

## 1: Kindergarten\_Math\_Tens\_Classroom

Teacher: Thank you [inaudible 00:00:15] for having [crosstalk 00:00:17] quietly. I appreciate you following directions. Okay boys and girls, today [ 00:00:32] in center A will be with me and we're going to be starting a new [inaudible 00:00:38].

Student: Is today the game?

Teacher: What?

Student: The game is today?

Teacher: In center B you'll be playing your addition game.

Student: Yay!

Teacher: 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.

Student: This is center D.

Teacher: Just as 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 you had his arm and then his leg on one side and 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 [00:02:00] buttons to finish ... Anyway, you want your half to look exactly like ...

Student: The other half.

Teacher: ... your image of the other half. Okay, that will be at center C. 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, that if you're not [00:20:00] sure what to do, you ask a classmate. 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 say, "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 [crosstalk 00:02:41]? [inaudible 00:02:43] We have new ones today. Today we need to remember to ...

Student: Work together.

Teacher: Work together. Tell me something you're going to do to work together. Student-1. [inaudible 00:02:58] You're not going to argue. Wonderful. You need to make sure that you ...

Group: Are learning.

Teacher: Are learning. What can you do [Student-2 00:03:04], to make sure that you're learning today?

Student: Listen to the teacher?

Teacher: Okay, and Student-2, what can you do? Not sure? [Student-4 00:03:16]?

Student: Focus.

Teacher: Focus. Great idea. Focus on what you're supposed to be doing. We're going to ...

Group: No hitting.

Teacher: Okay, so no hitting and walk, don't run. Hands down. In the iPad center you're allowed to work on ...

Group: On the bottom.

Teacher: Any of the apps on the bottom. Okay, let's have some help passing out [inaudible 00:03:40] quietly. Tia and Student-1.

Student: [inaudible 00:03:52], Student-3, D, [00:04:00] [crosstalk 00:04:05], [inaudible 00:04:09] [crosstalk 00:04:13]

Teacher: I really appreciate the way that center B and iPad centers went quickly and quietly and got ready 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. [crosstalk 00:05:56] [00:06:00] You what? [inaudible 00:06:35] Was it too big? Oh, I'm sorry. Does it fit down through [crosstalk 00:06:38] I like the way the sleeves [crosstalk 00:06:42] and that'll be good because they can grow into it. [crosstalk 00:06:46] then when you grow, it would be too small for you. [crosstalk 00:06:51] Please write your name on your work please. [crosstalk 00:06:56] Just get to work. Do you have a pencil? You're fine. Okay, how many [crosstalk 00:07:54] are on this [crosstalk 00:07:52]?

Group: Ten.

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

Group: [00:08:00] Because [crosstalk 00:08:00] five plus five is ten.

Teacher: Five plus five is ten and you've got a full [crosstalk 00:08:06] is ...

Group: Ten.

Teacher: Awesome. What if one more counter was [crosstalk 00:08:12]

Group: Eleven.

Teacher: How do you know? [crosstalk 00:08:18] ... talking. [crosstalk 00:08:21] How do you know it's eleven? [crosstalk 00:08:25] Oh, because after ten, the next number is ...

Group: Eleven.

Teacher: Eleven? Awesome. What if you added another counter?

Group: Twelve.

Teacher: [crosstalk 00:08:37] add another counter.

Group: Thirteen.

Teacher: Okay. Today we will be counting more than ten objects. Now that we've been focusing on numbers one through ten [crosstalk 00:08:49]. Thank you. We're going to learn how to write numbers sentences to tell about how many we have. [crosstalk 00:09:06] I'm going to write up on the board, I hope you guys can all see ... [crosstalk 00:09:16] at the beginning [crosstalk 00:09:20] start with ten [crosstalk 00:09:22], we're going to start with a full tens [crosstalk 00:09:35]. Then we're going to add some to that ten and then we're going to add a seven. We're going to see how many we have in all. [crosstalk 00:09:37] Play it again. [crosstalk 00:09:41] Yep, you keep playing until the bell rings. You guys want to do the subtraction one?

Student: Yes. [crosstalk 00:09:51]

Teacher: Okay, you guys can try it but if it's too difficult for your partner then [crosstalk 00:09:55]. [00:10:00]

Group: ... six, seven, eight, nine, ten, eleven, twelve, thirteen, [crosstalk 00:10:06] fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two.

Teacher: Okay [crosstalk 00:10:15] I'm going to give you and your partner a bag of articles. You're going to dump them out and you're going to put them [crosstalk 00:10:22] put them on one of your work mats. It helps when you need to keep track of them. You're going to dump them out on one of your work mats and put the [crosstalk 00:10:33] 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 for the class. If I [crosstalk 00:10:44] how many do I have in my tens frame? [crosstalk 00:10:47] Ten. That's why there's a ten there. How many more counters do I have?

Group: Three.

Teacher: [crosstalk 00:10:57] Three more. It would be ten plus three [crosstalk 00:11:05] in all? What is my sum?

Group: Thirteen.

Teacher: Thirteen. Let's read this number sentence.

Group: Ten plus three equals thirteen.

Teacher: Try that one more time.

Group: Ten plus three equals thirteen. [crosstalk 00:11:26]

Teacher: ... partner, put the pencil down. On one of your work mats, it doesn't matter whose work mat, see if you can finish [crosstalk 00:11:41]. Put them in the blue tens frame. [Student-500:11:45] and Student-6, you need to put them on one person's work mat. Want to put them on [crosstalk 00:11:52] work mat? [crosstalk 00:11:56] You're going to put them on [crosstalk 00:11:58]. [00:12:00] you need to put all your counters together and put them all on [crosstalk 00:12:08] work mat so you can be on his work mat for now and then you can do them on your work mat. [crosstalk 00:12:16] Put them all out. [crosstalk 00:12:31] I don't think you guys can play [crosstalk 00:12:46]. Try it again and this time make sure that you are minusing not adding. Ask Student-1 to check [crosstalk 00:12:55] first. [crosstalk 00:12:56] You need to clean it off when you're finished.

Student: Student-1 said, "Do not clean it off".

Student: I never said that.

Student: Yeah you did.

Teacher: [crosstalk 00:13:07] to argue about. Just clean it off of your board. [crosstalk 00:13:15] Don't show him next time. Next time just, if you're done, erase them, play again because I need to work with my group. Okay? Student-1, I want you to [crosstalk 00:13:23] subtraction correctly and if not [crosstalk 00:13:27]. Thank you. [crosstalk 00:13:31] I think she'd like you to write your number sentences. [crosstalk 00:13:42]

Group: ... five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, [crosstalk 00:13:54]. [00:14:00] Where do you get the number ten from? [crosstalk 00:14:20] Ten, and where do you get the number five from? [crosstalk 00:14:24] Oh! [crosstalk 00:14:31]

Student: ... eleven.

Teacher: Why did you say eleven? [crosstalk 00:15:15] Just a sec, please. Five plus five plus one is eleven, you said? Student-6, why did you [crosstalk 00:15:26].

Student: Yeah, then you can switch numbers.

Student: Yeah. [crosstalk 00:15:33]

Teacher: [00:16:00] What? [crosstalk 00:16:08] Oh, you don't have the other two? Oh! Sorry [Tina 00:16:23], I'm not sure why. [crosstalk 00:16:26] You guys, it looks like you pulled a packet apart. [crosstalk 00:16:38] Okay, well just put those three back together again for [Hannah 00:16:41].

Student: This is a [crosstalk 00:16:42]

Teacher: It's not. It looks like it but it's not.

Student: Go ahead and put them out [crosstalk 00:16:47] [00:18:00]

Teacher: Well put it back, put it in the yellow box like last time and then we'll work on them again in class. [crosstalk 00:18:39]

Student: He tried to ... [00:20:00]

Student: Are you trying to break it?

Student: Yeah, he is. [crosstalk 00:20:31]

Student: One, two, three, go! [crosstalk 00:20:33]

Student: Stop it. [crosstalk 00:20:45]

Student: One, two, three, go! [crosstalk 00:20:52]

Teacher: Okay, boys and girls, one ... [crosstalk 00:21:21]

Student: Beep, beep. [crosstalk 00:21:35]

Teacher: Thank you [crosstalk 00:21:51] come sit over here so that you're not all, you're not spread [crosstalk 00:21:58] here. How about you [crosstalk 00:21:59][00:22:00] How many counters are on this ten frame?

Group: Ten. [crosstalk 00:22:16]

Teacher: How did you guys know? You didn't even count it. [crosstalk 00:22:19] Don't all talk at once. [crosstalk 00:22:22] was talking [crosstalk 00:22:23]

Student: ... five and five plus ten.

Teacher: Five plus five ...

Student: Plus ten.

Teacher: Plus ten?

Student: Equals.

Teacher: Five plus five equals ten. That's true, five plus five equals ten.

Student: I said that.

Teacher: How else did you know?

Student: That was funny the first time [crosstalk 00:22:39]

Teacher: Ethan, listen.

Student: Because there's ten yellows and zero zeros on yellow zero reds.

Teacher: Oh, awesome! The whole tens frame is full of [crosstalk 00:22:53], so we know that there are ten yellow [crosstalk 00:22:56]. Okay, what if one more counter was added [crosstalk 00:23:00] How many would there be now? [crosstalk 00:23:05] Why are there seven of you there? Everyone check your strips, one of you doesn't belong there.

Student: I'm supposed to be here.

Student: Me, too.

Teacher: We're only at the second center right now.

Student: I got it. [crosstalk 00:23:22]

Teacher: iPad is second?

Student: Yeah.

Teacher: I want all of you guys to check each others schedules and whoever's schedule doesn't have iPad second needs to [crosstalk 00:23:33] stop arguing. [crosstalk 00:23:37] One person [crosstalk 00:23:44]. You need three dice between the two of you. Okay. How many counters ...

Student: Eleven.

Teacher: How do you know there's eleven? [crosstalk 00:23:54] added one more to ...

Student: [00:24:00] [crosstalk 00:24:00] counter.

Teacher: I added one more counter to what number?

Student: Eleven.

Student: Yellow.

Teacher: How many counters did I have before?

Student: Ten.

Teacher: Ten counters. [crosstalk 00:24:11] Huh? Okay, go ahead Student-7, you can go to [crosstalk 00:24:15] and then one more [crosstalk 00:24:18]. A-ha (affirmative). One more than ten is ...

Student: Eleven.

Student: Eleven.

Teacher: Put that pencil down and pay attention. Thank you. How about, what if I add one more counter?

Student: Twelve.

Teacher: [inaudible 00:24:33], how do you know that's twelve without counting?

Student: Because you added one more.

Teacher: One more to what number? How many did I have before?

Student: Eleven.

Teacher: I had eleven and then one more than eleven is twelve. Awesome. How many now?

Student: Thirteen.

Teacher: How many do I have here?

Student: Thirteen.

Teacher: Excellent. How many do I have [crosstalk 00:24:56]

Student: Thirteen.

Student: Twelve. [crosstalk 00:24:58]

Teacher: Thirteen. Why did you change your answer to thirteen?

Student: Because [crosstalk 00:25:05]

Teacher: Oh so three plus ...

Student: Three.

Teacher: Three plus ...

Student: Ten.

Teacher: ... ten equals?

Student: 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 mat, when you get them, you're going to see that it has the beginning of a number sentence written for you, [Student-800:25:34]. You're going to see a ten plus blank equals blank. Now, why do you think they have a ten written in there already as your first [crosstalk 00:25:51]

Student: Because you wried it.

Student: Because there was [00:26:00] eleven then there was thirteen?

Teacher: There was eleven and there was thirteen. Well, if there was eleven and then thirteen, I think they would have an eleven here. [Zane 00:26:12], why do you think they have a ten as our first number?

Student: Because that's [crosstalk 00:26:18]

Teacher: [Student-900:26:17] pay attention. [Student-800:26:17] pay attention. What?

Student: Our first number is ten because it's really eleven [crosstalk 00:26:24]

Teacher: Oh, so ten comes right before eleven, it does. However, the reason why ... If I were to be writing this or writing a number sentence based on this picture, I would start with ten because my first, I have a group of ten, I have a full tens frame. [Student-800:26:45], 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 [crosstalk 00:27:03] because they know that you have to fill in a tens frame before you can get any of these numbers that we're working on today because all of our numbers are bigger than ten, so we're going to have more than ten. We'll start with ten, we're not going to go up to a hundred. 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: Twelve.

Teacher: Not twelve. If I added twelve to ten that would be too much. I'm not adding thirteen [crosstalk 00:27:36]. I'm not adding eleven.

Student: Ten.

Teacher: I'm not adding ten.

Student: Zero?

Teacher: Look at my picture. How many am I adding to ten? I see I have ten, how many more do I have?

Student: Fifteen?

Student: Three.

Teacher: Why do you say three?

Student: There's three reds.

Teacher: [Student-800:27:55] ... I have a group of ten and I have one, two, [00:28:00] three more.

Student: Reds.

Teacher: Very good [Student-10 00:28:04]. This is showing that I have ten plus three. What is ten plus three equal to?

Student: Thirteen.

Teacher: You say thirteen.

Student: Thirteen.

Teacher: Twelve.

Student: Thirteen.

Teacher: Thirteen. [Student-800:28:17] ... Let's count.

Group: One ...

Teacher: Oh wait, we know this is ...

Group: Ten.

Teacher: Ten.

Group: Eleven, twelve, thirteen.

Teacher: Ten plus three equals thirteen. Okay, when you get your work packet 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. [crosstalk 00:28:43] 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-800:28:52], grab your packet and write your name on. [crosstalk 00:28:57] Beautiful. Go ahead and color your other [crosstalk 00:29:09].

Student: Are we going to stay outside?

Teacher: Yeah, we are going to stay outside of it. Okay, so, first you and [Student-800:29:20] are going to put these counters out on, you can just put them out on your work mat, you guys can put them out on your work mat. [crosstalk 00:29:28] Hey! [Student-9and Student-800:29:50], put all those counters out. [crosstalk 00:29:55] It does on this frame. You'll start with the blue tens frame. [crosstalk 00:30:01][00:30:00] Oh, they're all, you need to put them all on Student-11's work mat. [crosstalk 00:30:16] all on Student-11's work mat. [crosstalk 00:30:20]

Student: ... seven, eight, nine [crosstalk 00:30:37]

Teacher: How many boxes are on the top [crosstalk 00:30:39].

Student: Five. [crosstalk 00:30:43]

Teacher: ... on the top?

Student: Five times.

Teacher: Five counters. [crosstalk 00:30:47]

Student: ... need two more.

Teacher: How many counters do you have right now?

Student: Eight.

Student: Ten.

Teacher: You only have eight all together.

Student: One, two, three, four, five, six.

Teacher: All right. Then this last counter [crosstalk 00:30:58], this last counter down below because it doesn't fit. [crosstalk 00:31:03] Okay, so what is your number sentence going to be? [crosstalk 00:31:09] the rest down below. [crosstalk 00:31:13] [Student-900:31:16], why do you think he says it's going to be ten plus one? [Student-800:31:17]

[crosstalk 00:31:20] Write your first number sentence on your own papers [crosstalk 00:31:29] sentence to match. [crosstalk 00:31:32]

Student: I mean eleven. There are eleven.

Teacher: There are eleven in all? Okay, there are eleven in all. How did we get [crosstalk 00:31:39] From counting and adding what? How many is in the tens frame?

Student: Counters?

Teacher: Yeah, how many counters?

Student: Ten?

Teacher: Ten. How many counters did you add to it to get eleven?

Student: One more color.

Teacher: One more, so it's ten plus ... [crosstalk 00:32:01][00:32:00] Ten plus ... Okay, write your number sentence [Student-800:32:03]. [crosstalk 00:32:07]

Student: Ten ...

Teacher: Ten plus what?

Student: Eleven.

Teacher: Ten plus eleven? [crosstalk 00:32:17]

Student: You have it on your thing [crosstalk 00:32:24] write a number. [crosstalk 00:32:25]

Student: Twelve?

Teacher: You don't need to do anything [Student-800:32:23] just write your number sentence.

Student: Twelve?

Teacher: Ten plus eleven. Do you twelve [crosstalk 00:32:30] No? [crosstalk 00:32:34] all together? [crosstalk 00:32:37] You have eleven in all. If you have eleven in all, [Student-900:32:53], that would go after the equals sign because how many we have in all always goes [crosstalk 00:32:59]. [crosstalk 00:33:01] How many did you add to ten?

Student: Eleven?

Teacher: You 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 [crosstalk 00:33:17] One more, so ten

plus [crosstalk 00:33:25] You're not adding eleven, how many are you adding to ten?  
Ten plus ... How many did you add to ten?

Student: One?

Teacher: Ten plus one. You only added one more to ten. [crosstalk 00:33:44] start putting these  
counters out on the remaining [crosstalk 00:33:54]. Okay, ten plus one [00:34:00] equals  
[crosstalk 00:34:01]. You're going to work with [Student-800:34:04], you have to do  
another number sentence. Okay, can we wait like two minutes to finish one more?  
[crosstalk 00:34:14] Okay [crosstalk 00:34:18] Okay, go ahead and put them [crosstalk  
00:34:22] work mat. [crosstalk 00:34:25]

Student: Ten plus three ... [crosstalk 00:34:33] All done. [crosstalk 00:34:43]

Teacher: Student-12, [crosstalk 00:35:11] yourself, I actually did two. [crosstalk 00:35:16] Not  
right now. [crosstalk 00:35:18] I'm going to have you stay here with the next group  
because you missed out on part of it [crosstalk 00:35:46] Okay? [crosstalk 00:35:48]  
[Student-900:35:50] is going to stay for the next group. [crosstalk 00:35:52] [00:36:00]

Student: Here [Student-800:36:02]. [crosstalk 00:36:05]

Teacher: Wow! Student-13, [Student-1400:36:06], [Student-1500:36:07], thank you for having  
your heads down and your voices off. [crosstalk 00:36:14] All right. One ... [crosstalk  
00:36:28] There were enough bags so find the bag that you, that was in there. [crosstalk  
00:36:45] Where [crosstalk 00:36:59] first? Outside? Go get your [crosstalk 00:37:02].  
You can go ahead [crosstalk 00:37:20], it frames up at the end. Okay, how many  
counters are on this tens frame?

Student: Nine, ten, eleven!

Student: Nine, nine.

Student: Ten, ten.

Teacher: Nine, ten, eleven ...

Student: Twelve.

Student: Twelve.

Student: Ten, ten, ten.

Student: Ten.

Student: Ten, ten, ten, ten.

Teacher: Why did you change your answer from nine to ten [inaudible 00:37:44]?

Student: Ten.

Student: [crosstalk 00:37:47] counted again.

Teacher: You counted again. Way to double check your work. [crosstalk 00:37:52]

Student: Eleven.

Teacher: We'll do it very soon, just be patient for a little bit. [crosstalk 00:38:00][00:38:00]

Student: ... four, five, six, seven, eight, nine, ten.

Teacher: Okay. You guys all [crosstalk 00:38:06] put the pencil down, [inaudible 00:38:09] put the pencil down, [Student-16 00:38:10] put the pencil down. Do not [crosstalk 00:38:15]. A faster way to get to ten would've been knowing how many [crosstalk 00:38:32] are in the tens frame?

Student: Zero.

Student: Five.

Teacher: How many [crosstalk 00:38:33]

Student: Ten.

Teacher: There are ten [pookas 00:38:37] in a tens frame. [inaudible 00:38:38], if every [pooka 00:38:40] is full, [inaudible 00:38:39], how many would you have?

Student: Ten.

Teacher: Ten, because all ten holes are ...

Student: Ten.

Teacher: ... full, so we know we have ten. Nines and [inaudible 00:38:56] you didn't even need to count them. You could've just said, "Oh, the tens frame is full so I know I have ..."

Student: Ten.

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

Student: One.

Student: Ten.

Teacher: How many do I have in all?

Student: Eleven.

Student: Eleven.

Teacher: Just a sec. Okay. [crosstalk 00:39:13]

Student: Eight.

Teacher: How many do I have in all?

Student: Eleven. [crosstalk 00:39:22]

Student: Thirteen. [crosstalk 00:39:30]

Student: Eleven.

Student: Eleven.

Teacher: You guys all got eleven but [Student-17 00:39:37] got it super fast, so let's ask [Student-17 00:39:41] how he got it so fast. [Student-17 00:39:43], how did you get eleven so fast?

Student: Just took ten and I [crosstalk 00:39:49]

Teacher: After ten comes eleven. [crosstalk 00:39:54] when we're counting we say ten, eleven. [00:40:00] [inaudible 00:39:57], you could've just counted on from ten, ten, eleven. [crosstalk 00:40:05] You're not doing a very good job of paying attention right now and that's why you're not [crosstalk 00:40:09]. Make sure that you focus and turn your brain [crosstalk 00:40:13]. Thank you. Let's see ... How many do we have [crosstalk 00:40:17]

Student: Twelve.

Teacher: You said that so fast.

Student: Twelve.

Teacher: Why do you say twelve [inaudible 00:40:23]? [crosstalk 00:40:24] How do you know? [crosstalk 00:40:27]

Student: After twelve, twelve [crosstalk 00:40:29]

Student: After ten, eleven, then twelve [crosstalk 00:40:35]

Teacher: Ten, eleven and then twelve. [crosstalk 00:40:38] You guys were both so fast. How many counters do we have now?

Student: Thirteen. [crosstalk 00:40:43]

Teacher: This is ten, eleven, twelve ...

Group: Thirteen.

Teacher: Awesome. Now let's see if we can write a number sentence to match this. [crosstalk 00:41:00] Eyes up here. We're going to write a number sentence to match this. Thanks for being so patient [Student-900:41:06]. [crosstalk 00:41:07] Boys and girls, if you're in iPads, what should your voice be doing? [crosstalk 00:41:17] iPad center ... What are your voices supposed to be doing? [crosstalk 00:41:25] Exactly, not talking at all. Your mouth should be zipped. [crosstalk 00:41:31] Okay, [Student-900:41:39], go ahead and put these counters on your tens frame and write the number sentence connected.

We're going to write a number sentence [crosstalk 00:41:46], we're going to write a number sentence to match this picture. Okay? You'll see on your work mats [00:42:00] they already have ... Fix your body. On your work mats they already have a number at the beginning of the number sentence. What number is that? [crosstalk 00:42:16] Ten. They already have a ten. Why do you think they start with a ten? Student-17? [crosstalk 00:42:31] Good idea. Why else do you think they have a ten in the beginning? [inaudible 00:42:36]

Student: Because if you add a ten then [crosstalk 00:42:42]

Teacher: No, you won't. [crosstalk 00:42:47]

Student: Because they put a ten [crosstalk 00:42:52]

Teacher: Remember to put extra ones down below. [crosstalk 00:42:58] Let's look. [crosstalk 00:43:08] Look at this picture. Where do you see ten? [crosstalk 00:43:19] Oh!

Student: Right here.

Teacher: That's ten down there? [crosstalk 00:43:24] Oh! [Student-16 00:43:31]. [Student-16 00:43:31], where do you see ten? [crosstalk 00:43:34] All of the yellow ones? Yeah? The whole tens frame is how many counters?

Group: Ten.

Teacher: Ten. [crosstalk 00:43:45] That's why they wrote a ten first, because they know [crosstalk 00:43:49] they know that you're going to have a full tens frame. Now, how many are we adding to ten? Ten plus how many [00:44:00] [crosstalk 00:43:58]?

Student: Three plus ...

Teacher: Where did you get three [Student-17 00:44:05]?

Student: Over here [crosstalk 00:44:09] Thirteen.

Teacher: Ten, tens frame, plus three more ...

Student: Is thirteen.

Teacher: Equals ...

Student: Thirteen.

Student: Thirteen. [crosstalk 00:44:21]

Student: Thirteen.

Teacher: How do you know it equals thirteen?

Student: Six.

Student: Six.

Teacher: Can we count and [crosstalk 00:44:30]

Student: Thirteen.

Teacher: Does it equal thirteen?

Student: Yeah.

Teacher: All right. When you get your work mat you're going to [crosstalk 00:44:44] the same thing [crosstalk 00:44:47]. Super [Student-900:44:46], you can go to center B. Just leave that right there.

Student: We all got it.

Teacher: Yeah. [crosstalk 00:44:54] your name. Write your name on the other side [inaudible 00:45:03], sorry. [crosstalk 00:45:05]

Student: I made a hole.

Teacher: That's okay.

Student: Thank you. [crosstalk 00:45:12]

Group: Two, three, four, five, six, seven, eight, nine, ten, eleven [crosstalk 00:45:27]

Teacher: [inaudible 00:45:25], where's your name? [crosstalk 00:45:29]

Student: ... nine and ten and I changed it to nine.

Teacher: Very good. Okay [crosstalk 00:45:36] [Student-16 00:45:38] and [Student-17 00:45:38], you're going to dump out these counters and put them on [Student-17's 00:45:45] work mat. [Student-16 00:45:47], you're doing this together. [crosstalk 00:45:50], you're going to dump out these counters and put them on [inaudible 00:45:53] blue tens frame. [crosstalk 00:45:58][00:46:00]

Student: Mrs. [inaudible 00:46:41], how do you, in iPads ... How do you turn [crosstalk 00:46:45]?

Teacher: There should be an arrow. Why don't you ask ...

Student: You press the arrow and [crosstalk 00:46:56]

Teacher: Yeah, ask [crosstalk 00:46:54] Okay. Okay, so, I'll talk to these guys first. Okay? [Student-16 00:47:03], why is there a ten here? [crosstalk 00:47:08] Because you have ten [crosstalk 00:47:19]. What number are you adding to ten? [crosstalk 00:47:23] Cover up the ten [crosstalk 00:47:41] [Student-17 00:47:44] ... Yeah, go ahead.

Student: One, two, three, four, five [crosstalk 00:47:52]

Teacher: Cover up those [crosstalk 00:47:54]

Student: Twelve.

Teacher: There's twelve [crosstalk 00:47:55]. Very good. We need to figure out what numbers we're [00:48:00] adding together to get [crosstalk 00:48:01]. We're starting with ten, how many are we adding to ten? How many more?

Student: Nine.

Teacher: Not nine more. [crosstalk 00:48:08] Why don't you flip them to red [crosstalk 00:48:12] different color. [Student-16 00:48:16] you have ten here, in our tens frame, how many more did you add [crosstalk 00:48:22]? Two more. Ten plus ...

Student: Two.

Teacher: Two. Go ahead and write [crosstalk 00:48:32] Ten plus two equals how many in all? You don't have to count [crosstalk 00:48:43] [Student-17 00:48:44], how many is there?

Student: Twelve.

Teacher: Oh, you know what? How many of those? [crosstalk 00:48:50] [Student-17 00:48:52], it's a full tens frame. [crosstalk 00:48:57]

Student: I'm done [crosstalk 00:48:57]

Teacher: No you're not. Look at your last [crosstalk 00:49:02]. There's twelve in all but how many in your tens frame, in the whole tens frame? How many in the tens frame? [crosstalk

00:49:18] These are out of the tens frame. How many counters do you have in your tens frame? [crosstalk 00:49:29] [Student-17 00:49:28], [crosstalk 00:49:30] how many spots, [crosstalk 00:49:35]?

Student: Six.

Teacher: How many goes in a tens frame? [crosstalk 00:49:42]

Student: Zero.

Teacher: Zero [crosstalk 00:49:42]? Oh, there's zero right now because they're all colored but look [crosstalk 00:49:45] in a tens frame. [crosstalk 00:49:49][00:50:00] if there is no color on your [crosstalk 00:50:08]. Get to work and stop [crosstalk 00:50:09] another group.

Student: Ten.

Teacher: Yeah, so [crosstalk 00:50:19] every ten, you know that, and tens frame has ten. So it's ten and then what number comes next?

Student: Two.

Teacher: No. Ten, and then keep counting. What numbers comes after ten?

Student: Twelve.

Teacher: Eleven.

Student: Twelve.

Teacher: Twelve.

Student: Eleven. [crosstalk 00:50:40]

Teacher: Count from ten. Ten [crosstalk 00:50:45], eleven, twelve. How many do you have in all?

Student: Twelve. [crosstalk 00:50:57]

Teacher: [Student-16 00:50:58], what is ten plus two?

Student: Twelve.

Teacher: How do you know?

Student: Because there's twelve.

Teacher: Because there's twelve [crosstalk 00:51:06] Okay you guys, why did they write a ten [crosstalk 00:51:12]

Student: Because there's ten yellow.

Teacher: Because there's ten yellow [crosstalk 00:51:19]

Student: One more.

Teacher: [crosstalk 00:51:33] very good. Okay, [crosstalk 00:51:38] and this time do it [crosstalk 00:51:40] counters on Student-16's work mat. [crosstalk 00:51:45] equals how many [crosstalk 00:51:54]

Student: Ten. [crosstalk 00:51:58][00:52:00] Nine, ten, eleven. [crosstalk 00:52:08]

Teacher: ... number sentences.

Student: Ten plus [crosstalk 00:52:19] eleven. [crosstalk 00:52:22] It's one and one.

Student: No, zero.

Teacher: ... zero. [crosstalk 00:52:26] No, no, no it's zero [crosstalk 00:52:31]

Student: One and one.

Teacher: Okay. [crosstalk 00:52:47] What? [crosstalk 00:53:09] What number sentence did you write?

Student: Three. [crosstalk 00:53:21] Thirteen. [crosstalk 00:53:30]

Teacher: There are thirteen in all? Okay, awesome. [Student-16 00:53:35] take your [crosstalk 00:53:40]. [Student-17 00:53:42] says that there are thirteen in all. They wrote a ten. [Student-17 00:53:47], why did they write a ten here? [crosstalk 00:53:51]

Student: It's all full.

Teacher: The tens frame is all full. Very good. [Student-16 00:53:55], what number are you going to write there?

Student: Three.

Teacher: Why three? [00:54:00] [crosstalk 00:54:06] There's three more. [Student-17 00:54:04], what number are you going to write here?

Student: Three. [crosstalk 00:54:12] Thirteen.

Teacher: Why? [crosstalk 00:54:16]

Student: It's all full.

Teacher: Yep, and [crosstalk 00:54:23]

Student: Three?

Teacher: I don't think some of you heard that [Student-800:54:26].

Student: Thirteen. [crosstalk 00:54:32]

Teacher: It doesn't matter, we're not finishing them now. You need to turn your packet into the yellow basket, [Student-800:54:38], when you hear the bell you stop working. Put your crayon away and go urn in your packets. [crosstalk 00:54:47] Why thirteen?

Student: Because the whole [crosstalk 00:54:56] and thirteen.

Teacher: How many does it equal in all?

Student: Thirteen. [crosstalk 00:55:05]

Teacher: ... number sentence. One ... [crosstalk 00:55:13] Write your sentence.

Student: Thirteen.

Teacher: Write your sentences. Ten plus three equals how many?

Student: Ten. [crosstalk 00:55:26] Twelve.

Student: Twelve.

Teacher: Why didn't you check it? [crosstalk 00:55:32] Hold on. [crosstalk 00:55:36]

Student: Thirteen.

Student: Twelve. [crosstalk 00:55:38]

Student: Thirteen!

Student: Thir ... It's twelve.

Teacher: Twelve is [crosstalk 00:55:51] Twelve is [crosstalk 00:55:55][00:56:00]

Student: Ten.

Teacher: Ten plus ...

Student: Two.

Teacher: [crosstalk 00:56:19] Okay, go ahead and write it [crosstalk 00:56:22]. 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 till heads down and voices are off before you're excused.

Student: To go to lunch? [crosstalk 00:56:41]

Teacher: ... ten plus ... Oh, that's twenty-one. [crosstalk 00:56:44] ... add to the ten? How many [crosstalk 00:56:49]

Student: Thirty-three. [crosstalk 00:56:52]

Teacher: Wow! Thank you group B. [crosstalk 00:56:58] Thank you iPad center.

Student: I did it! [inaudible 00:57:06] [crosstalk 00:57:07]

Teacher: One ... [Student-17 00:57:08], I'm waiting for your voice to be off. You guys are free to ... I think I'm going to just go tell, for ten more minutes I'm going to have them use hand sanitizer rather than taking time to wash hands. [crosstalk 00:57:40] Whatever you want to do. Then I'm going to do the last after lunch. [crosstalk 00:57:45] How many [00:58:00] counters do I have?

Group: Ten.

Teacher: How did you guys know that so fast?

Student: There's five and five.

Teacher: Okay. How else? That is one way.

Student: Because it's a ten, it's a tens frame.

Teacher: It's a tens frame. [crosstalk 00:58:14] Okay, thank you. Okay, how many do I have now?

Student: Eleven.

Group: Eleven.

Teacher: How did you know so [crosstalk 00:58:20]

Student: You added one more.

Teacher: Okay, so one more than ten is ...

Group: Eleven.

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

Group: Twelve.

Teacher: [Student00:58:32], have a seat. Now how many do I have?

Group: Thirteen.

Teacher: Okay. When you get your work mat you're going to see that they started every number sentence with a ten. Why? [crosstalk 00:58:51]

Student: Because they're all tens.

Student: Because tens are [crosstalk 00:58:52] write your name on the board and stuff. [crosstalk 00:58:59]

Teacher: How many ... Why do they have a ten in the beginning? [crosstalk 00:59:12]

Student: There's ten in the beginning.

Teacher: There's ten in our tens frame, so we start out with ten. The numbers that we're working with today, Student-1, are all larger than ten, they're all more than ten. So you know we're going to always have ten and then some more. [crosstalk 00:59:34] How many, [Daniel 00:59:34], how many are we adding to ten? Ten plus how many more?

Student: Ten plus [crosstalk 00:59:43]

Teacher: Ten plus thirteen? Let's see ... Ten plus thirteen, we have ten here, Student-1, and we have thirteen more. Do you see thirteen more counters [crosstalk 00:59:55] No, not thirteen more. How many more? [crosstalk 00:59:59] Three more. [01:00:00] Ten plus three equals? Student-1, how many in all? [crosstalk 01:00:07]

Student: Thirteen.

Teacher: How do you know?

Student: Because I counted [crosstalk 01:00:10] plus.

Teacher: Oh good, so we can go ten, in our head, and then eleven, twelve, thirteen. Okay, when you get your map packets, write your name on them.

Student: Whoa! This is very tricky. [crosstalk 01:00:29]

Teacher: You and your partner are going to get some counters.

Student: Yeah!

Teacher: You're going to put them out on a work mat and you're going to write the number sentence. [crosstalk 01:00:40] Write your name on the [crosstalk 01:00:53] ... start with this one, you're going to 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. [crosstalk 01:01:16] You put them all out.

Student: It doesn't matter [crosstalk 01:01:20]

Teacher: Yeah, just put it on one of your blue tens frames. [crosstalk 01:01:25] but you can help put them out. [crosstalk 01:01:30] one of your tens frames, either on yours or [crosstalk 01:01:35].

Student: I'll put it on [crosstalk 01:01:40]

Teacher: [Student-2 01:01:57], you're not working together very well. [crosstalk 01:02:01] all [01:02:00] out [crosstalk 01:02:03]. All on one paper. [crosstalk 01:02:10]

Group: Three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen [crosstalk 01:02:34]

Student: You have ten. [crosstalk 01:02:41]

Teacher: Now write a number sentence from this [crosstalk 01:02:51] Write a number sentence [crosstalk 01:02:54] down below. Yeah. [crosstalk 01:02:59]

Student: Mrs. [inaudible 01:03:48], do I write it [crosstalk 01:03:53] first [crosstalk 01:03:52] Awesome.

Teacher: I know. [crosstalk 01:03:57] Put your [01:04:00] counters back into your bag. [crosstalk 01:04:02] That's not your bag. [crosstalk 01:04:19]

Student: Do you have the yellow?

Student: ... yellow.

Student: We had yellow. [crosstalk 01:04:27]

Teacher: Put it in the yellow box.

Student: I never did it all.

Teacher: That's okay, you'll get a chance. [crosstalk 01:04:36]

Student: This is [inaudible 01:04:40] center. Tomorrow? [crosstalk 01:04:40]

Teacher: I'm not here tomorrow [crosstalk 01:04:45]

Student: I wanted that [crosstalk 01:05:11] Mr. .

Teacher: No, you and [Student 01:05:14] work it out together. [crosstalk 01:05:18] Wow! [Student 01:05:21], [Student-16 01:05:22], [Student 01:05:22], I really appreciate the way that you are 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 sure 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 [01:06:00] strip under ... Leave your strips under your letter. [Nigh 01:06:05], that's not where it goes, that's how we lose them. [crosstalk 01:06:10]

Student: ... the strips?

Teacher: What did I just say? [crosstalk 01:06:14] One ...

Student: ... going to stay here?

Teacher: They're done. Let's say thank you to Uncle and Uncle.

Group: Thank you Uncle and Uncle.

Teacher: Did you guy have fun with them today?

Group: Yes.

Teacher: You brought a lot of excitement to our classroom. [crosstalk 01:06:34]

Student: Thank you. [crosstalk 01:07:02] be so nice to us. [crosstalk 01:07:06]

Student: Thanks guys. Thank you. [crosstalk 01:07:17] Thank you. [crosstalk 01:07:20]

Student: Oh, I need more of my [crosstalk 01:07:27] [01:08:00] Eyes forward.

Group: Eyes forward. [crosstalk 01:08:10]

Student: Hey, not [Student-801:08:13]. [crosstalk 01:08:15]

Group: Feet forward. [crosstalk 01:08:23] Hands to my [inaudible 01:08:29].

Teacher: There are still people whose eyes I see. I shouldn't see your eyes if you're facing forward, and my mouth is zipped.

Group: And my mouth is zipped.

Teacher: Okay, "student", you can start walking [crosstalk 01:08:46]

Student:      Bye.