

TRACY LEWIS: Let's take a look at number 2. I see a picture, I see a... school bus, and I see 92 miles. How did this mathematician figure this out? How did they figure out, because this is very different from the first one.

TRACY LEWIS: The first one we had said you're supposed to take 92, and add it to 58. How do you figure out, this is a mystery for you. How do you figure out what operation you're supposed to do, or what process you're supposed to do? D'angelo.

STUDENT: Because it has labels... it has a label on the bus. And he has a label with the 58, 58 miles, and he got a (inaudible) 34. And he got words.

TRACY LEWIS: Do the pictures go with the word problem?

STUDENTS: No.

TRACY LEWIS: They don't? Are you sure?

STUDENTS: Yes.

STUDENTS: No.

TRACY LEWIS: So some friends are saying yes. Jaedon, open a window. All right. The apple farm is 92 miles from the school. They have traveled 58 miles so far. How many more miles do they have to go? I noticed a lot of you said 'How many more'

STUDENTS: More!

TRACY LEWIS: How many more means...what? lyanna.

STUDENT: How many more means subtract.

TRACY LEWIS: How many more means.. you think this is code for subtraction?

STUDENT: Yes.

TRACY LEWIS: London.

STUDENT: Add?

TRACY LEWIS: To add! How are we gonna figure out which one? Is it subtract? Or is it add. How many more. So so far, we're going... are we going any further than 92 miles?

STUDENTS: No.

TRACY LEWIS: It says the apple farm is 92 miles from the school. So think: if we're going on a field trip, and I tell you the field trip is 92 miles from here, are we going past 92?

STUDENTS: No.

TRACY LEWIS: No. We're only going 92 miles. So this mathematician put 92 miles. They have traveled 58 miles so far. Have they gotten to the field trip?

STUDENTS: No.

TRACY LEWIS: No. They've only gone 58...

STUDENTS: Miles.

TRACY LEWIS: Miles.

STUDENT: So far.

TRACY LEWIS: So far! Oh, there's another clue word: so far.

STUDENT: It doesn't exactly mean they're there, they're almost there.

TRACY LEWIS: They're almost there, they're not there yet! So we have 92 miles and we've gone 59 so far. Here's your question: how many more miles do they have to go. Does that mean we're supposed to add 92 plus 58?

STUDENTS: No.

TRACY LEWIS: No, because that would mean that we'd go past our destination. We need to know how many more miles to get there. TRACY LEWIS: So here's what we're going to do. Because we have spent a whole lot of time on the carpet. I'm actually going to give you your work back. And you're going to take a look at your work, and see if your numbers, your pictures, and your words line up with the words in the word problem.

TRACY LEWIS: This mathematician has a bus, they have 58 miles, and then it says 34 miles to...

STUDENTS: To go.

TRACY LEWIS: to go. That means they don't want to keep going past 92, they only want 34 miles before they actually get to their destination. And there is a number sentence. We are running out of time today!

TRACY LEWIS: So here's what we're going to do. I want to see if you can take what we've learned from here, what we've learned also with

our number stories that we've been working on in math.

TRACY LEWIS: Take a look at your own work and see if you can figure out: did you do the right operation? Or did you say, ooh, I see a number, I see another number, and then I'm going to add it to....

STUDENTS: Gether.

TRACY LEWIS: and then I'm going to add it together. Okay? Because I think we need to get some time up off the rug. Okay? You ready? All right. Stand up, go to your desks.