WIP - Teacher Audio 22

Thu, May 18, 2023 3:12PM • 1:02:20

**SUMMARY KEYWORDS**

inaudible, 10s, number, soha, put, count, kaden, model, add, avery, noah, rods, danielle, change, dane, victoria, excellent, tens, remember, jacob

**SPEAKERS**

Student, Multiple Students, Teacher, Student 2

**Multiple Students** 00:03

(inaudible)

**Teacher** 00:30

All right. You know what, go ahead and put your things away now. Put your books away we'll go ahead and get started since everybody's mostly done everybody unpacked shhhh. put your books away. What's this? What's this?

**Student** 00:59

(inaudible)

**Teacher** 01:00

Why is it all ripped up?

**Student** 01:01

(Inaudible)

**Teacher** 01:04

Put this away. I'm gonna have to get you some new pieces and you do it over. Let's go Hurry up 10 98765432. come on Timothy Hurry up Kaden, what do you need?

**Student** 01:42

(inaudible)

**Teacher** 01:44

Hurry up all right, friends. Remember we are having group instruction. Okay, your voice level is zero. No talking. Oops. Okay, raising your hand to speak or ask a question. We are having group instruction. At this time, there's no more getting up out of your seat to go to the restroom. unless it's an emergency. No more drinks of water. Okay. Your eyes are on me hands on top of your desk. We're working on our assignments. And we're putting things where they belong. All right. So we have been working on comparing numbers. Jacob, I need you to pick up your hat love. We have been working on comparing numbers, right? How would we compare two two digit numbers? What do we do? Danielle?

**Student** 02:55

You can look at the 10 place. And they're the same. You look at the ones place.

**Teacher** 03:00

Right? So I looked at the 10s place. If I have the same amount of 10s, then I have to go to the ones place right. And then I can decide which is greater than, greater than or less than now, Jacob, I heard you said but would it? What happens if the ones are the same too? What happens? Jordan what happens? Danielle said she went to her 10s place they were the same. So she went to the ones place to look to compare Jacob said what happens if they're the same?

**Student** 03:31

theyre both the same

03:38

What is that then? They're both the same.

**Student** 03:42

theyre equal

03:42

They're equal, right? And it would be equal to and remember, greater than less than if you need help. Where can you look

**Teacher** 03:53

at the math words? Okay, the math words. Remember the most important thing I think about greater than less than is? Yes, our symbol can be one way and it could be going the right direction. But the way we read it, right, we have to know that it is either less than or greater than. Okay, so that's just a little bit of review from what we've been learning about comparing numbers. Now we're gonna do something a little bit different. We're still kind of comparing numbers, but we're gonna see what happens to some numbers. Okay. So again, you're gonna work with your partner. So go ahead and get your base 10 blocks, your manipulatives and George and Carson, you two can work together. Noah. Will you work with Victoria again, please. Thank you. Okay, and Emma, can you work with Kingston? So can you move to um jimothys desk and jimothy Can you work with Kaden, can you sit at Emmas desk? Okay, hold on a minute. Does anybody have an extra bag of base 10? Because I have one group that's missing one. Did you find it?

**Student** 03:53

math words

**Multiple Students** 04:28

(Inaudible)

**Teacher** 04:49

you can use these over here. Come over here.All right. So here we go. I'm gonna ask you with your partner.

**Student** 05:43

We don't have a (inaudible).

**Teacher** 05:44

That's okay. I took it away. You'd leave it in there. All right. So here we go. Listening carefully. I'm gonna give you a number. Okay? You're gonna make that number, pick one person to make that number. Okay? And then the second time you make the number, the other person or if I give you directions to do something to that number. Okay, so Partner A, here's your number. Partner A, your number is 70. 70. Partner A 70. So, I heard you counting. How did you count? I went like 12345 Okay, so how do you know thats 70

**Student** 07:05

after I do that I can count like this (inaudible).

**Teacher** 07:13

awesome, All right. Now we have 70 Yes. Emma? 70 you have 70 Can you count them for me?

**Student** 07:32

(COUNTING)

**Teacher** 07:35

Excellent. All right. Noah. Victoria, how many do you have? Victoria? Can you count them for me please? Excellent. All right, Partner B. Partner B. With their 70 I want you to make their 70 so it's 10 less than 70 10 less than 70. Carson, stand up for me, please. Carson, what did you do to your partner's model? To show me 10 less than 70

**Student** 08:38

all I had to do was Just take away one more.

**Teacher** 08:42

One more what?

**Student** 08:43

one more 10

**Teacher** 08:44

You had to take away? 1 10 is that what you're saying you took away 1 10? Awesome. My other groups. Partner B. If you took away 1 10 Stand up if you took away 1 10 Stand up. What happened? What happened to your partner's model? Jordan? (inaudible) Okay. But what happened to the mode?

**Student** 09:16

it went down one

**Teacher** 09:20

It went down one, just one.

**Multiple Students** 09:23

ten

**Teacher** 09:24

It went down by by 1 10. So the number decreased? Does the model look different?

**Multiple Students** 09:33

no

**Teacher** 09:33

noah what does the model look different?

**Student** 09:35

Not really. Because it's just 10

**Teacher** 09:39

so it doesn't look there's still 10s Right?

**Student** 09:42

but it looks a little different

**Teacher** 09:43

How does it look different Danielle?

**Student** 09:45

It looks like it has has and has less Right?

**Teacher** 09:49

Absolutely. It has less sit down. Now partner a Partner A I want you to make your model of 70 again Make your model of 70 again. Emma, can you count yours for me, please?

**Student** 10:10

10 20 30 40 50 60 70

**Teacher** 10:14

Awesome. Jordan, can you count yours for me please?

**Student** 10:20

10 20 30 40 50 60 70

**Teacher** 10:23

Awesome. All right. jimothy count your model for me, please.

**Student** 10:30

10 20 30 40 50 60 70

**Teacher** 10:33

Excellent. Okay, now we have our model of 70. Right partner, a partner A, I want you to show me your model of 70. But I want you to add 10 More 10 More. Oh, just 10 More

**Student** 10:59

10 More.

**Teacher** 11:01

What do you think? (inaudibble) kayden I heard you say I think she means just one more 10 why do you think I said, or I mean, one more 10?

**Student** 11:19

um Because you just said put 10 more. And I didn't think it was 10 More unit im mean 10 more 10 rods.

**Teacher** 11:33

If there were 10 More 10 rods. Let me go with Kayden and everybody listened to Kaden. Okay, because I heard some of you a few of you saying what do you want us to add? You want us to add 10 rods or just 10 or what? So Caden is telling you? He's explaining his thinking and interpretation of what I said. So Kayden, can you repeat that again, please?

**Student** 12:04

I didn't think it was 10 more 10 rods. I just, I just though was 10 more units

**Teacher** 12:12

and why did you think that?

**Student** 12:14

Because you said 10 So I started with just a 10 rod?

**Teacher** 12:20

Okay, so yes, noah

**Student** 12:24

170 will be way too high would be

**Teacher** 12:27

way too high. Did I say? Remember we've been practicing making sure that we are communicating properly, right? That we really know what we're adding and taking away from numbers or our way of thinking okay, we're really communicating. And so I said add 10 to your model. If I would have said if I wanted you to add 10s to your model I add 10 10s Right. But I said add 10 now does it have to be a 10 rod What could it be soha

**Student** 13:13

(inaudible)

**Teacher** 13:17

I know that this is a 10 rod right and I said add 10 We could easily pick this up and put it there right but what else could we do? Emma what else could we do what else can we do? Okay, so yes our 10 rod we could add our 10 rods right we could add a 10 rod but what else if I say add 10 to your model

**Student** 14:03

add one more

**Teacher** 14:05

one more what?

**Student** 14:06

10 rod

**Teacher** 14:06

Okay, yes I could add one more 10 Ron, what could I do Kingston

**Student** 14:10

ad unit 10 units

**Teacher** 14:13

I can add some unit someone units right. And you said how many of them 10 of them right so I could add 10 ones to that. Okay, so what number do we have now that we added the one more 10 to it soha. What you started with what number? And I said add 10 to it

**Student** 14:42

I know what you mean?

**Teacher** 14:45

if you add 10 to it What do you get Victoria? Can you count your model for me?

**Student** 14:55

10 20 30 40 50 60 70

**Teacher** 15:02

Okay, I want you to really put your finger on it

**Student** 15:04

10 20 30 40 50 60 70 80

**Teacher** 15:10

Ah, so we added 1 10 or 10 to our model, and we got what Victoria

**Student** 15:20

80

**Teacher** 15:20

80. What happened the first time? We made 70 And then I asked you to do something to that model. What happened to it?

**Student** 15:31

it decreased

**Teacher** 15:34

Go ahead. It decreased, right. Got smaller, right. By what?

**Student** 15:42

by 10

**Teacher** 15:42

By? By 10. What's happening the second time? What's happening the second time?

**Student** 15:47

its increasing

**Teacher** 15:49

It's increasing by 10 Excellent. Okay, here's your next number. Okay. 41 Show me the model 41 You guys decide for a partner A can do it 41.

**Multiple Students** 16:17

(inaudible)

**Teacher** 16:21

avery count that for me, please.

**Student** 16:27

41, 4 10s 1 one

**Teacher** 16:30

4 10s 1 one 41 is that what you said okay. Addison, can you count this model for me, please?

**Student** 16:39

41

**Teacher** 16:40

how do you know it's 41

**Student** 16:41

four 10s

**Teacher** 16:43

4 10s and one counter or one

**Student** 16:51

unit

**Teacher** 16:52

unit or one?

**Student** 16:54

Cube?

**Teacher** 16:54

cube or 1

**Student** 17:00

1

**Teacher** 17:02

1 There you go. One One. Now. Can you tell me how you have it set up?

**Student** 17:12

We put four 10 rods then 1

**Teacher** 17:15

Okay 4 10 rounds then one. Excellent. All right. So now we have the number 41 I want you to pay attention to what happens to this number. Okay, because I'm going to ask you some questions about it again. So I really want you to pay attention. Okay. So now you have 41 I want you to show me 10 less than 41 I want your model to show 10 less than 41

**Multiple Students** 18:01

(inaudible)

**Teacher** 18:07

all right jimothy What do you have now?

**Student** 18:16

31

**Teacher** 18:17

31 Jimothy, let me ask you did anything happened to the ones?

**Student** 18:26

no.

**Teacher** 18:26

No. Did anything happened to the 10s?

**Student** 18:31

mmh

**Teacher** 18:32

What happened to the tens?

**Student** 18:34

one of them got moved away

**Teacher** 18:36

Okay, you moved one away so what happened to that number?

**Student** 18:40

41 changed into 31

**Teacher** 18:47

What happened to the tens i like that you said one dot moved away. But what happened when you move that one away?

**Student** 19:01

It made three 10 and one little cube

**Teacher** 19:07

okay. 3 10s and one little cube or one? unit or 1 1? Excellent one one. All right. Okay, put your original model back 41 41 And now I want you to show me 10 More than 41

**Multiple Students** 19:53

(inaudible)

**Teacher** 19:55

jimothy Can I ask you something?

**Student** 19:57

yes maam

**Teacher** 19:58

Why were you going to add two 10 rods

**Student** 20:05

because you said add 10 more 10s

**Teacher** 20:09

Did I say add 10 More tens?

**Student** 20:11

mmhm

**Teacher** 20:12

No, but even if I said 10 More tens would it be two tens that you would add? So why were you gonna put two 10 rods there?

**Student** 20:26

(inaudible) 10 more than 10

**Teacher** 20:33

you a little stuck? Yeah. What happened to your model? Now? Can you count it for me 50? Kaden, what did you notice? The one the one Caden? Do you think you might understand why he was gonna put 2 10s? There?

**Student** 20:55

10 20 30 40 50 I have no idea

**Teacher** 21:10

You have no idea. Okay,

**Student** 21:12

I just told him it was 21

**Teacher** 21:14

that he was adding 20 More instead of 10 more. Okay. Did you realize that it was 20 More instead of 10 more? Yeah. Okay. All right. Now what happened? Danielle, what happened?

**Student** 21:30

We added one more that turned out to 51

**Teacher** 21:33

51. Did your ones change?

**Student** 21:34

no

**Teacher** 21:35

No. Did your 10s change? Yes. By what?

**Student** 21:40

yes 10

**Teacher** 21:45

By 10 Okay. Did it increase or decrease or increase?

**Student** 21:50

increase

**Teacher** 21:50

It increased by 10? Okay, now im gonna ask you a question Dane. What happens? What happens when we are either adding 10 to our number or taking away 10 from the number what happens?

**Student** 22:13

um. The decrease I mean, taking away would be decreasing

**Teacher** 22:20

decreasing? What?

**Student** 22:21

Number ?

**Teacher** 22:22

Which number?

**Student** 22:24

um 41

**Teacher** 22:27

okay

**Student** 22:29

If you add it you would increase the 41

**Teacher** 22:36

Okay, which number changes though?

**Student** 22:40

the tens

**Teacher** 22:42

The tents, right? Why do you think only the tents change?

**Student** 22:48

beause (inaudible)

**Teacher** 22:51

Kindly Why do you think only the tents change?

**Student** 22:56

Because....

**Teacher** 23:01

who has an idea or has a thought of maybe why only the 10s changes? We never moved that one. Right. The one stayed the same. Both times whether we decreased or increase? The one stayed the same. But why do you think the 10 stayed the same? I mean, the one stayed the same. Jordan.

**Student** 23:28

umm forgot what I was going to say

**Teacher** 23:30

Okay.Noah

**Student** 23:30

because it was like, because you in like all the numbers that you said you only needed one one.

**Teacher** 23:38

Okay. Danielle,

**Student** 23:41

the ones never change

**Teacher** 23:44

why?

**Student** 23:46

Because you need a look at the 10s first.

**Teacher** 23:50

Okay, soha what do you think?

**Student** 23:53

Because sometimes you say take away the 10 so it has the ten (inaudible).

**Teacher** 24:00

Ah, so, soha has said, there were times I said, take away 10. Right.

**Student** 24:10

but you never said to take away the one

**Teacher** 24:12

I never said to

**Student** 24:14

take away the one

**Teacher** 24:15

take away the ones. So if we're counting by 10s, which number changes the number in what place? If we're counting by 10s?

**Student** 24:29

the number in the 10s place

**Teacher** 24:30

The number in the 10s place, right? My ones are gonna stay the same. im Not counting by ones. The number in the 10s place is changing because I'm either adding 10 Or taking 10 away. Okay. All right. So let's try one more. One more. And then we'll try to put this into practice. Okay. 37 37 37 dane and Avery I want you to try something for me please I don't want you to use these Okay, I want you to use numbers 37 you two do I see 37 somewhere 37 emma I can you count yours for me

**Student** 26:08

10 20 30 31 32 33 34 35 36 37

**Teacher** 26:20

excellent Victoria Can you count your model for me please?

**Student** 26:33

10 20 30 31 32 33 34 35 36 37

**Teacher** 26:39

Excellent counting guys got it? All right now I have 37 We have 37 Okay. Show me 10 More than 37 10 more than 37 Show me 10 More than 37

**Student** 27:12

I did the model

**Teacher** 27:14

I want you to just write the numbers

**Student** 27:17

oh okay

**Teacher** 27:17

Show me 10 More than 37 Okay, can I ask you something

**Student** 27:30

what

**Teacher** 27:31

I saw when you had 37 on your whiteboard? And then I said show me 10 More, you erase the three and you put four why?

**Student** 27:39

Because you did 10? More. More mean you add 10 more points.

**Teacher** 27:46

But why didn't you erase the 7?

27:49

Because you said 10 more than 37 We left the seven alone?

**Teacher** 27:56

Okay, but why?

**Student** 28:00

Because you sad 10 more not another one?

**Teacher** 28:09

Because I said 10 more and not another one? Is that why you left the seven? What place is that seven in

**Student** 28:17

one?

**Teacher** 28:18

What places that was a three

**Student** 28:20

tens

**Teacher** 28:21

Okay, so if I said 10 More than 37? So why did you erase the three?

**Student** 28:29

Because you said 10 more so I knew it was 47

**Teacher** 28:39

What do you think Avery? Why did Danny erase that three from 37? What do you think? Tell me what he did?

**Student** 28:52

its not Actually the same way,

**Teacher** 28:54

it's not the same way. Okay.

**Student** 28:58

Even No, you have to add 10 Then the seven would still be there, because then you just add 10 more.

**Teacher** 29:07

But why would the seven still be there?

**Student** 29:11

Because if you have 37 And you add 10 more you have 47.

**Teacher** 29:17

Why? 47?

**Student** 29:20

Because you added 10.

**Teacher** 29:22

I added 10 and 10 would change what number?

**Student** 29:27

The 10s.

**Teacher** 29:27

The 10s. Right?

**Student** 29:29

Yeah.

**Teacher** 29:30

So why did he raise three?

**Student** 29:32

Because he added 10 more.

**Teacher** 29:35

And where was the three?

**Student** 29:37

Right in the 10s place and

**Teacher** 29:38

the 10s place that were 3 10s Right?

**Student** 29:41

mmhm

**Teacher** 29:42

And he needed to add one more 10. So those 3 10s changed to

**Student** 29:52

four tens.

**Teacher** 29:52

four tens. All right. All right, friends. What number Did we get Kingston? 10 more than 37

**Student** 30:07

I know.

**Teacher** 30:10

Kingston Can you count out loud for me please so I can hear what you're thinking

**Student** 30:14

10 20 30 40 50 51 52 53 54 55 56

**Teacher** 30:24

56 Can you count them again and I want you to put your finger and touch so that you can keep track

**Student** 30:34

10 20 30 40 50 51 52 53 54 55 56 57

**Teacher** 30:42

57 right friends make sure that you're really counting what's there, right. So it changed from 47 I mean 37 to 47 Right? Is that what you counted for me? 47

**Student** 31:02

No, not 47.

**Teacher** 31:04

So the original number was 37 37 and 10 more than 37

**Student** 31:19

47

**Teacher** 31:20

47 What did you do Emma?

**Student** 31:23

take one away

**Teacher** 31:24

Why did you take one away from there? What do you think happened over here George?

**Student** 31:37

you changed

**Teacher** 31:39

What do you think happened over here though? They got 57 What happens SoHa.

**Student** 31:48

they added two more to their.

**Teacher** 31:54

To more what?

**Student** 31:56

10 row

**Teacher** 31:57

Two more 10s Right. And they only needed to add one more 10 Right. I said add 10 to it. Okay. All right. So show 37 Again 37. Show 37. Okay, and 10 less than 37 10 less than 37. And why are you erasing that three it's

**Student** 32:35

10 less than 20

**Teacher** 32:37

10 Less. Okay. Kiley, what happened over here?

**Student** 32:47

I took away 1 10

**Teacher** 32:48

1 10 And you got

**Student** 32:56

27

**Teacher** 32:56

Okay. Why did you take 1 10 away?

**Student** 33:05

Because you said have less and less.

**Teacher** 33:08

Okay. So what happened what happened to your model?

**Student** 33:20

it Decrease

**Teacher** 33:23

decreased by

**Student** 33:25

10

**Teacher** 33:25

by 10. Okay. All right, friends, once again. Did our ones change? No our ones stayed the same. I was asking Dane and Avery gave them a little bit of a challenge and decided I was going to have them not use the base 10 blocks I was just going to have them write their numbers. Avery, what did you do

**Multiple Students** 33:35

no

**Student** 34:01

(Inaudible)

**Teacher** 34:02

the three Where did everybody hear Avery?

**Multiple Students** 34:07

yes

**Teacher** 34:08

She changed the three and the 10s place to a two and why Avery?

**Student** 34:15

Because its 10 less

**Teacher** 34:18

10 Less Excellent. All right. So go ahead and straighten up your things and take out your math book please shhhhYou two need to stop playing. Stop playing around the back to your seat please. take out your math book our two pages 305 is The first one and 307 would be the second one.

**Student** 35:06

(inaudible)

**Teacher** 35:07

No, just wait for them to (inaudible) come on put these in here put them away I'm moving your name because you guys are playing around. Not even listening.

**Student** 35:26

I don't know where the

**Teacher** 35:28

All right 10 9 8 7 6 5 4 3 2 1 Yes ma'am. Noah you need help? Okay, take all your pages and then put your book away excellent Dane showing me that he's gonna be ready. He's already putting his name on his paper. Get it together Victoria quickly, please. Let's go. Paper should be on top of your desk All right, so friends, now, putting those models in into practice. Okay, putting it into practice. Go ahead and turn your paper over that first paper, turn it over and look at the top. Stop. Here's what we just did. Right? Here's the explanation of it. It says take. Right here, what did they do? They took away 10 less than 33 is 23 Here's my 33 10 less. They circled it and crossed it out. You guys actually took your 10s And would you do? Would you do with that? 10 when it was 10 less? What happened Victoria when he was 10 less? It's they're circling that and crossing it out. They're actually going to take it away. Thank you take it away. So 23 years, 10 less than 33. Here's 33 in the middle. 10 Less is 23. Think 10 More is 4343 is 10 more than 33. Okay, so look at number one. And I'm gonna come around. I'm gonna come around and look at your work. Okay. The number in the middle is what we start with, right? That was our model 70 And we did this one. And we did 41. So we did 70 No, we didn't do we did 37. So 70 and 37. So think 70. What's 10? Less than 70? What's 10 less than 70 60 10? Less than 70 60. What's 10 More than 70? Kayden

**Student** 39:56

80

**Teacher** 39:56

80 Okay, All right, so go ahead and finish these and I'm gonna come around and look, maybe ask you some questions as to what you're doing. Okay, where's that page from yesterday? was the one for behind? just do that. Where's your other page? Did you tear it out yesterday? Okay, I need you to work on this right here ah so what happened there?

**Student** 40:44

Well is 41 less if 31 is less than 41 then we have to back in check it so we know that it is man I forgot what I was gonna say

**Teacher** 41:04

what does it say right here?

**Student** 41:06

Use mental math right the numbers that are 10 less 41

**Teacher** 41:10

so what did you do?

**Student** 41:12

i did 31 and 51

**Teacher** 41:15

Why 31 and 51?

**Student** 41:17

Because, 31 is 10 less than 41. And 50, 41 is 10 less than 51

**Teacher** 41:30

Okay, so 51 is

**Student** 41:33

more than

**Teacher** 41:35

how many more

**Student** 41:37

10

**Teacher** 41:37

10? Right 10 more excellent go on.

**Student** 41:53

on my own?

**Teacher** 41:54

Yep. What's over here? I like that you're helping her Noah.

**Student** 42:00

Yeah, you need to add 10 Not just one.

**Teacher** 42:03

Why not just one?

**Student 2** 42:03

ohhh

**Student** 42:05

Because it says write the numbers. What are 10 less than 10 More.

**Teacher** 42:14

So if it's 10 less than 10? More? What's changing?

**Student** 42:18

The 10s?

**Teacher** 42:19

The 10s right the number in the 10s the amount of 10s and not the

**Student** 42:25

ones

**Teacher** 42:25

ones

**Student** 42:26

can I go to the next one

**Teacher** 42:27

Yes. Soha. This one you had 41

**Student** 42:34

mhm

**Teacher** 42:36

10 less than 41

**Student** 42:43

ehh em 40?

**Teacher** 42:45

10 Less Here's 41 Here's your model. What's 10? Less same thing 39.

**Student** 42:58

ten less

**Teacher** 42:58

and

**Student** 42:58

ten more

**Teacher** 43:00

there you go. Yes.

**Student** 43:02

i need help

**Teacher** 43:03

Okay, so what is 10 Less than 41? Do you think this was wrong? Why do you think that was wrong?

**Student** 43:13

because i

**Teacher** 43:19

remember what Noah said? No. What did you say? Can you tell soha again?

**Student** 43:23

I said you have to, the ones stays the same but you add the tens

**Teacher** 43:31

or

**Student** 43:32

or

**Teacher** 43:33

you can add a 10 or

**Student** 43:36

take away

**Teacher** 43:36

take away a 10 if it's 10 less? So if this is 41 and you want 10 Less look up here what could you do to your model?

**Student** 43:45

I could take some away

**Teacher** 43:46

Okay, and then what do you get?

**Student** 43:49

31

**Teacher** 43:50

So where was this right?

**Student** 43:52

uhhuhh

**Teacher** 43:52

Yeah 10 more

**Student** 44:02

10 more (inaudible) one more I have 51

**Teacher** 44:13

Yeah. Because you did what?

**Student** 44:17

I kept to one,

**Teacher** 44:20

the same.

**Student** 44:21

the same and I just changed the 10s

**Teacher** 44:25

How did you change the tens?

**Student** 44:26

I decrease

**Teacher** 44:28

What do you mean you decreased what does that mean?

**Student** 44:31

It means change the. and then 25 right

**Teacher** 44:44

decrease means what?

**Student** 44:45

uhhh means take away

**Teacher** 44:52

And then on this side

**Student** 44:55

well, i only (inaudible)

**Teacher** 44:57

you decrease because you wanted Less 10 Less. So over here you're going to

**Student** 45:12

add

**Teacher** 45:13

mhmm add what

**Student** 45:17

10

**Teacher** 45:17

right You think you got it? I'm gonna come back you try somewhere and I'll come back and check on you.

**Student** 45:25

okay

**Teacher** 45:26

Did you get what you needed?

**Student** 45:28

I helped her.

**Teacher** 45:28

Which one did you need help on

**Student** 45:33

can you please help me on this one

**Teacher** 45:35

this one what? What stumped you about this one, but these? Were okay. What didn't you get about this one? That this one this one this one was okay. What werent you sure about what What werent you sure about

**Student** 45:55

the tens

**Teacher** 45:56

the tens Okay? Can you circle the number in 86? That's in the 10s? Place? Okay, so that's what's in the 10s place, right? And earlier, we said what was going to change?

**Student** 46:13

the 10

**Teacher** 46:14

Because

**Student** 46:16

you take one away

**Teacher** 46:20

why do we take one away?

**Student** 46:24

Because 7 is one less than 8

**Teacher** 46:29

seven is one less than eight. Okay? But is it seven?

**Student** 46:36

uh

**Teacher** 46:38

Is it seven and 8 Any?

**Student** 46:39

uh uh

**Teacher** 46:40

What is it?

**Student** 46:42

its is eight and six?

**Teacher** 46:44

Eight and six?

**Student** 46:45

wait seven and six

**Teacher** 46:46

Seven and six? hmm Is this just eight?

**Student** 46:54

no

**Teacher** 46:55

What is it?

**Student** 46:58

80

**Teacher** 46:58

80 Why why is it 80?

**Student** 47:00

Because eight 10s equal 80

**Teacher** 47:03

8 10s equals 80 right? eight tenths equals 80

**Student** 47:13

so 7 10s equals 70 tenths equal

**Teacher** 47:15

and

**Student** 47:17

six 10s, Six ones equals 76.

**Teacher** 47:23

Right seven 10s and six ones equals 76. So what number was changing?

**Student** 47:29

the 10s

**Teacher** 47:30

The 10s. By

**Student** 47:34

1

**Teacher** 47:35

1 10 It was either doing what?

**Student** 47:38

Increasing?

**Teacher** 47:39

What did you do on the side?

**Student** 47:43

um I took away one of the 8 10s

**Teacher** 47:46

1 10 from the 8 10s because it was

**Student** 47:49

76

**Teacher** 47:51

because this was

**Student** 47:53

one less than 80

**Teacher** 47:55

one less,

**Student** 47:58

one10 less than 80.

**Teacher** 47:59

Right? And then this would be

**Student** 48:03

96

**Teacher** 48:03

which is

**Student** 48:06

one more 10 than 86

**Teacher** 48:09

excellent. All right. Good job. All right, Jordan. Okay, so here's your model. Here's your model, right here, right? We have 70 Right here. First of all, I need you to put your glasses on

**Multiple Students** 48:24

(inaudible)

**Teacher** 48:31

Alright, so you have 70 Right? Here's the model. Can you count the model make sure that it's 70

**Student** 48:43

10 20 30 40 50 60 70

**Teacher** 48:43

70 Okay, now we know that over here we want it to be what?

**Student** 48:51

10

**Teacher** 48:51

We want it to just be 10

**Student** 48:52

(inaudible)

**Teacher** 48:55

Kingston to loud jimothy I hope you're working okay just 10 that okay, so it says write the numbers that are 10 less and 10 more let's get these back out show me your model show me your model I want you to count out loud for me, so I know what you're doing.

**Student** 49:38

10 20 30 40 50 60 70

**Teacher** 49:43

Okay, so that's your model. Now it says write the numbers that are 10 less than 70 What can you do to your model to show me 10 less than 70 Okay, why did you do that?

**Student** 50:00

I have 50

**Teacher** 50:02

But why did you take it away?

**Student** 50:05

because it's less than

**Teacher** 50:06

less than, okay? How much? How much?

**Student** 50:12

You have nine

**Teacher** 50:15

How many less than 110? Less than Now? What do you have? I want you to count them for me

**Student** 50:26

10 20 30 40 50 60

**Teacher** 50:27

What do you have?

**Student** 50:29

60

**Teacher** 50:29

So 10 less than 70 is...

**Student** 50:36

60 now i get it

**Teacher** 50:38

60 Remember, these are always here if you gotta use them, okay?

**Student** 50:45

okay

**Teacher** 50:45

Okay. Look at this. Because, here, here's six. Right? Here's your six. it just looks like another zero, . Okay, I want you to practice writing your sixs too look. all the way. Now, the other side. So if you did 10, less time

**Student** 51:11

i have to do 10 more

**Teacher** 51:13

okay. What do you need to start with though?

**Student** 51:18

70

**Teacher** 51:18

Is that what you have?

**Student** 51:19

10 20 30 40 50 60 70

**Teacher** 51:26

Okay. And you want

**Student** 51:30

add one more more?

**Teacher** 51:31

One more What?

**Student** 51:32

10

**Teacher** 51:33

Okay. Why one more 10.

**Student** 51:40

so i can make 80

**Teacher** 51:42

So you can make 80. But why 90?

**Student** 51:46

becuase its one more

**Teacher** 51:48

it's just one more. Just one more. One more? What? 1

**Student** 51:56

10?

**Teacher** 51:58

One more 10? What's it like now? Count out loud?

**Student** 52:05

10 20 30 40 50 60 70 80. 80

**Teacher** 52:09

okay All right, friends. Let's look at shhhh let's look at problem number eight. Okay, problem number eight, right here. Our model or number was 15. But before we move on, to talk about that, there's something in our room that we can definitely use a few things in our room that we can definitely use to help us with this. And I was hoping that somebody that I would see somebody using it. What could we use Soha?

**Student** 53:02

uhh the counters

**Teacher** 53:03

we could use our counters, we use them right, our base 10 blocks, Kiley,

**Student** 53:09

our number line?

**Teacher** 53:13

Dane

**Student** 53:16

our 10 100 chart.

**Teacher** 53:20

Right? Haven't we used our 100 chart before when we were counting by 10s? Yes.

**Multiple Students** 53:26

yes

**Teacher** 53:27

What about our number lines? So the way your numbers are laid out on your paper, too. We have 80 so say we're looking at number one, and it was at an a80d is down there? Let's use a different one. Let's look at 40. So say 40. If our number is over here, on this side, is our number getting bigger or smaller?

**Multiple Students** 53:59

smaller

**Teacher** 54:00

We are

**Multiple Students** 54:01

decreasing

**Teacher** 54:02

it's decreasing, right? So if I start on 40 And I look over here, I know that number is going to be less than right? If I start on 40 and I go this way, I know that number is going to be

**Multiple Students** 54:21

greater

**Teacher** 54:22

greater than okay, and today we're counting by

**Multiple Students** 54:27

10s

**Teacher** 54:28

10 More 10 less or 10 less 10 More, right? So, let's look at number 15 I'm sorry, number eight, our number is 15 15 If I model 15 for you, okay, by model 15 Let me go ahead and draw my model 15 10 11 12 13 14 15 So there's 15 What would be 10? Less George? What would be 10? Less than 15?

**Student** 55:29

5

**Teacher** 55:30

How do you know five? What did you do?

**Student** 55:32

i counted back 10 on my number chart,

**Teacher** 55:35

you counted back 10 on your 100 chart? Where did you start?

**Student** 55:40

um at 15

**Teacher** 55:42

15 started at 15 and you counted back 10? Can you do it out loud for me?

**Student** 55:53

1 2 3 4 5 6 7 8 9

**Teacher** 55:59

lemme come see what you're doing. So you started on 15 And you went

**Student** 56:13

back 10

**Teacher** 56:15

I see why you were counting one. Okay. Can you count back with the numbers as you're going?

**Student** 56:25

Okay. 15 14 13 12 11 10 9 8 7 6

**Teacher** 56:35

5 Okay. What did you notice about starting on 15? And then getting to five? Where's that?

**Student** 56:45

They're, they're five is right above 15

**Teacher** 56:49

five is right above 15. Do you remember when we did our 100 chart, we looked at those numbers. And we started at 10. And we went up and down that row, right? We went side, but we counted and we knew that it was 10. And we still ended up at 10. So George said that it would be five. The five was right above the 15. George, if the five is right above the 15 and that's 10 less than what's right below the 15 George

**Student** 57:22

25

**Teacher** 57:22

would that be 10? Greater?

**Student** 57:23

uh huh

**Teacher** 57:25

Okay. But if I didn't have 100 chart, and I had to go back and use my model jimothy what would I do to show 15 10 less than 15? Kaden How would I show 10 less than 15

**Student** 57:54

you Take away the 10

**Teacher** 57:55

Take away the ten. And I have

**Student** 58:02

five.

**Teacher** 58:03

five I'm gonna put 15 back. And now Addison. How can I show 10 More than 15? Right here how can I show it in my model? 10 more? What is this right here? How can I show 10 More How can I show 10 more who can help Addison out show 10 More Jordan? I know you can right? How can I show 10 more?

**Student** 58:46

add one more 10

**Teacher** 58:49

Add one more 10. How do I do that?

**Student** 58:54

umm just take the one

**Teacher** 58:59

Just put, just put one more like this?

**Student** 59:03

no add a 10

**Teacher** 59:06

Like how? Like this? Right or Quick Draw. Just one more line. Does that show 10 more now?

**Student** 59:18

its supposed to be on the other side.

**Teacher** 59:21

Jordan, I liked the way you said. Jordan said it's supposed to be on the other side. Hmm. We think about all those times that we made all those numbers. Does it have to be on the other side?

**Student** 59:38

no, it doesnt really matter.

**Student 2** 59:40

Yes.

**Teacher** 59:40

What did you say Danielle? Does it really matter? Why not?

**Student** 59:46

Because it's just the way you make the number

**Teacher** 59:50

I would have to know right? I would have to know that. This is 10 20 12345 25 right? I could do it is that 25?

**Multiple Students** 1:00:09

yes

**Teacher** 1:00:32

Is this 25 Danielle

**Student** 1:00:38

yes

**Teacher** 1:00:39

Are you sure?

**Student** 1:00:46

thats 20 thats 25

**Teacher** 1:00:47

Is that 25?

**Multiple Students** 1:00:48

yes

**Teacher** 1:00:52

Is this 25?

**Multiple Students** 1:00:57

(disagreement)

**Student** 1:00:57

Yes it is its two 10s and 5 ones

**Teacher** 1:01:04

can you count this for me Jacob

**Student** 1:01:07

10 20 25

**Teacher** 1:01:09

okay

**Student** 1:01:12

10 20 21 22 23 24 25

**Teacher** 1:01:17

is this 25 Jacob

**Student** 1:01:18

Yes.

**Teacher** 1:01:19

Can you go get the door for me? Is this 25?

**Multiple Students** 1:01:23

yes

**Teacher** 1:01:25

And we said this was 25 Right 5 10 15 20 25 All these different ways to show 25 So, did it really matter, Danielle? Did it really matter that it was like this?

**Student** 1:01:46

no

**Teacher** 1:01:49

No, right. You said it doesn't matter. As long as we're counting them, right. All right, friends. This is it for today. Okay, so straighten up your area. Remember taking your papers and reviewing them to night at home. Okay. Clean up your area when I call your table Dane. When I call your table