

00:04 So, let's talk about what happened in the warm-up.

00:08 Okay.

00:09 That you, yeah, that you expected.

00:12 What I expected in the warm-up is that for every student to be engaged, for every student to come in and immediately start working,

00:18 Which I felt happened. So I was pleased with that.

00:21 And I also expected, for a variety of strategies to come up with the number 34. Many different strategies.

00:29 And I feel when I was walking around, there were many different strategies for 34, so I was also pleased with that and... happy to see the variety of strategies.

00:37 Omar has struggled. So what is your feedback for Omar's strategy today?

00:42 Well, I was very pleased, because Omar came up with, I believe it was eight addends, to come up with the number 34,

00:47 So many that I actually had to count how many there were, to keep track of them, to make sure that it actually came up to 34.

00:54 And he was spot on, so I was very happy to see that, that was a stretch for him and I was very pleased.

00:59 Also, Isabelle came up with 40 minus 6, and I was very pleased, that was a stretch for her, and she was able to explain it to me

01:08 Using her number line, starting on 40 and counting back. How many hops it took to get back to 34, which was 6.

01:16 So I was very pleased, from both of those, that was a stretch from both of those students.

01:20 And Omar's the one who did $5 + 5 + 5 + 5$...

01:22 Exactly.

01:25 ...Plus 2 plus 2.

01:26 He really decomposed the number, even the 4, to 2 plus 2. I was really pleased with that.

01:30 Right.

01:31 And I also noticed there were a lot that wrote "three tens, t-e-n-s"

01:37 There were.

01:38 Plus four ones... wrote it out.

01:40 There were. There were a lot that wrote it in words, and using, we use "longs" and "cubes", tens and ones.

01:47 So there were a lot that used symbols, and there were some that wrote them out in words. I was very pleased with that as well,

01:54 Really starting to think about ten ones as one ten.

02:00 I didn't expect the amount of addends, eight addends. That I did not expect. We have been practicing using three,

02:06 and sometimes students will even stretch themselves and use four addends,

02:09 But I was certainly not expecting eight. And especially when we had the $2 + 2$. I would have expected $5+5+5$, etc., $+4$. Not $2+2$.

02:20 So he really broke that down.

02:23 So I was very pleased, and I was also really pleased to see some of the students used money. Even though I did not suggest using money.

02:31 Some of the students used money as well, so I was not expecting that but I was very pleased to see the money as well.

02:37 As I observed, I did notice, and I wrote down, about eight different ways to say 34. So that was a stretch since the first time...

02:46 Definitely.

02:47 ... you introduced this.

02:49 Let's talk about the 10 frame... the quick ten frame. What happened in the lesson that you hoped would happen?

02:56 What I hoped would happen, and honestly, what I expected to happen, was the sentence frames and the structured student talk.

03:01 We've been doing that for many months. And I expected them to be able to follow the sentence frame, and to be able to use the structured student talk

03:11 And explain their reasoning with their partners.

03:15 I think they do a very good job taking turns, following our rules for partner talk, I think they do a really good job with that.

03:22 Is there anything that happened that you didn't expect?

03:25 Well, and it's always interesting when you do this. I was expecting to have someone...

03:33 I was expecting the $2+2$, counting by 2s with one left over.

03:38 I was expecting "ten in the top, ten in the middle, three on the bottom."

03:42 What I wasn't expecting, that, I was thinking that somebody was going to come up with "two tens plus..." I think it was 3. The number was 23, I believe.

03:52 Two tens plus three ones. And I really had to prompt for that, because everyone was coming up with "I see ten on the top, I see ten in the middle,

04:00 "I see three on the bottom," So I really had to prompt someone, okay, you see that ten frame. What's another way to think about that? 04:07 So I really had to prompt someone to think about it in a different way.

04:11 And I noticed your questioning, when, was it Raylene who said "two tens and three ones?"

04:17 Yes.

04:19 I looked at your first graders and they all went "Ah!" like it was a new way.

04:24 So that was, so hopefully, now, Raylene has her strategy and that'll continue.

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04:29 And I really, I think they're both excellent warm-ups, it really makes students think-- composing, decomposing numbers, different ways to come up with the number.

04:40 And it really makes them articulate their thoughts. And justify their thoughts. So I really like both of those activities.