

Buying a cell phone

Annotation

Zac uses rounding and compensation to solve this subtraction problem. He identifies the challenge of compensating when a rounding strategy is used, and demonstrates his understanding of having taken away too many. He indicates that this is a newly learned procedure. He correctly uses a number line to demonstrate his rounding and compensation strategy.

Problem: Buying a cell phone.

The teacher shows this problem to the student and reads it with him as required:

I had \$120 and I spent \$98 on a cell phone. How much do I have left?

Student response

Zac: It's \$22.

Teacher: Tell me how you did that.

I added 2 to 98 and took away 100 which left 20. Then I knew to just add the 2 back on

Zac: again because I took away 2 too many. So it's 22. Actually that's the hard bit - knowing whether to take the 2 away or add it on.

Teacher: Tell me why you did it that way.

Zac: Because it's easier with this one to round it and I've been learning how to put the extra bit back on at the end.

Teacher: How would you record that?

Zac: On a number line's the easiest. We've been learning to use these in class. I'd start here at 120 and go back 100 like this to 20 then just add 2 here to make 22.

