Nikki's Questions, Part 1 (930+377)

- What was hard about it?
- Did the answer go beyond 1000?
- How many hundreds, or if it moves into the thousands, what would be a reasonable answer?
- How many hundreds do you think will be in that final answer?
- Why do you think 13 hundreds?
- So the 9 hundreds and the 3 hundreds put together makes how many hundreds?
- You also pointed out the 30 and the 70. What happens there?
- Rose can you explain what he just said? Why did he think it was going to be around 13 hundreds?
- So what else about Question 5?
- So what was your first step?
- Can you read your equation to me?
- So you took all the hundreds and the tens and put them together. Did anyone else do that strategy? What did you two do to solve? You started with what? What was your starter problem?
- Kiara your strategy was to use all the hundreds and all the tens and then what was the next step after that?
- Did you guys also get 1,307?

Questions Part 2 (623 + 249)

What I'd like you to do for number 2is I'd like you to try what Kieara did for number 5.

(to Kiera) can you try a different strategy for number two?
Maybe trying to make the problem easier to solve?
Thinking about our plus / minus rule? Do you know what I am talking about?
What could Kiera get started with?
What would that turn the problem into?
Did you have a different idea?
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Citations/Resources

Judy Storeygard (ed.) *My Kids Can: Making Math Accessible to All Learners*, *K-5*. 2009. Portsmouth, NH: Heinemann.

Russell, S.J.; Economopoulos, K.; Wittenberg, L.; et al. *Investigations in Number, Data, and Space.* Glenview, IL: Pearson, 2012.