

Transcript: Place Value During Calendar Routines (second grade)

Text on screen: Place Value During Calendar Routines (second grade).

Logo: Count, play, explore—for early education.

On screen: Laura Pesavento, a second grade educator, sits in front of her second grade class. She points to a different part of the classroom as she announces the next activity.

Laura Pesavento: Ready? Calendar.

Children: Yeah!

On screen: Laura speaks to an interviewer.

Laura: I'm really focusing on the ten-ness and one-ness right now, and eventually we're going to do hundreds. But we have a number and I'd say, "How many more to make the next ten?"

On screen: Laura's computer screen is projected on the board. It shows a slide titled "Days of School" with a table that's being used to display the number of school days that have passed. The table has three columns for hundreds, tens, and ones. Below each column is a simple equation with blank squares for adding up the days. Next to the table are small squares that represent one day, a group of 10 squares that represents ten days, and a large group of 100 squares that represent 100 days. The class counts the groups of 10 in the "tens" column.

Laura: How many days have we been in school? How many?

Children: 50.

Laura: Let's count them.

All: 10, 20, 30, 40.

Children: 50.

On screen: Laura types 50 into the corresponding space in the equation.

Laura: 50, plus?

Children: One. 51.

On screen: Then she moves one small square to the “ones” column and types a 1 into that space. She then types 51 into the space after the equals sign, indicating the total of 51 school days.

Laura: Show me with your fingers how many days to 60? Show me. How many days to 60?

On screen: The children hold their hands up, showing 9 fingers.

Laura: So what's our combination? It's one and ...

Children: Nine.

Laura: One and nine makes a 10. Good job.

Text on screen: A special thanks to the children, families, and staff of Cherryland Elementary School, without whose help these videos would not have been possible.

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