Teacher:　　　　　　　Okay, boys and girls, today for math in center A you'll be with me. We're going to be starting a new topic.

Student 2:　　　　　　[inaudible 00:00:19] play the game.

Teacher:　　　　　　　What?

Student 2:　　　　　　The game is today?

Teacher:　　　　　　　In center B, you'll be playing your addition game. In center C you'll be working on a symmetry, where you're drawing half of the picture on one side that you saw on the other side.

　　　　　　　　　　　Just as a side note, one thing I saw yesterday when you guys were working on your symmetry ... if this was the center ... for example there was a gingerbread man, and so he had his arm and then his leg on one side. Then when you guys made him on the other side, some of you made him really squished. You made him really tiny with a short arm and a short leg.

　　　　　　　　　　　Try to make sure to have your side match this side. Boys and girls it's okay. Everybody makes mistakes. If his arm goes out almost to the edge of the paper ... you want your arm, I'll use a different color so you can see ... you want your arm to go out almost to the edge of the paper, and you want your leg to go out almost to the edge of the paper. Okay. You want your buttons to finish ... anyway, you want your half to look exactly like mirror image of the other half.

　　　　　　　　　　　Okay, so that'll be at center C. In center D you'll be playing the game that we learned yesterday. It's really important in center D, since we just learned that game ... [00:02:00] that if you're sure what to do you ask a classmate. Because somebody at your table will probably remember how to play the game even if you don't quite remember how to play it. If somebody's helping you says, "Oh, wait, that's not how you're supposed to do it," listen to them. They're trying to help you play the game the correct way. Okay.

　　　　　　　　　　　Yes, [Student-1 00:02:19] honey?

Student-1:　　　　　　I want to finish my [inaudible 00:02:21].

Teacher:　　　　　　　We have new ones today. Okay, so today we need to ...

Whole class:　　　　　Work together.

Teacher:　　　　　　　Work together. Tell me something you're going to do to work together. Student-2?

Student-2:	[inaudible 00:02:34] Don't argue.
Teacher:	You're not going to argue. Wonderful. You need to make sure that you ...
Whole class:	Are learning.
Teacher:	Are learning. What can you do, Student-3, to make sure that you're learning today?
Student-3:	Listen to the teacher.
Teacher:	Okay. Student-5, what can you do? ... Not sure. Student-4?
Student-4:	Focus.
Teacher:	Focus, great idea. Focus on what you're supposed to be doing. And we're going to ...
Whole class:	Be safe.
Teacher:	Be safe. Okay, so no hitting, and walk, don't run. Hands down. In the iPad center you're allowed to work on ...
Whole class:	On the bottom.
Teacher:	Any of the apps on the bottom. Okay. Let's have some help passing out strips. Thanks for sitting so nice and quietly. [Student-5 00:03:21] and Student-2. ...
Student:	What center are we doing today?
Teacher:	I'm going to have you do symmetry here instead.
Student:	Symmetry.
Teacher:	Nope, [00:04:00] that's not where it goes. Thank you.
Whole class:	[crosstalk 00:04:02]
Teacher:	[Student-22 00:04:29] Student-22. Student-22. Stop screaming, please. Thank you.
Whole class:	[crosstalk 00:04:34]
Teacher:	All right. ... I really appreciate the way that center B and iPad centers went quickly and quietly and got right to work. Center C and center D, I don't appreciate that I hear whiny voices. That I hear arguing. That I hear shouting. It's

important that you work together, and part of working together is speaking kindly to one another. Use whisper voices and make sure that you are speaking kindly. Okay.

Yes, [Student-6 00:05:35]?

Student-6:   [inaudible 00:05:37] too bored [inaudible 00:05:40]

Teacher: You go figure it out. Thank you, Student-6. ... We're not going to have crayons today. Okay, so [Student-7 00:05:50], if you could take a pencil and pass it down, please. ... [00:06:00] We're not going to have crayons today. Oh, just take one, pass it down, Student-7. Thanks.

Okay, how many counters are on this [tens 00:07:34] frame?

You what? ... Was it too big? Oh, sorry? Does it fit now? Oh, it looks cute. I like the rolled up sleeves. That'll be good because then you can grow into it. Because then if you got it too small, then when you grow it would be too small for you. Okay. Please write your name on your work map. ... Thank you. Okay.

Whole class: [crosstalk 00:06:56]

Teacher: Okay. Pencils down, eyes on me. Jess, get to work. You have a pencil. You're fine.

Okay, how many counters are on this [tens 00:07:34] frame?

Student: Ten.

Teacher: How did you guys know? You didn't even count.

Student group: [crosstalk 00:07:40]

Teacher: Five plus five is ten. You know that a full tens frame is ten. Awesome. Okay, what if one more counter was added? How many would there be now?

Student group: Eleven.

Teacher: How do you know?

Student group: Because you [crosstalk 00:07:55]

Teacher: Let's take turns talking. [00:08:00] How do you know it's eleven?

Student group: [crosstalk 00:08:03]

Teacher: Oh, because after ten the next number is eleven. Awesome. What if we added another counter?

Student group:	Twelve.
Teacher:	What about another counter?
Student group:	Thirteen.
Teacher:	Okay. Today we will be counting more than ten objects. Student-7, we've been focusing on numbers one through ten ... excellent. Erase it and play again. You got ... No, just play it again. Thank you.
	We're going to learn how to write number sentences that tell about how many we have. Let's ... I'm going to write up on the board. I hope you guys can all see.
Whole class:	[crosstalk 00:08:50]
Teacher:	Okay. The ten at the beginning tells us that we're going to start with ten counters. We're going to start with a full tens frame. Then we're going to add some to that tens ... and we're going to have a sum, we're going to see how many we have in all.
	Awesome. Play it again. ... Yeah, you keep playing until the bell rings. You guys want to do the subtraction one? ... Okay. You guys can try it, but if it's too difficult for your partner then please go back to the addition one.
Whole class:	[crosstalk 00:09:37]
Teacher:	One for you guys, one for [Student-8 00:09:46].
Whole class:	[crosstalk 00:09:48]
Teacher:	Okay. Let's start. I'm going to give you and your partner a bag of counters. You're going to dump them out [00:10:00] and you're just going to put them on one of your work mats. ... Because you need to keep track of something. You're going to dump them out on one of your work mats and put the counters out, and you're going to see if you can finish writing the addition sentence.
	Before you do it on your own, let's do one together as a class. If I looked at this as a group, how many do I have in my tens frame? Ten. That's why there's a ten there. How many more counters do I have?
Student group:	[crosstalk 00:10:36]
Teacher:	Three more. It would be ten plus three. How many do I have in all, what is my sum?
Student group:	Thirteen.

Teacher:	Equals thirteen. Let's read this number sentence.
Student group:	Ten plus three equals thirteen.
Teacher:	Let's try that one more time.
Student group:	Ten ...
Teacher:	Whisper.
Student group:	Plus three equals thirteen.
Teacher:	Awesome. Okay. ... Student-9, no shouting out.
	Okay, so you and your partners put the counters out on one of your work mats. It doesn't matter whose work mat. See if you can finish your first number sentence. Put them in the blue tens frame.
	Student-7 and Student-10, you need to put them on person's work mat. ... You want to put them on Kelly's work mat? Okay. ... You're going to put them all on Uriah's work mat? Go ahead, start putting them out. Are you guys to use [Student-11's 00:11:41] work mat or Harmony's work mat? You need to put all your counters together and put them all on one ... Uriah's already putting them out on his work mat, so you do them on his work mat for now, and then you can do them on your work mat after.
Whole class:	[crosstalk 00:11:54]
Teacher:	[00:12:00] Keep going. Put them all out. Harmony and Student-11, you should be working together. Student-11, go close by so you can help put them out.
Whole class:	[crosstalk 00:12:15]
Teacher:	I don't think you guys could have played the game that quickly. Try it again, and this time make sure that you are misusing not adding. See, ask Student-2 to check some of yours first before you [inaudible 00:12:36]. You need to clean it off when you're finished.
Student:	Student-2 said to not clean it off.
Student-2:	I didn't say that.
Student:	Yeah, you did.

Teacher:	You guys, it is not important to argue about. Just clean off your boards. Okay. Okay. Okay, yeah, don't show me next time. Next time if you're done, erase and play again because I need to work with my group. Okay?
	And Student-2, I want you to watch [Student-13 00:13:03] and Student-19 and see if they're doing the subtraction correctly, and if not, help them kindly. Thank you.
	Uh oh, what about the rest of your counters? ... Okay, so you guys need to write your number sentence now.
Whole class:	[crosstalk 00:13:15]
Teacher:	How many do you guys have in your tens frame right now?
Student:	One, two, three, four, five, six, seven, eight, nine, ten.
Teacher:	Okay. The rest need to be down below. Your extra counters. Good. Good. What number sentence should you write?
Student:	Ten plus three equals thirteen.
Teacher:	Okay, both of you write it. Both of you are going to write it. ... Okay, so where should we get the number ten from?
Whole class:	[crosstalk 00:13:58]
Teacher:	[00:14:00] Ten. Where do we get the number five from?
Student-7:	Oh. From the one, oh.
Teacher:	Oh. Okay, put your counters back into your bag.
Whole class:	[crosstalk 00:14:11]
Teacher:	You're going to write it on your own paper, Student-7. Ten plus what? One, equals?
Student-7:	Equals ...
Teacher:	What is ten plus one more?
Whole class:	[crosstalk 00:14:32]
Teacher:	Yes, please.

Whole class:	[crosstalk 00:14:39]
Teacher:	Student-7, you got to talk to your partner, figure out what your sum is. What is ten plus one equal to?
Student-7:	Eleven?
Teacher:	Why do you say eleven?
Student-7:	Because five plus five ...
Teacher:	Just a sec, Chloe.
Student-7:	Plus one is eleven.
Teacher:	So five plus five plus one more is eleven, you said. Kelly, why don't you count them and see if she's right. See if ten plus one is eleven.
Kelly:	One, two, three, four, five, six, seven, eight, nine, ten, eleven.
Teacher:	Awesome, good job guys. Okay, now everyone's going to get a new bag and try it again. There you go, there you go, and there you go. This time you can put it on the other person's work map. If you did it on Uriah's last time put ... Uriah, you're not only supposed to put them out, you guys are both supposed to put the counters out together.
	Yes, Chloe? Yeah, move to the next page when you're finished with the first page. What? ... She only has one paper?
Whole class:	[crosstalk 00:15:49]
Teacher:	Beautiful. Oh, you don't have the other two? [00:16:00] Oh, sorry [Kina 00:16:02]. I'm not sure why.
Whole class:	[crosstalk 00:16:04]
Teacher:	Oh. It looks like you pulled a packet apart. Okay, well just put those three back together again for Kina.
Student-7:	This is a nine [inaudible 00:16:22].
Teacher:	It's not. It looks like but it's not. Okay, go ahead them out on Student-7's work mat. Good, working together Student-11 and Harmony.
Whole class:	[crosstalk 00:16:31]

Teacher: How come you guys aren't filling in the tens frame?

Whole class: [crosstalk 00:16:38]

Teacher: Oh, is it kind of hard because they don't really fit in there? That's fine. That's fine.

Whole class: [crosstalk 00:16:45]

Teacher: [inaudible 00:16:54]

Whole class: [crosstalk 00:16:54]

Teacher: Uriah, what number are you going to write after the plus sign? Why three?

Uriah: Because [crosstalk 00:17:08] together.

Teacher: Okay, why did they write a ten here?

Uriah: Because there are ten.

Teacher: Where? In the tens frame. Awesome. Okay, go ahead and write your guys' number sentence. I'm going to move this up a little bit so you can write your number sentence there. ... Did you write your number sentence?

Harmony: I did.

Teacher: You got to write it too, Student-11. Student-11, why are you writing a one right there?

Student-11:   Because ten plus ...

Teacher: Harmony, Student-11's turn.

Student-11:   [crosstalk 00:17:37] is eleven.

Teacher: Ten plus one down there is eleven. Super. ... We won't have time to do the last number sentence, but we're going to switch centers. Yeah. You can pass up your strips. Uriah, can you collect the ... Boys and girls, put your counters back into your bag. No.

                        [00:18:00] ... No, put them back, put them in the yellow box like last time and then we'll work on them again in class during next center time, Okay. ... Yeah, and then just pass me the bags of counters. Thank you. Thank you. ... Can you put it on my computer please? Thank you. Oh, I didn't ask you to collect the pencils. The pencils need to stay out, Student-7. Yes.

Whole class:	[crosstalk 00:18:43]
Teacher:	It was wrinkled, huh. Weird. Maybe, oh, somebody switched it with [86 00:19:04] it looks like.
Student-7:	I made it in order.
Teacher:	Student-9. Student-9. I need you to apologize. I don't like the way that you're talking to [Student-12 00:19:14] right now. It wasn't very nice. Student-12, what do you say back. ... Just a sec. Have a seat and raise your hand.
Student-12:	[crosstalk 00:19:25] it was not appreciated.
Teacher:	It was not appreciated? Why don't you appreciate it?
Student-12:	[crosstalk 00:19:31]
Teacher:	Then maybe shouldn't have done that something. Student-12, I don't think that was a very nice response to Student-9. If you're accepting the apology yet that's one thing, but you should appreciate that he was willing to apologize to you.
Whole class:	[crosstalk 00:19:54]
Teacher:	Go ahead and talk to Student-9. Look [00:20:00] at him.
Whole class:	[crosstalk 00:20:00]
Teacher:	Look at him.
Student-12:	It was time to [inaudible 00:20:10] play time and then [crosstalk 00:20:15] I was trying [crosstalk 00:20:20]
Teacher:	Okay, well he apologized for talking meanly to you, so how can you respond to his apology?
Whole class:	[crosstalk 00:20:27]
Student-12:	I appreciate it.
Teacher:	That's very nice. I'm glad you appreciate it. Student-12, like I said, if you're not ready to accept the apology yet that's, sometimes we're not ready to be happy again, but you should appreciate that he was willing to apologize to you, yeah. Okay, boys and girls, one. ... You didn't get it?
Student:	[inaudible 00:21:01] get it [inaudible 00:21:03]

Teacher:	I agree.
Whole class:	[crosstalk 00:21:17]
Teacher:	Thank you, [Student-14 00:21:30] for coming quickly and quietly to the carpets. [Student-13 00:21:32], we don't have a lot of people, so come sit over here so that you're not scrunched over here. Okay, how about you and Student-14 come sit here and here? That would be good.
Whole class:	[crosstalk 00:21:40]
Teacher:	Okay.
Student-13:	Scoot over.
Teacher:	Student-14. ... How many counters are on this ten frame?
Student group:	Ten.
Teacher:	This one keeps wanting to fall out. How did you guys know? You didn't even count it.
Student group:	[crosstalk 00:21:58]
Teacher:	Don't [00:22:00] all talk at once. Student-14 was talking, so let Student-14 finish.
Student-14:	Because five plus five plus ten.
Teacher:	Five and plus five ...
Student-14:	Plus ten.
Teacher:	Plus ten? Five plus five equals ten. That's true, five plus five equals ten. How else did you know?
Student-13:	When it was [inaudible 00:22:16]
Teacher:	Student-12, listen.
Student-13:	Because there's ten yellow then zero, zero, zero, zero red.
Teacher:	Oh, awesome, the whole tens frame is full of ten yellows. We know that there are ten yellow counters here. Okay. What if one more counter was added? How many would there be now?
Student group:	Eleven.

Teacher:	Why are there seven of you there? Everyone check your strips. One of you doesn't belong there. ... Student-6., we're only at the second center right now ... iPad is second. I want all of you guys to check each other's schedules, and whoever's schedule doesn't have iPad second needs to ... Student-6., stop arguing.
Student:	Do you know do you need to roll three dices? Because Student-4 said you want me to roll two.
Teacher:	I needed to roll one person two and one person one. You need three dice between the two of you. Perfect. ... Okay, so how many counters ...
Student group:	Eleven.
Teacher:	How do you know there's eleven? That was so fast.
Student group:	[crosstalk 00:23:33]
Teacher:	I added one more to ...
Student group:	Ten. [crosstalk 00:23:39]
Teacher:	I added on more counter to what number?
Student group:	[crosstalk 00:23:43]
Teacher:	How many counters did I have before?
Student group:	Ten.
Teacher:	Ten counters.
Student group:	[crosstalk 00:23:49]
Teacher:	Okay, go ahead Student-9, you can go to C. ... And then one more. [00:24:00] One more than ten is ...
Student group:	Eleven.
Teacher:	Put that pencil down and pay attention, please. Thank you. Okay. How about if I add one more counter?
Student group:	Twelve.
Teacher:	Student-12, how do you know that it's twelve without counting?

Student-12:	Because you added one more.
Teacher:	One more to what number? How many did I have before?
Student-12:	Eleven.
Teacher:	I had eleven, and then ...
Student-12:	You add one.
Teacher:	One more to, then eleven is twelve. Awesome. How many now?
Student group:	Thirteen.
Teacher:	Take care of yourself. How many do I have, [Bruce 00:24:33]?
Bruce:	Thirteen.
Teacher:	Excellent. How many do I have, Student-14?
Student-14:	Twelve.
Teacher:	Twelve?
Student-14:	Thirteen.
Teacher:	Thirteen? Why did you change your answer to thirteen?
Student-14:	Because three, then you add.
Teacher:	Oh, so three plus ...
Student-14:	Three plus ...
Teacher:	Three plus ...
Student-14:	Ten ...
Teacher:	Ten equals ...
Student-14:	Thirteen.
Teacher:	Thirteen, that's exactly right. Okay, so today we will be counting more than ten objects. We've been focusing on just counting up to ten objects, but today we're going to work on counting more than ten objects. On your work mats when you get them ... you're going to see that it has the beginning of a number sentence

written for you. Student-12. You're going to see a ten plus blank equals bank. Now why do you think they have a ten written in there already as your first addend? Yeah, Student-13?

Student-13:   Because there was ... there was ... there was eleven then there was thirteen.

Teacher: There was eleven then there was thirteen. Well if there was eleven and then thirteen I think they would have an eleven here. Student-14, why do you think they have a ten as our first number?

Student-14:   [crosstalk 00:25:56]

Teacher: Student-15, pay attention. Student-12, pay attention. What?

Student-14:   The first number [00:26:00] [crosstalk 00:26:01]

Teacher: Oh, so ten comes right before eleven. It does. However, the reason why, if I were to be writing a number sentence based on this picture, I would start with ten because I have a group of ten. I have a full tens frame. Student-12, cross your legs. Put your pencil down. Put your hands in your lap. Put your eyes on me, and please make sure that you are listening so that you can learn.

                They wrote a ten first, Student-13, because they know that you have to fill in a tens frame before you can get any of these numbers that we're working with today. Because all of our numbers are bigger than ten. We're going to have more than ten. We'll start with ten, we're not going to go up to one hundred. Now, what number should I write after the plus sign? Look at my picture. What number am I ... how much am I adding to ten?

Student-13:   Twelve.

Teacher: Not twelve. If I added twelve to ten that would be too much. I'm not adding thirteen. Not adding eleven. I'm not adding ten. Look at my picture. How many am I adding to ten? I see I have ten. How many more do I have?

Student-13:   Three.

Teacher: Why do you say three?

Student-13:   Because there's three red.

Teacher: Student-12. I have a group of ten, and I have one, two, three more. Very good, Student-13. This is showing that I have ten plus three. What is ten plus three equal to?

Student-13:   Thirteen.

Teacher: You say thirteen? Twelve? Student-12. Let's count.

Student group: One ...

Teacher: Oh, wait, we know this is ... [00:28:00]

Student group: Ten.

Teacher: Ten.

Student group: Eleven, twelve, thirteen.

Teacher: Ten plus three equal thirteen. Okay, when you get your work mat, write your name, and then you and your partner are going to put some counters out and write a number sentence based on how many counters you have.

Student group: [crosstalk 00:28:21]

Teacher: Yeah. Actually, no, you're going to each get your own packet, but you're only going to put counters out on one person's packet. Student-12, grab your packet and write your name on it.

Whole class: [crosstalk 00:28:33]

Teacher: Name, Student-12, name.

Whole class: [crosstalk 00:28:46]

Teacher: Beautiful. Go ahead and color your other side too, [Student-16 00:28:52].

Student-14:   I'm going to stay outside.

Teacher: Yeah, we're going to stay on the outside of it. Okay, so Student-15, you and Student-12 are going to put these counters out. You can just put them out on your work mat. You guys can put them out on your work mat. Student-13 and Student-14, you guys are going to put these counters our on one of your work mats. You can start on Student-14's, and then you can do it on Student-13's after.

Whole class: [crosstalk 00:29:14]

Student-15:   We're going to need ten.

Whole class: [crosstalk 00:29:21]

Teacher: You need to put them all out. Okay.

Student-15:	Okay, they're all on ten.
Teacher:	Student-15 and Student-12, put all those counters out. Put them on this tens frame. You'll start with the blue tens frame. Start on the blue tens frame. Whose work mat are you going to work on first? Student-14's work mat? Okay.
Whole class:	[crosstalk 00:29:45]
Teacher:	You need to put them all on Student-15's work mat. Student-12, put them all on Student-15's work mat. Good working together you guys.
Whole class:	[crosstalk 00:29:59] [00:30:00]
Teacher:	How many boxes are on the top?
Student-15:	Five.
Teacher:	How many counters do you need on the top?
Student-12:	Five times.
Teacher:	Five counters do you have?
Student-15:	We need two more.
Teacher:	How many counters do you have right now?
Student-15:	Eight.
Student-12:	Ten.
Teacher:	You only have eight all together. All right. Then this last counter, you can just put this last counter down below because it doesn't fit in the tens frame.
	Okay. What is your number sentence going to be? See if you guys ... you need to put all the counters out. Put the rest down below.
	Student-15, why do you think he says it's going to be ten plus one? Student-12, stop please.
Student-15:	It's less?
Teacher:	Because what? Write you number sentence on your own paper. See if you can write a number sentence to match this picture.
Student-15:	[crosstalk 00:31:10] eleven.

Student-12:	Eleven.
Teacher:	There are eleven in all? Okay, there are eleven in all. How did we get eleven?
Student-15:	From counting.
Teacher:	From counting. And adding what? How many is in the tens frame?
Student-15:	[rosstalk 00:31:25] counters.
Teacher:	Yeah, how many counters?
Student-15:	Ten.
Teacher:	Ten. How many counters did you add to it to get eleven?
Student-15:	One more counter.
Teacher:	One more. So it's ten plus ... awesome, write your on your own paper though, Student-13. Ten plus ... okay, write your numbers into, Student-12. Student-12, ten plus what?
Student-15:	Eleven.
Teacher:	Ten plus eleven?
Whole class:	[crosstalk 00:31:51]
Teacher:	Equals.[00:32:00]
Student-14:	[inaudible 00:31:56] I have to erase it?
Teacher:	No. You have it on yours and Student-13, you also need to write it on yours.
Student-12:	[inaudible 00:32:04]
Teacher:	You don't need to do anything here. Just write the numbers into this. Ten plus eleven, do you have twelve all together? No. How many do you have all together? Ten all together? Go ahead and count.
Student-15:	One, two, three ...
Teacher:	Write your number sentence. Oh no, actually I'm going to give you guys a new bag. Go ahead and put this back in this bag, and you can start with this bag.
Student-15:	Eleven.

Teacher:	You have eleven in all. If you have eleven in all, Student-15, that would go after the equals sign. Because how many we have in all, always goes next the equals sign.
Student-15:	[inaudible 00:32:40] a line on the bottom.
Teacher:	Either at the end or at the begging depending on where the equals sign it. How many did you add to ten?
Student-15:	Eleven?
Teacher:	We didn't add eleven more, no. Eleven more would be a lot more. How many did you add? You already had ten. How many did you add to ten?
Student-15:	One more counter?
Teacher:	One more. Ten plus ...
Student-15:	Eleven is one more.
Teacher:	We're not adding eleven. How many are we adding to ten? Ten plus ... how many did you add to ten?
Student-15:	One?
Teacher:	Ten plus one. We only added one more to ten. Okay, so go ahead and fix this.
Whole class:	[crosstalk 00:33:24]
Teacher:	Okay now, Student-12, I want you to start putting these counters out on the green tens frames. Student-12, start putting these counters out on the green tens frames. Okay, ten plus one equals how many in all?
Student-15:	Eleven.
Teacher:	Equals eleven. Excellent. Now you're going to work with Student-12 now to do another number sentence.
Student-15:	I need the bathroom.
Teacher:	Okay. Go quickly. Well, can you wait two minutes to finish one more or is it an emergency?
Student-15:	I just want to use the bathroom.

Teacher:	Okay. Go ahead. ... Okay, [00:34:00] go ahead and put them out on your green work mat. I mean your green tens frame.
Student-12:	One, two ...
Student-14:	Ten plus ...
Student-12:	Three ...
Student-13:	Hey, you don't copy me.
Teacher:	Student-13, you're partners you work together.
Student-12:	Five, six, seven ...
Student-14:	All done.
Teacher:	Can you ring the bell, Student-13? Thank you. Student-14, can you put the counters in this bag.
Student-12:	Ten, eleven, twelve.
Teacher:	What number sentence should you write?
Student-12:	Ten plus two ...
Teacher:	Equals?
Student-12:	Twelve.
Teacher:	Awesome. Go ahead and write your number sentence. So beautiful. Nice work. [inaudible 00:34:49] take care of yourself. I asked Student-13 to. Student-6., not right now.
Whole class:	[crosstalk 00:34:56]
Teacher:	Student-14, can you grab the strips. Thanks. All right. Excellent. Student-12, leave this pencil here and put these counters in the bag. Put these counters in the bag. Student-15, I'm going to have you stay here with the next group because you missed out on part of it, but you can finish doing it. Okay? Student-15 is going to stay for the next group.
Whole class:	[crosstalk 00:35:32]
Student-14:	Here, Student-12.

Student-12:	Thank you very much.
Teacher:	Wow. Student-17, Student-11, Student-18, thank you for having your heads down and your voices off. Sorry.
Whole class:	[crosstalk 00:35:52]
Teacher:	[00:36:00] All right. Thank you. One. That's okay.
Whole class:	[crosstalk 00:36:10]
Teacher:	There were enough bags, so find the bag that was in there.
Whole class:	[crosstalk 00:36:22]
Student-12:	Why is Student-15 [crosstalk 00:36:29]?
Teacher:	He's supposed to be staying in this group. Student-19, he's going to stay. Go ahead, Student-12. Where are your slippers? Outside? Go get your slippers first.
Whole class:	[crosstalk 00:36:42]
Teacher:	Okay.
Whole class:	[crosstalk 00:36:46]
Teacher:	Oh. They all left? You can go ahead and move too, Student-20. We'll see if it turns up at the end. Okay. How many counters are on this tens frame?
Student group:	Eleven. Nine. Ten.
Teacher:	Nine, ten, eleven.
Student group:	Twelve. Ten ten ten.
Teacher:	Why did you change your answer from nine to ten, Student-19?
Student-19:	I counted again.
Teacher:	You counted again. Way to double check your work. Great idea.
Whole class:	[crosstalk 00:37:32]
Teacher:	We'll do it very soon. Just be patient for a little bit. Yeah, go ahead, Student-20. Okay, now you guys all counted it. Student-6., put the pencil down. Student-22, put the pencil down. Student-21, put the pencil down. You lost a star. I do not

appreciate that you didn't follow directions. [00:38:00] ... That's too bad. You lost your all starts. You can earn that star back when you're making better choices.

Okay, now a faster way to get to ten would have been knowing how many [pukas 00:38:10] are in a tens frame? How many pukas are in a tens frame? There are ten pukas in a tens frame. So, Student-6, if every puka is full, Student-6, how many would we have?

Student-6:   Ten.

Teacher: Ten. Because all ten holes are ... full. We know we have ten. So Student-22 and Student-21, you didn't even need to count them. You could have just said "the tens frame is full," so I know I have ...

Student group: Ten.

Teacher: Ten. Okay, now how many counters do I have?

Student group: One.

Teacher: How many do I have in all?

Student group: Eleven.

Teacher: Just a sec. I'll ask you to think about that. How many do I have in all?

Student group: Eleven.

Whole class: [crosstalk 00:38:58]

Student group: Twelve. Thirteen.

Teacher: Whisper voice, Student-22.

Student group: Eleven.

Teacher: You guys all got eleven. But Student-19 got it super fast, so let's ask Student-19 how he got it so fast. Student-19, how did you get eleven so fast?

Student-19:   [inaudible 00:39:25]

Teacher: Excellent. After ten comes eleven. Student-22, when we're counting we say ten, eleven. So Student-21, you could have just counted on from ten; ten, eleven. So ... you're not doing a very good job of paying attention right, and that's why

you're not learning. Make sure that you focus and turn your bStudent-14 on so that you can learn. Thank you.

Let's see, how many do we have now?

Student-19: Twelve.

Teacher: You said that so fast. [00:40:00]

Student-22: Twelve.

Teacher: Why do you say twelve, Student-22? How do you know?

Student-22: [crosstalk 00:40:05] After ten is eleven, and then twelve.

Teacher: After ten is eleven and then twelve, wonderful. You guys were both so fast. How many counters do we have now?

Student-22: Thirteen.

Student-6: Twelve.

Teacher: This is ten, eleven, twelve ... thirteen, awesome. Now let's see if we can write a number sentence to match this. Student-22, Student-22, eyes up here. We're going to write a number sentence to match this. Thanks for being so patient, Student-15. You'll be ... actually ...

Boys and girls, if you're in iPads, what should your voice be doing? ... iPad center, what are your voices supposed to be doing? ... Exactly. Not talking at all. Your mouth should be zipped.

Okay. Student-15, go ahead and put these counters on your tens frame and write the number sentence to match it.

Okay, so we're going to write a number sentenced ... Student-6, Student-22, Student-21, we're going to write a number sentence to match this picture, okay. You'll see on your work mats, they already have ... fix your body. Thank you. On your work mats, they already have a number in the beginning of the number sentence. What number is that?

Student group: Ten.

Teacher: Ten. Oops. [00:42:00] They already have a ten. Why do you think they start with a ten? Student-19?

Student-19: [crosstalk 00:42:08]

Teacher:	Good idea. Why else do you think they have a ten in the beginning? Student-22?
Student-22:	Because if you write a ten then you're going to get it wrong.
Teacher:	No, you won't get it wrong if you write a ten.
Student group:	[crosstalk 00:42:27] They put it in ten because it ...
Teacher:	You need to put the extra ones down below.
Student group:	The put it in ten because they don't want ... they put it in ten, The put it in ten because ...
Teacher:	Let's look. Student-21 and Student-19, Student-22 and Student-6. Look at this picture. Where do we see ten. Student-21?
Student-6:	Right there.
Teacher:	Oh, right where, Student-6?
Student-6:	Right here.
Teacher:	That's ten down there.
Student-19:	Here.
Teacher:	Oh. Student-21 ... I got it Student-19, thank you. Student-21, where do you see ten?
Student-21:	Right here.
Teacher:	All of the yellow ones? Yeah, so the who tens frame is how many counters?
Student group:	Ten.
Teacher:	Ten, nice. That's why they wrote a ten first. Because they know ... are you guys okay? ... They know that you're going to have a full tens frame. Now how many are we adding to ten? Ten plus how many more?
Student-19:	Three.
Teacher:	Wait, where did you get three, Student-19?
Student-19:	Over here. I saw ...

Teacher:	Where do you see three? One, two, three. So ten in the tens frame, plus three more ... equals ...
Student group:	Thirteen. Thirteen.
Teacher:	[00:44:00] How many does it equal, Student-21?
Student-21:	[inaudible 00:44:05]
Teacher:	How do you know it equals thirteen? Can you count and check and see if it's equal to thirteen?
Student-21:	One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen.
Teacher:	Does it equal thirteen?
Student-21:	Yeah.
Teacher:	All right. When you get your work mats you're going to be doing the same thing. Super, Student-15. You can go to center B. Just leave that right there.
Student-15:	Now we all got it.
Teacher:	Yeah. ... Okay, write your name ... Write your name ... Write your name. On the other side, Student-21, sorry. Write your name. That's okay.
Whole class:	[crosstalk 00:44:46]
Teacher:	Okay, now Student-6 ... Student-22, where's your name? Follow directions. You just wasted a lot of time.
Student-22:	"student", Student-22.
Teacher:	Very good. Okay.
Student-21:	"student".
Teacher:	Okay, Student-21 and Student-19, you're going to dump out these counters and put them on Student-19's work mat. Okay? Student-21, Student-21, you're doing these together. Student-22 and Student-6, you're going to dump out these counters and put them on Student-22's blue tens frame. Okay, so you're going to work together. Put them on Student-22's blue tens frame.
Student-6:	You have to put them on.

Teacher:	You guys both put them on. Put them on Student-22's tens frame. Student-21, help Student-19 put the counters out on the tens frame ... Nice working together.
Whole class:	[crosstalk 00:45:52]
Teacher:	[00:46:00] Good working together. Uh oh. Student-6, why do you keep pushing it off? Student-22 was good. You had it on the squares. Okay, go ahead and keep adding.
Student:	[inaudible 00:46:20] You know the iPads?
Teacher:	Mm-hmm (affirmative)
Student:	How do you turn to see on the screen, the iGo Places?
Teacher:	There should be an arrow. Why don't you ask ...
Student:	Do you press the arrow and it opens?
Teacher:	Yeah, ask Student-18 to show you if you can't figure it out, okay? ... Okay, so ... I'll talk to these guys first, okay. Student-21, Student-21, why is there a ten here?
Whole class:	[crosstalk 00:46:47]
Teacher:	Because you have ten, excellent. What number are you adding to ten? What number should you write?
Student-21:	Eleven.
Teacher:	No, it's not eleven. Student-22, please don't shout out. Student-21, what number should you add to ten? ... Cover up the ten. Use your hand and cover up the ten counters.
Student-19:	One, two, three.
Teacher:	Student-19, and Student-21, okay. Student-21, can ... Yeah, go ahead. Count.
Student-21:	One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.
Teacher:	Okay, cover up those ten. There's twelve in all, very good. But we need to figure out what numbers we're adding together to get twelve. We're starting with ten, good. How many are we adding to ten? How many more?
Student-21:	Nine.

Teacher:	Not nine more. Look at your picture. Why don't you slip him to red, Student-19? Because it'll be easier to see if they're two different colors. ... Okay, so Student-21 we have ten here in our tens frame. How many more did you add? [00:48:00]
Student-21:	One, two.
Teacher:	Two more. So ten plus ...
Student-21:	Two.
Teacher:	Two. Okay, so go ahead and write that. Ten plus two ... equals, how many in all?
Whole class:	[crosstalk 00:48:19]
Teacher:	You don't have to count these, Student-19. How many is here?
Student-19:	Twelve.
Teacher:	But how many yellows?
Student-19:	[inaudible 00:48:30]
Teacher:	Student-19, it's a full tens frame.
	You don't need to come show me. Just finish your drawing. ...
Student:	I'm done.
Teacher:	No you're not ... Look at your last one, you didn't do it all.
Student-19:	Twelve.
Teacher:	There's twelve in all, but how many in your tens frame?
Student-19:	[inaudible 00:48:51]
Teacher:	In the whole tens frame, how many in the tens frame? ...
Student-19:	Twelve?
Teacher:	Mm-mm (negative). These are out of the tens frame. How many counters do you have in your tens frame? Student-19, it's called a tens frame. How many spots are there? How pukas are there?
Student-19:	[inaudible 00:49:14]

Teacher:	How many pukas in a tens frame?
Student-19:	[There's 00:49:20] zero?
Teacher:	Zero pukas? Oh, there's zero right now because they're all covered, but look, how many spaces in a tens frame? If you just have a blank tens frame?
Student-19:	[inaudible 00:49:30]
Teacher:	How many, count the spaces. Okay, ten plus two equals how many?
Student-21:	Ten.
Teacher:	You guys, know what you're supposed to be doing. Your last page is not completed. There's no color on your last page. Get to work and stop bothering me please. I'm trying to teach another group.
Student:	[crosstalk 00:49:52] I mean, not [crosstalk 00:49:53] I mean can get [inaudible 00:49:54]
Teacher:	Yes, you may.
Student-19:	Ten. This is ten.
Teacher:	Yes, this is ten so you don't need to count it every time. You know that a tens frame has ten. [00:50:00] So ten, and then what number comes next?
Student-19:	Two.
Teacher:	No, ten and then keep counting. What number comes after ten?
Student-19:	Twelve.
Student-21:	Ten.
Teacher:	Eleven ...
Student-19:	Thirteen.
Teacher:	No.
Student-19:	Eleven. Two.
Teacher:	Count on from ten. Ten ... What number comes after ten?
Student-19:	Eleven.

Teacher:	Eleven.
Student-19:	Twelve.
Teacher:	Twelve. How many do you have in all?
Student-19:	Twelve.
Teacher:	Twelve. Go ahead and write your sentence. Student-21, what is ten plus two? Look at the count ...
Student-21:	Twelve.
Teacher:	How do you know?.
Student-21:	Because there's twelve.
Teacher:	Because there's twelve counters over here? Very good. Go ahead and write your twelve. Okay, you guys, why did they write a ten first?
Student-22:	Because there's ten ...
Teacher:	Okay, put the counters bag in this bag.
Student-22:	There's ten yellow counters.
Teacher:	There are ten yellow counters in the tens frame. Student-6 ... this question is for Student-6, okay Student-22? Student-6, how many are we adding? Plus ten plus how many more? Look at your picture.
Student-6:	One more.
Teacher:	Ten plus one. Very good, go ahead and write it. Ten plus one. Okay, you guys try it again, but this time do it with these counters on Student-21's work map, okay.
Student-6:	[inaudible 00:51:24]
Teacher:	Oh, where's your one? Ten plus one equals how many in all?
Student-6:	Ten.
Student-22:	Three, four, five ...
Teacher:	Why don't you check it?
Student-6:	One, two, three, four, five, six, seven, eight ...

Teacher:	You're on the green one, yeah?
Student-6:	Nine, ten, eleven.
Student-22:	Eleven.
Teacher:	Ten plus one equals ...
Student-22:	Oh, it's one and one.
Teacher:	Very good. Okay, read the number sentence to me
Student-22:	Ten plus one equals eleven.
Teacher:	Good. [00:52:00] Why don't you start at one?
Student-6:	I'm starting at one. At zero.
Teacher:	Start counting from zero. ... No no no, zero.
Student-6:	[crosstalk 00:52:09] Oh, eleven.
Teacher:	Oh, but you said you're looking for eleven
Student-6:	Eleven here.
Teacher:	Very good.
Student-22:	One and one.
Teacher:	Okay.
Student-22:	We're done.
Teacher:	Now I'm going to see if you guys can do one more. This time do it on Student-6's work map. Okay. So put these, I'll clean this one up. No, just drop them. I'll clean this up, you help.
	What?
Student:	[crosstalk 00:52:42]
Teacher:	Who was washing their hands? ... On the green one. Okay you guys, what number sentence should you write? ... Student-6, say that again in a nicer tone, please. No, say, "Student-22, please stop. You're ripping my paper." ... Okay, you don't have to whine about it, you can just say it.

Student-6:	Student-22, [inaudible 00:53:12] ripping the paper.
Student-19:	Thirteen.
Teacher:	There are thirteen in all? Okay. Awesome. Student-21, pay attention. We're writing your next number sentence. Okay, Student-19 says there are thirteen in all. Now they wrote a ten. Student-19, why did they write a ten her?
Student-19:	Because it's all full.
Teacher:	The tens frame is all full, very good. Student-21, what number are you going to write next?
Student-21:	Three.
Teacher:	Why three? ... There's three more. Student-19, what number are you going to write here?
Student-19:	Three.
Teacher:	Why.
Student-19:	Oh wait, thirteen.
Teacher:	Why?
Student-19:	I think, because it's all full.
Teacher:	Yup. Then how many are you adding [00:54:00] to ten?
Student-21:	Three.
Student-19:	Three.
Teacher:	I don't think some of you heard that, Student-12.
Student-19:	Thirteen.
Teacher:	It doesn't matter, we're not finishing them now. You need to turn your packet into the yellow basket. Student-12, when you hear the bell you stop working. Put your crayon away and go turn in your packet. Thank you.
Student-19:	Three. It's three.
Teacher:	Why three?

Student-19:   [inaudible 00:54:30] thirteen.

Teacher: Why thirteen?

Student-19:   Because it goes to ...

Teacher: How many are you adding to ten?

Student-19:   Three.

Teacher: You're adding three to ten.

Student-19:   Then thirteen.

Teacher: How many does it equal in all?

Student-19:   Thirteen.

Teacher: How many does it equal in all? Okay, see if you guys can write this next number sentence. ... One. Student-13, please show Student-12 ... Yeah, Student-19 can you pass the strips up? Write your sum. Student-21, write your sum. Ten plus three equals how many?

Student-21:   Twelve.

Teacher: Why don't you check it. ... Okay you guys, hold on, how many are you adding to ten? First you need to say how many, so we're starting with ten. How many are we adding to ten?

Student-6:   One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Teacher: There's twelve in all ... stop Student-6, there's twelve in all, but Student-22 and Student-6, first we need to decide how many we're adding to ten. Look, ten plus, what?

Student-6:   Twelve.

Teacher: Mm-mm (negative), not ten plus twelve. Ten plus what, Student-6?

Student-6:   Ten plus twelve ...

Teacher: Mm-mm (negative).

Student-6:   Ten ...

Teacher: Ten plus ...

Student-6:	Two.
Student-22:	Two.
Teacher:	Two. Okay, go ahead and writ that on your paper. [00:56:00]
Student-6:	Like this?
Teacher:	Ten plus two. ... Okay, boys and girls, thank you for your patience. Sorry, I know I rang the bell and left you waiting for a long time. I'm going to wait until heads down and voices are off before you're excused.
Student-21:	To go to [inaudible 00:56:18]
Teacher:	Not ten plus twelve Student-6. Ten plus, oh, that's twenty-one.
Student-22:	Oh.
Teacher:	Twelve is a one and a two. How many did you add to the ten? How many red ones did you add to the ten yellow ones? Two, ten plus two.
	Wow, thank you group B. Thank you iPad center.
Student-22:	I did it.
Teacher:	Wonderful.
Student-19:	I'm going to do [inaudible 00:56:42].
Teacher:	Wow. ... One. Student-19, I'm waiting for your voice to be off. ... Good work, [inaudible 00:56:54]
Whole class:	[crosstalk 00:56:55]
Teacher:	You guys are free to ... I think I'm going to just go until, for ten minutes and then just have them use hand sanitizer rather than having them take time to wash hands since this lesson kind of taking a long time. Whatever you want to do. I'm going to do the last group after lunch probably.
	Okay.
Whole class:	[crosstalk 00:57:27]
Teacher:	All right. How many counters do I have?
Student group:	Ten.

Teacher:	How did you guys know that so fast?
Student group:	Because there's five and five.
Teacher:	Okay. How else. That is one way, good.
Student group:	Because it's a tens frame.
Teacher:	Because it's a tens frame? Good thinking. Okay, how many do I have now?
Student group:	Eleven.
Teacher:	How did you know so quickly that it was eleven? [00:58:00] Okay, so one more than ten is ...
Student group:	Eleven.
Teacher:	Eleven. Okay, now how many do I have?
Student group:	Twelve.
Teacher:	Student-7, have a seat. Now how many do I have?
Student group:	Thirteen.
Teacher:	Okay. Now when you get your work mat you're going to see that they started every number sentence with a ten. Why?
Student group:	Because they're all tens.
Student:	[inaudible 00:58:30] need to write our name on the board?
Teacher:	You don't have to. [crosstalk 00:58:36] You're the biggest interrupter of them all. Okay, why do they have a ten in the beginning.
Student group:	Because there's ten in the beginning.
Teacher:	Because there's ten in our tens frame, so we start out with ten. The numbers that we're working with today, Student-2, are all larger than ten. They're all more than ten. We know we're always going to have ten, and ten some more. That's why. Now how many, Student-24, how many are we adding to ten. Ten plus, how many more?
Student group:	Ten plus ...

Teacher:	Ten plus thirteen? Let's see, ten plus thirteen means that we have ten here, Student-2, and we have thirteen more. Do you see thirteen more counters down below? No, not thirteen more. How many more? Only three more. Then plus three equals ... Student-2, how many in all?
Whole class:	[crosstalk 00:59:44]
Teacher:	How do you know?
Student-2:	Because I counted [crosstalk 00:59:49].
Teacher:	Oh good, so we can go ten in our head, and then eleven, twelve, thirteen. [01:00:00] Okay, when you get your math packets, write your name on them.
Student-9:	This is very tricky.
Teacher:	It can be. You and your partner are going to get some counters, and you're going to put them out on a work mat. And you're going to write the number sentence. Look around, Student-4, it should be somewhere. [Student-2301:00:27] and Student-5 and Student-24 and [inaudible 01:00:28]. Yeah, write your name and then open up to the outside.
Whole class:	[crosstalk 01:00:33]
Student group:	And Student-2 and Student-4.
Teacher:	Okay. You guys start with this one, you guys start with this one, you guys start with this one. Dump the counters out and just put them on one of your blue tens frames. It doesn't matter whose. Just put them on somebody's blue tens ...
Student group:	Wait [inaudible 01:00:55] It doesn't matter?
Teacher:	You put them all out.
Student group:	It doesn't matter whether [inaudible 01:00:59]
Teacher:	Yeah, just put it on one of your blue tens frames. That's nice Student-4, but you can help put them out. ... No, Student-23you need to put them all on one of your tens frames. Either on yours or Student-5's, not on both.
Student-9:	I'll put it on Student-24's.
Teacher:	Okay, very nice Student-9. And let Student-24 help too.
Student-5:	I'll put mine on mine.

Teacher:	Those aren't yours. Those are your group's, and as a group you need to put them all on one sheet. ... Wonderful. Good working together. ... Student-5, you're not working together very well. You and Student-23are partners. You just put them all out by yourself. You guys are supposed to be working together to put them out. All on one paper, either Student-5's or your paper. ... Oh, you got to put the extra ones down below. ...

Okay, so Student-23finish putting ... if they're already here it doesn't make a lot of sense [01:02:00] to move them over now. Student-23, finish putting the rest of the counters out. Student-23, they need to all be in one place. So where should you put those counters? ... Yeah. |
Student-9:	We have ten.
Teacher:	No. You have one under Student-24's leg. Two under Student-24's leg. Okay. Now write a number sentence to match this picture. Write a number sentence to match this picture. Then put them down below. ... Yeah, Student-4 needs to write on her's too ... Put them down below ... Write a number sentence to match your picture.
Student-9:	Ten plus ... ten?
Teacher:	Ten plus ten? You have ten and ten more?
Student-24:	Plus Two.
Teacher:	Ten plus two? Where are the other two? Okay.
Whole class:	[crosstalk 01:03:01]
Teacher:	Ten plus one equals two?
Whole class:	[crosstalk 01:03:15]
Teacher:	The ten is already there. You wrote ten plus ten equals two.
Student-9:	That's twenty.
Teacher:	That would be twenty, not two.
Student-9:	Do I write a two first?
Teacher:	I know. Okay, put your counters back into your bag.
Student-9:	Ten.

Teacher:	Plus two equals how many in all?
Student-9:	Twelve. Me and Student-24 are going to stay here with the next?
Teacher:	Student-24, equals how many in all?
Student-9:	Don't look at mine, Student-24.
Teacher:	Ten plus two equals ...
Student-24:	[inaudible 01:03:53]
Teacher:	Very good. Hey, put your counters away. Oh no, that's not your bag.
Student-9:	That's our bag.
Teacher:	[01:04:00] It is, yeah.
Student-9:	[Here 01:04:03]
Teacher:	There you go. Okay, put your counters away.
Student group:	Why do you put letters on?
Teacher:	To help me keep track ... Just put it in the yellow basket. Can you pass me your packet. That's okay, you'll get a chance to finish it.
Student:	Tomorrow?
Teacher:	I'm not here tomorrow, but on Monday. Yeah, I have a tStudent-14ing tomorrow. No, I have a tStudent-14ing tomorrow.
Student-9:	[crosstalk 01:04:30]
Teacher:	Miss [01:04:33].
Whole class:	[crosstalk 01:04:33]
Teacher:	[inaudible 01:04:35] Okay, leave everything else.
Student:	Why not come tomorrow?
Teacher:	Because I have to go to a tStudent-14ing tomorrow.
Whole class:	[crosstalk 01:04:42]

Teacher:	Student-25, please stop shouting out.
Whole class:	[crosstalk 01:04:51]
Teacher:	No, you and Student-18 can work it out together.
Whole class:	[crosstalk 01:04:55]
Teacher:	Wow, Student-11, Student-21, Student-26, I really appreciate the way that you're waiting with your voices off. I'm disappointed that so many of you are forgetting to clean up quietly. Our class gets too chaotic, too crazy, too noisy when you're shouting out and playing around. When it's time to be quiet.
	Okay, we're going to line up for lunch. When you're in lunch line order make you have your hands out so you can get your squirt of hand sanitizer, and then we'll do our last center when we come back. Leave your strips under ... leave your strips under your letter. Student-22, that's not where it goes, that's how we lose them.
Whole class:	[crosstalk 01:05:48]
Teacher:	What did I just say? One.
Student:	Are they going to stay here?
Teacher:	They're done. Also let's say thank-you to [01:06:00]
Whole class:	Thank you Uncle, Uncle.
Teacher:	Did you guys have fun with them today?
Whole class:	Yeah.
Teacher:	They brought a lot of excitement into our classroom. Okay.
Whole class:	[crosstalk 01:06:14]
Teacher:	Student-2, go put your jacket in you cubby, please.
Student-5:	I'm going to get my shoes on.
Teacher:	Okay, go get them on. Are you sure? It's really how out there you know. Okay, keep it on. Student-11. That's exciting. Okay, go get in line.
Student:	Can I get a jacket.

Teacher: It's too hot outside.

Student-24:   It's good that were [01:06:41] because I'm starving.

Teacher: I know. ... Wow, Student-14 and Student-4 earn stars. Thank you Student-14 and Student-4 for getting in line quietly ... Boys and girls, Student-7 and Student-27, follow directions please ... He's putting his shoes on.

Student: Oh, I need to put on my shoes too.

Teacher: Student-7 ... that's okay, I'll get it ... Student-7, please do a better job of listening and following directions ... Don't worry, everyone's going to get ... Student-6, bring your hands over here so it doesn't drip on Student-7's head. ... Student-12, your strip doesn't belong with you ... Please do a better job of listening and following directions. Eyes forward.

Whole class: Eyes forward.

Teacher: Oh, Student-5 did you get sanitizer? You did. ... He did, take care of yourself, sir. Feet forward.

Whole class: Feet forward.[01:08:00]

Teacher: Hands to myself.

Whole class: Hands ...

Teacher: Sorry.

Whole class: To myself.

Teacher: There's still people whose eyes I see. I shouldn't see your eyes if they're facing forward. And my mouth is zipped.

Whole class: And my mouth is zipped.

Teacher: Okay. Student-24, you can start walking down.