39

Okay, [Inaudible] makes the number 46. Marty makes a number that is less than 46. What could be a number that Marty makes? Give me a number that is less than 46. Let me use my popsicle sticks. So it's so it's fair. Oh, you guys aren't going to be in here though. Some of the ones I pick. [Inaudible] give me a number that is less than 40. You can just tell me Give me a number that's less than 46. number that is smaller than 46.

**Student 3** 33:18

21

**Teacher** 33:22

Good 21. That works. 21. Now how could you check to make sure that you're right. What could you show? One? Once again, you could draw it right. Okay. Watch if I write 46 And I draw the picture. So 4 10s, 123456 ones, and then 2 10s and one one I can clearly tell Briella by looking at that, that the 21 is smaller. Okay. All right, number 11.

**Instructional Video** 34:04

11. Jack makes the number 92. [Inaudible] number that had fewer ones than 92. What could be a number kit makes.

**Teacher** 34:18

All right. So you just want a secret. Okay, I want you to pick a number less than 92 and write it down. But don't tell anybody.

**Student 1** 34:28

What did you said?

**Teacher** 34:29

Secret? write a number that is less than 92. Up Hold on, just kidding. Jack makes the number 92 kit makes a number that has fewer ones. I'm sorry. Still keep it a secret. Okay, but you need to just focus on the ones place in this number. The ones place so make a number that has less ones than 92 Okay, I'm gonna start up here by drawing reading the number 92 and drawing his picture okay. Okay, raise your hand when you have an answer that's not the answer. No, it's not any number. It has to be a number that has less ones than 92. [Inaudible] Take a seat. Take a seat, I drew this number. So there's nine tens and two 1s. Okay, you have to ask to get up. how many tens should you have when you're drawing this number? Good. That's what I drew. Okay, draw nine tens. Brianna, what number did you pick? Oh, you both happen to have the same one. Okay, 90. If using that works, give Briella a thumbs up to any names in here. Brianne, give Brianne a thumbs up? Yes. Give her a thumbs up if you think that works. If you think she needs to try again. Give her a thumbs down. thumbs up thumbs down. Let me see. If 90 works, give her a thumbs up if it does not give her a thumbs down. What is your thumbs down? Okay, all right, that's correct. Look. Same amount of 10s. It didn't say to touch the 10. So 9, 23456789 this time there's any ones which zero is less than two. So that works. Nice job. Okay, got to do the next one. Yes.

**Student 1** 36:50

Can we do this one and then the other one? [Inaudible]

**Teacher** 36:57

this yeah, that's a hot question Oh, well, that's you change the tens though. doesn't want you to change the tens, once you you can keep that one and add nine tens to it and you'd still be right. Show 91 [Inaudible] just fell from leaning back in her chair. I don't want you getting hurt to Yes. You gotta wait. You gotta wait. Okay. So you change yours to 30. Okay, your 10s place has to stay the same. So that three needs to be a nine. Zero can stay. And then your ones is still less. No. Not to me. [Inaudible] Sorry. Okay, draw your picture for your picture Finn. Yes. Okay, okay. All right. Let's listen to number 12.

**Instructional Video** 37:08

12 Bill makes the number 85 [Inaudible] What could be a number Anne makes

**Teacher** 38:27

your head up? Okay, what are we looking for in this question [Inaudible]

**Student 4** 38:31

Fewer 10s

**Teacher** 38:32

Fewer 10 Say nice work [Inaudible]. Okay, fewer 10s Go ahead and give me a number with your 10s that one should stay the same. The number in the ones place what's the matter? come here [Inaudible] go ahead, use the bathroom quietly. Okay, no, you guys had chance to go the bathroom before we started. Okay. You have to wait. She had an emergency. She had to go. Okay, Fewer 10s Give me your numbers. One. Okay, 28 Does this work? Does this work? No, why not? Bill makes the number 85 anne makes the number with fewer 10s. One How can you fix this? Yes, good. 25. See, he changed both the 10s and the ones that's not what they wanted. They want the ones to stay the same, but the 10s place can change so 25 works. Who else wrote a diff Front number. Did you have- you had 25? Right? Anyone have a different number? No, everybody chose 25 Not me. You didn't What did you choose? 15? That works to [Inaudible]. I'm just going to change the the 10s place please don't write on the board. No, absolutely not. 15 good. What other the numbers would have worked? Yes.

**Student 5** 40:35

71

**Teacher** 40:37

not 71 Because then you change the

**Student 5** 41:05

I mean um 89

**Teacher** 41:13

no

**Student 8** 41:21

They all have 5

**Teacher** 41:23

in the ones place. So what is another number with the five in the ones place?

**Student 5** 41:30

75

**Teacher** 41:30

Yes. 75 would work. What else? Briella

**Student 3** 41:39

35?

**Teacher** 41:39

35 would work? Yes. 65 would work. Okay, good. We'll stop there. Great job. All right. I'm gonna move this up so you can see the hot question that I'm gonna set you free you can do that one on your own. Those are usually pretty simple. All right, class. Oh, class. Okay, I'm gonna wait till we're all quiet and listening. Yes, I know. I know. But all of a sudden she kind of has to go because everyone else has to go stand up, please. Come on. To use the bathroom quietly. Okay, let's listen.

**Student 2** 42:34

13 Joe makes a number that has fewer 10s than 31 and fewer ones than 13. What could be a number joe makes

**Teacher** 42:47

Oh, boy, this is tricky. Okay. We'll have to come back to that. Okay, we're looking for a number. Right? These two numbers might help 31. You have to wait your turn. Okay. Go after a Jana comes out. Okay. 31 and 13. Joe makes a number that has fewer 10s than 31. And fewer ones than 13. Okay. What is this number? Yes.

**Student 2** 43:34

8?

**Teacher** 43:38

fewer less than three, give me a number less than three. Okay. One, and then it says, and fewer ones than 13. So again, what's the number less than three? Actually, two would work. There's different options for this one. Okay. What could be a number there's more than one. Some of the questions are going to have more than one direction. Sit down, please. All right. Number four, you may go on your own. [Inaudible] Yes, let's see. This is your first day in math. Okay, if you have to go when she comes out you may go but can you work until then because science starts in 18 minutes. 17 minutes? Nope. Okay, read it. See if you can figure it out. Okay. Good. Yeah. It should be easy if if you understood the first few few pages but if you have questions, be sure to raise your hand. Okay, what should you do if you have a question? Okay, I'll come to you in just a second. Yes. No, nope. Keep working look at you. Oh hold on. Check this Okay, these are all good. Until number eight which thing one of those? Yeah, there you go. what's up? You're stuck on this one. You think you're stuck on that one? Okay, don't just guess. dont just guess. Okay, well place we look at first

**Student 6** 45:56

10s

**Teacher** 45:57

Okay, so which numbers are in the 10s? Place?

**Student 6** 46:02

[Inaudible] the ones

**Teacher** 46:04

how can we use the ones Why did you use the ones? Are these the same or different?

**Student 6** 46:16

Same

**Teacher** 46:17

the same. So you can't use the 10s Right? So then you have to use the ones okay, you understand this part? Write down the number Okay, you forgot [Inaudible] 47 you said was less than 48 Good. Yes. Read it.

**Student 6** 46:53

[Inaudible]

**Teacher** 46:55

and remember Okay, so we need fewer 10s than 85 which numbers in the 10s place?

**Student 6** 47:10

8

**Teacher** 47:11

The eight Okay, so what's the number less than eight? Seven. Okay, so seven and then that five can stay the same? Because it doesn't say to touch the ones right? It's one number do you get

**Student 6** 47:23

75

**Teacher** 47:23

75 Good job. Okay. So again 10s Place verses are the same or different. They're different so you can use the tense to figure it out which number is less? Okay, good. So what did you use tense Perfect. Keep going. Yes. Okay, [Inaudible]. Can we not talk? Sit down I'm gonna move you back to your old seat

**Student 7** 47:34

[Inaudible]

**Teacher** 48:11

Oh, that's using the cubes? okay, you're correct here because you circled the ones you didn't use the ones place but 47 and 48 which number? in the ones place which number is less? Seven or eight?

**Student 7** 48:37

7

**Teacher** 48:38

Seven so we should circle what number what number should we circle

**Student 7** 48:48

47

**Teacher** 48:48

47 Good. So let's change this okay, because right now it says 48 is less than 47 and that's not correct. So zoey. Ashley Do you have any questions? No. Okay. Yes. Are you finished I have an extra practice page for you to do after. I love math. Sorry. Okay, keep your page your paper on your desk and I will collect I will collect it when we're all finished. Okay, looks good. Very good. Kate, that room, that side of the room needs to stop talking and keep working. I need you to double check. You're confused on the 10s and ones. Okay? If the numbers the same here and move to the ones right? Oh, no, you forgot that. Okay, go back, I want you to look at this. And you're going to tell which place you use to figure out your answer. So if you're one or your 10s are the same, then you have to use your ones place, right? And if your 10s are different than you use the 10s place. Come back and check on you in second. Let me see real quick. Okay, check this when you didn't use the ones but 96 and 90, which is the smaller number. Finn come sit down. okay. Okay, and then here to whats goin on here. What? Did you use the ones every time? Okay. If you look at the tens place first, are the numbers the same or different? [Inaudible], excuse me turn around and stop talking. They're different, right? So you're going to use the 10s place and figured out because you can tell me that. Two is less than eight one second. Yes. Okay, thank you. Okay, then you need to raise your hand. I'll be right with you. Okay, now look at that one's right. Here. If you're looking at the 10s place, two and three are the same or different. Okay, so can you use those to figure out your answer? Yes. So you that is the 10s place you're looking at? Okay, once you double check the last to make sure. Make sure they're correct. Okay. one Second, what does it say? Which Which number is? good. Which number is less than 72? So you're going to look at each number and compare them. So 72 and 49? Is 49. Less than 72? Okay, so that's a possible answer. Okay, look at the next 172 and 73. Is 73. Less than 72? No, can't be that one. About the next two is 80 lesson 72. Okay, no, okay, what about 99 Is that less than 72? [Inaudible] i need you sit down? Sit down, please. I'll come to you in a second. Is 99 less than 72? Are you shaking your head No or rubbing yolur Chin? Yes or No? No. Okay. So which number was less than 72? That's what they're asking. Yep. You're done. Okay. Hold on. Ashley. Okay, you may do this practice page is asking for all the same. Same things you just worked on. See. This looks good. What's it say right here? Less than you got to put your name on there. Okay. Are you finished? There you go. Thank you. Hold on. Okay, Haley, you gotta check this. Okay. You need to go back and check your 10s and your ones. Okay. Remember, if your 10s is the same, then you can't use it to figure out your answer. Right. So you're gonna go to the ones place [Inaudible] I need you to sit down and turn your voice off. Thank you. Right. Look at the nines first because they're in the 10s place. Are they the same or different? The Nines, they're both nine. Is that the same or different?

**Student 8** 55:07

same

**Teacher** 55:08

The same? Okay, so you can't pick a smaller number there, right? So you have to look at the ones place. Can you figure it out by the ones place? Okay, so then you use the ones that's the trickiest part about this chapter. No, no, you're right. That's that's the, that's the smaller number, but you didn't use the 10s. To figure it out. Use the ones to figure it out. No, you just said use the ones. No, no, no, this is less. Okay, 90 is less than 96. That's correct. But you didn't use the nines to figure it out. Use the six and the zero which is in the ones place. So you're going to circle the ones. Here you go. Okay. Now hear the first numbers in the 10s. Place are two and three. Are these the same or different?

**Student 8** 56:03

different

**Teacher** 56:03

Different so you can use those to figure out which is smaller, right? There's the 10s place so you're going to circle 10s for that one. Okay, you're right. 23 is less than 32. Okay, and keep going. I want you to check this one. And this one. Your numbers are right. Don't erase that. But check how you how you found it. Okay, hold on a second. Yes.

**Student 7** 56:31

[Inaudible]

**Teacher** 56:32

Excuse me. Another one. What? Okay, what do you do first? What do you look at first?

**Student 7** 56:44

uh the 10s

**Teacher** 56:46

The 10s. Okay. Are they the same or different?

**Student 7** 56:48

Same.

**Teacher** 56:49

Okay. So can you use those to pick a small number?

**Student 7** 56:53

No, yes.

**Teacher** 56:56

You tell me don't guess

**Student 7** 56:59

Yes.

**Teacher** 57:00

Okay, so nine and nine, which is smaller.

**Student 7** 57:05

6, 0

**Teacher** 57:09

nine, if I show you nine m&ms and nine m&ms, which is smaller?

**Student 7** 57:14

Both?

**Teacher** 57:15

Neither, they're the same number, right? So you can't use the nines, you have to go to the next number. So you can't use the 10s. Those are in the 10s place.

**Student 7** 57:23

ones!

**Teacher** 57:24

The ones Okay, does that make sense? I'm sorry. Okay, keep going. Alright, if you are finished. Let's see. If I've given you a great paper, make sure your name is on that. Okay. Hold on, if you're finished, hold your paper up in the air. Okay. Well, if you're done with both, that's fine. If you're still working on the gray paper, it can go on your blue folder. Okay, you can use the bathroom. Can you throw the ice where you don't need it anymore? Keep going keep working. Okay, I will give you a great paper then put your name on it. Put it in your folder. You don't want this one? [Inaudible] take it from you if you're gonna put it in my in my face. Right. Thank you. Take a seat. Thank you, Anne, move back to your old seat. Okay, we have our other students come back in. Okay, if you're not finished with your math paper, I wanted to put it in a blue folder. We will pull it back out later. Put your name on here. Excuse me. You did not get a great paper. Okay. Thank you. You do have to go back to your own seat. You have a question still? Yes. Okay. Okay. What's your question? Attending the ones this one, okay. So if you look at your tens first, right? Are they the same number are different numbers. Different okay. So you can you pick a smaller number? Is one smaller? Yes. Which one? The five. Okay, so what place are we looking at right now? 10s are ones? 10s. So you're right, you use the 10s place. Okay. But it's not 65. Right? Because you just told me. five is smaller, right? You look at the five and the six. Which number is smaller. um I'm sorry. I need you to sit down. Okay, fin. Fin. No more talking. You need to keep working. If you're finished and there's a book in your desk. You may read it. That's fine too. Okay, hold on a second Bria Sit down. You have a reading book. You can read [Inaudible] class pet. Okay? So whichever is smaller, five. Okay, so that's it. Which means you need to fix this one. Okay? Now look at this one and look at our 10s first. What number? Are they the same or is there a smaller number? which was smaller. Seven or eight? Seven. Bingo. So you worked with the 10s places, right? So 10s is right. That makes sense. Okay. The fix this, this is backwards. And this one, lemme see. okay, fix this one, and then keep going. Thank you. You don't know it. Okay, again, look at the 10 You told me you have to use the tens place, right? Eight and two. Which number is smaller.

**Student 1** 58:57

[Inaudible]

**Student 2** 1:01:11

the 2

**Teacher** 1:01:12

Okay, so that's a small number, right? Because this isn't the 20s This isn't the 80s we know 20s comes first. So that's smaller number. So you're gonna write 28 is less than 82. Okay. all right, we rotate for science now. There'll be a new teacher coming in. Yeah. So we are finished.