

## Transcript of Rekenrek Number Talk Video

- Teacher: Okay, boys and girls today we are going to do a number talk and I'm going to make a number up here on the board and I want you to make this number too. Tell me what number this is. Remember you are going to show me. Make this number. (Teacher speaks quietly to one student. Inaudible.)
- What number is this? (Several students yell out. Inaudible.) Let me see who has their thumb up? Who can tell me why? (calls on student)
- Student: Ten.
- Teacher: How do you know that this is ten?
- Student: Because each row has five.
- Teacher: Okay, so we know that five plus five equals ten. What kind of number combination is this? What do we call it? A what?
- Student: A double.
- Teacher: That's right, it's a double. Five and five makes ten. Okay, reset your board. I want you think ... find another way to make ten and when you have one, give me a thumbs up right here. Find another way to make ten. (Teacher gives students time to work.)
- (Teacher speaks softly to one student.) Do you have a ten? Check and see.
- When you are ready, put your thumb up.
- Alright guys, so, someone tell me another way to make ten. Okay, my friend right here.
- Student: (Student speaks very softly.) I put eight on the bottom and two on the top.
- Teacher: Okay, so you pushed over eight on the bottom and then two on the top.
- Oh, I have somebody who says they did it the same way (using hand signal).
- So we have two and eight, does two and eight make ten?
- Students: Yes.
- Teacher: How do you know? How do you know that two and eight makes ten? (Points to a student for response.)
- Student: Because when you have eight (showing 8 fingers) and two more (2 more fingers) make ten.
- Teacher: Okay, so you said you know with your fingers that eight fingers and two more makes ten. Good, okay so somebody else – another way to make ten. Another way to make ten? Yes. (Points to student.)

Student: Two reds (on top) Five reds (on bottom) and two white.

Teacher: Okay.

Student: And I make ten.

Teacher: So is this ten or do we need to do something to fix this? Hmm....

Student: You need to add one more.

Teacher: Oh, they say we need to add one more. Can I add one more to the top there? Can I add one more there? (Several students respond with yes.) So what do we have now?

Students: Ten.

Teacher: How do we know? What do we see here? What number is this? (pointing to top row)

Students: Three.

Teacher: What number is this? (pointing to bottom row)

Students: Six (one student yells out). Seven. (other students)

Teacher: Seven. So three and seven. Does three and seven make ten?

Students: Yes. Yes. I say no. (Several students answering aloud)

Teacher: Okay, does anyone else have that way? That was a good job. Does anyone else have that way? Does anybody else have three and seven?

Teacher: Another way? Another way? (as she pushes counters all to the right) Yes. (as she points to one student)

Student: I put five red on the top and five whites on top.

Teacher: Five reds and five whites. So you pushed over all ten and none on the bottom. And that makes \_\_\_?

Student: Ten.

Teacher: Ten. Okay, I want to do one more activity with you guys. So reset your boards. Reset. Okay, I want to play a game with you. And I have a board and I'm going to be hiding my board. And behind my board I am going to be making the number twelve. I want to see if you can figure out how I made the number twelve. Okay, so I'm going to make my number back here. Alright, there's mine. Okay, I have my way.

Choose a way to make twelve and let's see if you can figure out my way. I'm going to hide mine right here. Okay, my way's hidden back there. Let's see who has found a way to make twelve? Who found a way to make twelve? (Points to a student.) Give me a way to make twelve.

Student: Ten on the top. And two on the bottom.

Teacher: Ten and two. Let's see ten (pointing to the two on the bottom), eleven, twelve and that is a very good way. Oooh, others had that. That is a great way – that's not the way I made it. Somebody else. Somebody else find a different way to make twelve besides ten and two? Another way to make twelve? Give me another way to make twelve. Yes. (As she calls on a student.)

Student: I have five and (counts) seven.

Teacher: Hmm. Does that make twelve?

Students: Yes.

Teacher: That is a fantastic way to make twelve, five and seven, but that is not Mrs. Gault's way. Is that how you had it to? (As she points to a student's board). Oh boy, did anybody find a different way to make twelve?

Let's see (as she points to a student) what was your way?

Student: I put five red and one white.

Teacher: What number does that make? five and one more makes?

Student: Six.

Teacher: Six. Okay.

Student: Five red and one white (on the bottom).

Teacher: Five reds and one white down here -- that also makes \_\_\_? Five and one more makes\_\_\_?

Student: Twelve.

Teacher: Let's think about this. Five and one more makes \_\_\_ on the bottom? I want to know what's on the top and what's on the bottom?

Students: Six and six.

Teacher: Oh there we go. So we see six and six. So what does six and six make?

Students: Twelve.

Teacher: Hmm. You had that way? (Pointing to a student) And you had that way. (Pointing to another student)

Teacher: (Shows her board -- six and six). There it is. There is Mrs. Gault's way. Six and six makes twelve. Nice job guys.