

Addition Strings

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District: New York Community School District 2

Grade: 1

- 1 *Teacher:* Seven plus three. So many thumbs went up right away. Let's see, Mathew.
- 2 *Student:* Ten.
- 3 *Teacher:* How'd you know Mathew?
- 4 *Student:* I just knew it.
- 5 *Teacher:* You just knew it? How many kids just knew seven plus three? Great. Keeping
6 that in mind, the next one, you ready? Seventeen plus three. Give a minute of
7 think time. Tasmine. (*17 + 3 is recorded on the board.*)
- 8 *Student:* Twenty.
- 9 *Teacher:* Twenty, how'd you get that answer?
- 10 *Student:* I put seventeen in my head and put three on there. (*An open number line is
11 drawn and 17 is written at the start of the line. Three jumps, 18, 19 and 20 are
12 recorded on the number line.*)
- 13 *Teacher:* Okay, you said you put seventeen in your head and then what?
- 14 *Student:* I counted three more.
- 15 *Teacher:* So you counted on from seventeen, you counted one, two, three more? So
16 what's that? 18?
- 17 *Student:* Nineteen.
- 18 *Teacher:* Nineteen.
- 19 *Student:* Twenty.
- 20 *Teacher:* Twenty. Okay, great. Who did it Tasmine's way? Okay, who tried a different way?
21 Destiny?
- 22 *Student:* I know, like, it's on the top 7 plus 3 equals 10 plus – and then I knew just 17 plus
23 three was 20.

- 24 *Teacher:* So you – this helped you figure this one out? Okay, how did it help you figure it
25 out?
- 26 *Student:* Cause it was like 10 plus 10 equals 20.
- 27 *Teacher:* It was like 10 plus 10 equals 20. So you already knew you had ten and you just
28 knew you had to add 10 more on? Anybody else wanna try and explain that?
29 Danelle?
- 30 *Student:* She broke up the 17 into the 10 plus a 7 and she gave the 3 to the 7 so that equal
31 10 so 10 plus 10 equal 20.
- 32 *Teacher:* Okay, I'm gonna put a new one up. Keep Destiny's strategy in mind. What's 27
33 plus 3? (*27 + 3 = ___ is written on the board.*) Aneesa.
- 34 *Student:* I have 27 in my head and 27, 20... 27, 28, 29, 30.
- 35 *Teacher:* Okay, so you counted on from 27, started at 27 and you went 28, 29, 30. Okay.
36 What did you notice? (*An open-number line is drawn. 27 is written at the start of*
37 *the line, three jumps - 28, 29, 30, respectively – are written on the number line.*
38 *Records 27 + 3 = 30.*)
- 39 *Student:* It's going by all zeros.
- 40 *Teacher:* Oh, they all end in a zero?
- 41 *Student:* Up to the one thing.
- 42 *Teacher:* So you notice they all end in zeros. What else did you notice?
- 43 *Student:* And threes, 1, 2, 3 and 7.
- 44 *Teacher:* Whoa, 10, 20, 30?
- 45 *Student:* And tens and threes.
- 46 *Teacher:* And threes.
- 47 *Student:* And sevens.
- 48 *Teacher:* And sevens.
- 49 *Student:* [*Inaudible comment*]
- 50 *Teacher:* Raphael? So people notice that there's sevens in every column here, there's
51 three's going down here and it's going 10, 20, 30. Why do you think that's

- 52 happening? Let's look over here on our hundreds board. We started out with 7
53 right?
- 54 *Student:* Yeah.
- 55 *Teacher:* Jamie.
- 56 *Student:* Yes.
- 57 *Teacher:* We start out with seven and we added three right? One, two, three. And then
58 when we did 17 you said we added 10 more on right? Let's see, 1, 2, 3, 4, 5, 6, 7,
59 8, 9, 10. Look, we just moved down one right? (*Teacher points to the numbers on*
60 *the hundreds chart.*)
- 61 *Student:* And 27's –
- 62 *Teacher:* Twenty-seven's right below it. How many more do you think if I start at 17, how
63 many more do you think I have to add to get to 27? I'm gonna move on to the
64 next one. If 37 plus 3 more is 40, what's 37 plus 5? Wanna see lots of hands up,
65 37 plus 5. Gonna get everyone a chance to think about it.
- 66 *Student:* I had 37 in my head.
- 67 *Teacher:* You had 37 in your head. (*Records an open-number line on the board and writes*
68 *37 at the start of the number line.*)
- 69 *Student:* Then I counted five more.
- 70 *Teacher:* You counted five more, 38, 39, 40, 41, 42 like that? (*Starts at 38, makes four*
71 *jumps, recording a number for each.*) Okay, anybody do it differently? I wanna
72 know what you noticed, did anyone do it differently?
- 73 *Student:* Actually, I ah... broke up the 5 into 3 plus 2.
- 74 *Student:* I think 3, the 27 –
- 75 *Teacher:* Okay to the 37.
- 76 *Student:* Yes.
- 77 *Teacher:* Okay.
- 78 *Student:* And that equals 40.
- 79 *Teacher:* You just knew that one right?
- 80 *Student:* Yeah.

- 81 *Teacher:* Okay, and what did you have left?
- 82 *Student:* And I had left the two.
- 83 *Teacher:* And that left two. So, instead of just making jumps of one you started at 37 and
84 you knew the three more made 40 so you knew you had to add 2 more and that
85 would give you 42. *(Draws an open number line and records 37. Shows three*
86 *jumps and records 40, then shows two more jumps and records 42.)* Yeah? Is that
87 how you were thinking about it?
- 88 *[End of Audio]*