Advancing Student Thinking – Part 2

1	Miss Tyus:	OK, so I see you did the base ten blocks and you did the one hundreds
2		chart.
3		DuJuan how many did you take away?
4	DuJuan:	40.
5	Miss Tyus:	40. Allison, how many did you take away?
6	Allison:	40.
7	Tara Tyus:	How are these the same?
8	DuJuan:	We both got 29.
9	Miss Tyus:	You both got 29 and you both what?
10	Allison:	X'd out 40.
11	Tara Tyus:	You both took away 40. So, hmm. What if somebody can't see it here?
12		What can they do? How can you explain that the one hundreds chart is like
13		base ten blocks.
14	Allison:	They can count the hops?
15	Miss Tyus:	Yeah, so they see... Count the hops for me again DuJuan.
16	DuJuan:	10, 20, 30, 40.
17	Miss Tyus:	Right. Then what if they're like "What? Huh? I don't see them." How can
18		you explain that you know that's count. He counted by tens, how can you
19		explain that you have to count by tens that way.
20		You guys talk about how somebody can see that they don't know to count
21		by that. How can you prove to them that "This is why you counted by
22		tens."
23		
24	DuJuan:	You count by tens to get to 29. You have to X it 69 four times.
25	Allison:	You maybe could count the hops by ones and tell them that [inaudible
26	DuJuan:	29.
27	DuJuan	Do the same thing.
28	Allison:	What are you doing?
29	Allison:	Counting hops. I think it's fine.
30	DuJuan:	There's four.
31		