60 A 61 ge 62 st

Anab: You see the numbers are still going to be the same. The numbers are the same so it's going to be the same answer. [Points to both of the 266's and then both of the 175's as she speaks].

Why don't you use the marker cause I noticed you kind of pointing to things and explain what you meant about the numbers going to be the same?

Anab: [Takes the marker from the teacher]. This number [points to the 266 in the top problem] and this number [points to the 266 in the bottom problem] and this number [points to the 175 in the top problem] and that number [points to the 175 in the bottom problem] are the same so you are going to get the same answer.

So maybe you might draw lines to and kind of match them up to show which numbers are the same.

Anab: These two [draws a line between the two 266's] and these two [draws a line between the two 175's].

And so what else is going to be the same?

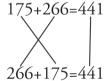
Anab: This one [points to the two 441's or the sums of each problem].

Alright, so maybe you want to fill that in so you think that the total or the sum is going to be the same.

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**Anab:** [Draws a line between the two 441's].



Boy: You're just switching it around.

Amira: Yeah nothing changes. It's just that the other number goes first.