

The Donut Task

Teacher: Amanda Smith

District: Lebanon School District

Grade: Kindergarten

- 1 *Teacher:* Tamika goes to the donut shop and she gets 3 chocolate, 2 vanilla, and 2
- 2 sprinkled donuts. Ooh, okay. So let's think. Tamika gets 3 chocolate, 2
- 3 vanilla, 2 sprinkled. Alright, now I want you to write an equation for what
- 4 Tamika gets at her donut shop. Go ahead. Draw it. Show me.
- 5 *Student:* 7.
- 6 *Teacher:* Can you show me? How do you know it's 7?
- 7 *Student:* Because. $3 + 2$ and $2 = 7$.
- 8 *Teacher:* Oh! So what kind of symbols can you put here to make an equation?
- 9 *Student:* I know. I get my 2...
- 10 *Teacher:* What did you discover when you read that equation to me? I heard you
- 11 say, what?
- 12 *Student:* $3 + 2$ and $2 = 7$. (*Teacher points to the equation.*)
- 13 *Teacher:* How can that be?
- 14 *Student:* $3 + 2 + 2 = 7$ at the same way.
- 15 *Teacher:* It's the same way. What do you mean by the same way?
- 16 *Student:* Because. Because if you count numbers...
- 17 *Teacher:* So our first equation was $3 + 4 = 7$ and our second equation is $3 + 2 + 2 =$
- 18 7 . (*Teacher points to the equations on the board.*) So...We had 3, 2, and 2,
- 19 and our original problem was 3 and 4 = 7. What do you see about the
- 20 picture, Tyler? Tyler, what do you notice about our picture? How can the
- 21 4 and the 2 and the 2 be related?
- 22 *Student:* Because there's two 2's and two things.
- 23 *Teacher:* He said two 2's make what?
- 24 *Student:* 4
- 25 *Teacher:* He said 2 and 2 make – (*Points to the two sets of two on the overhead.*)

- 26 *Student:* 4.
- 27 *Teacher:* 4. Do you agree with that?
- 28 *Student:* Yes.
- 29 *Teacher:* So can that be the same? Can $3 + 4$ be the same as $3 + 2 + 2$? (*Moves the*
30 *counters as she talks about each expression.*)
- 31 *Student:* Yes.
- 32 *Teacher:* And they both equal what?
- 33 *Students:* 7.
- 34 *[End of Audio]*