The Donut Task

Teacher: Amanda Smith
District: Lebanon School District
Grade: Kindergarten

Student: This, this is it. *(Student shows 3 counters and 4 counters.)*

Teacher: Do you agree with Jay Clayton? *(Teacher puts up 3 fingers and 4 fingers and engages students in counting all.)*

Students: Yes…7…

Teacher: So what should we do? What should we do down here?

Student: What we have up here that's what we write down here.

Teacher: Oh. Can you show us?

Student: Uh-huh.

Teacher: How many did Cooper say? He had 3 and 4 more.

Student: 7.

Teacher: How do you know?

Student: Because 3 + 4 = 7. *(Student points to 3 counters and 4 counters.)*

Teacher: 3 + 4 = 7. Do you agree with that?

Students: Yeah.

Teacher: Yea, alright. Good job, Alex. Thank you.

GRAPHIC SCREEN:

Are three chocolate donuts and four vanilla donuts more or less than four vanilla and three chocolate donuts?

Teacher: If I can think about my problem as 4 vanilla and 3 chocolate – can I think like that? *(Teacher moves set of 4 counters from the right to the left side and 3 counters to the left to the right.)*

Student: Yes because you can…'cause it still makes 7.

Teacher: Claire says that still makes 7. Do you agree with her?

Students: Yes.

Teacher: Oh, Claire, can you go show us?

Student: If 4 vanilla were over here and 3 chocolate were over here and we switched them, it would still make 7 but it just got switched around. *(Student points to the counters.)*

Teacher: She said, Yetzaira, she said it got what?

Student: 3 plus –

Teacher: Who heard what Claire said? It got – Will?

Students: Switched around.

Teacher: How would we write that?

Students: I know.

Teacher: Let's see. How would we –

Student: If we wrote 4 and then we wrote a plus sign and then we put 3 then we would put…we would put equal and then we would put 7 again. *(Clair points to the display on the overhead.)*

Teacher: Oh. So Claire says that we would do it like this. 4 + 3 = 7. Evan, what are different? What do you notice? *(Teacher records 4 + 3 = 7.)*

Student: This 3 is to the right and this one is to the left.

Teacher: Alright. So you're telling me that it should look like this. It should look like that 3. So is that what you're thinking? So here we have how many? *(Teacher writes 3 correctly.)*

Students: 4.

Teacher: How many? 4, 5, 6, 7. So can we count on and get 7? *(Teacher counts on from 4, touching counters one by one and counting on three more touching her chin.)*

Students: Yeah.

Teacher: Awesome. Great job, boys and girls. Ok now, Cooper. Let's look back down here at what you drew for us. Do you notice anything, Cooper, about what you drew on this side and what you drew on this side in relation to our equations? Hmmm.

Can you tell us? *(Teacher points to Coopers drawing of circles showing 3 + 4 and 4 + 3.)*

Student: There is more over there.

Teacher: You can just tell us, Renee.

Student: I had 3 down; that's for the chocolate. And 4 down; that's for the vanilla. Then…

Teacher: Then what did you draw here?

Student: The vanilla on the top and the chocolate on the bottom.

Teacher: Is that the same as our equations?

Student: Yes, ma'am.

Teacher: So, Cooper, were you already thinking that 3 and 4 and…

[End of Audio]