

Video Transcript

Questions to consider:

1. What is the math that students are working on? What do students understand about addition?
2. What generalizations are students making? How are students describing and justifying their generalizations?
3. How does their cube model relate to the specific example of $23 + 2$? How does the modeling go beyond the specific example?
4. What is the teacher's role in this discussion?

The teacher in this second grade class asked the students to make 25 with two addends. After recording some of their ideas, she asked them to consider something that has come up before...what happens if we change the order of the numbers in addition?

1 **These two numbers that we used, can we switch them around? Can we change the order**
2 **and still get 25? <Yes> So how many people think yes? I hear a lot of yeses.** (The majority
3 of students raise their hands.) **Who's not sure? Is anybody not sure about that?** (Two
4 students raise their hands.) **So one person's not sure.**

5
6 **Boy:** Two [are not sure].
7

8 **Someone who's sure, that they can take two of the numbers that are up here and change**
9 **the order. I'm wondering how would you explain that? ... Does anyone else have another**
10 **one they want to talk about?**

11
12 **Ashante:** $19+6$.
13

14 **OK, so let's find that one, it's way up here. So if I put the 6 first and then the 19, what will**
15 **it be?**

$19+6=25$	$6+19=25$
$15+10=25$	
$20+5=25$	
$12+13=25$	
$5+10+10=25$	
$18+7=25$	$7+18=25$
$0+25=25$	$25+0=25$
$23+2=25$	