

# **Transcription and Summary: Third Grade: Math Block with Waldorf Teacher Mellie: Lesson One**

## **Overview**

This document is a transcription and summary of a Living Lessons Video for a third-grade math lesson conducted by Waldorf teacher Mellie. The lesson focuses on reviewing foundational math concepts and introducing new skills.

## **Lesson Structure**

- **Introduction:** The lesson begins with a warm welcome from Miss Loneman, who emphasizes the importance of building a strong math foundation through review and new concepts.
- **Class Routine:** Each class starts with a verse and ends with a posture exercise to promote focus and strength.

## **Key Concepts Covered**

### **1. Times Tables Review:**

- The lesson includes a review of the times tables, encouraging students to practice skip counting and math sentences (e.g., "2 is 1 times 2").
- Students are encouraged to recite their times tables out loud and use fingers for assistance.

### **2. Practice Techniques:**

- Students can track their progress by marking off completed times tables and using manipulatives like gems and bags to visualize math concepts.
- Fun activities, such as creating a basket of numbers to practice multiplication, are suggested.

### **3. Place Value Introduction:**

- The lesson introduces the concept of place value through a story about a princess and her father's treasury, illustrating how to count and group gems efficiently.

### **4. Vertical Addition:**

- The lesson transitions to vertical addition, teaching students how to stack numbers for addition and regrouping.
- Examples are provided to demonstrate how to add larger numbers by breaking them down into manageable parts.

### **5. Manipulatives:**

- The use of physical objects (gems, bags, buckets) is encouraged to help students visualize and understand addition and regrouping.

## Conclusion

The lesson concludes with a reminder for students to practice their times tables and prepare for the next class, which will continue with more advanced addition techniques. The session ends with a closing verse, reinforcing the connection between hands, heads, and hearts in learning.

## Recommendations for Students

- Practice times tables in order and out of order.
- Use manipulatives to aid understanding of addition and place value.
- Engage in fun activities to reinforce learning concepts.

This lesson aims to create a supportive and interactive learning environment, fostering a love for math in young learners.

1

00:00:00.010 --> 00:00:08.560

Hello and welcome to your first lesson in third grade math with Earth Schooling.

2

00:00:08.570 --> 00:00:15.440

My name is Miss Loneman and happy to start the series of lessons with you.

3

00:00:15.450 --> 00:00:20.990

We will be doing review as well as adding on some new concepts, some new math

4

00:00:21.000 --> 00:00:24.790

skills so that we can have this really strong foundation.

5

00:00:24.800 --> 00:00:29.990

So some things you might already know, it'll be good just to practice them, or

6

00:00:29.340 --> 00:00:32.670

They might be something new that you need to work on.

7

00:00:32.680 --> 00:00:34.510

Let's start.

8

00:00:34.520 --> 00:00:36.790

We'll start each class with a verse and

9

00:00:36.800 --> 00:00:39.970

end each class with standing straight and strong.

10 00:00:39.980 --> 00:00:46.120 Sun and moon and stars above weave within	twenty, twenty, twenty, twenty, twenty,
11 00:00:46.130 --> 00:00:48.060 the heavens blue.	20 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty,
12 00:00:48.070 --> 00:00:52.140 May I on earth a pattern leave in words	21 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty,
13 00:00:52.150 --> 00:00:55.020 and deeds as true.	22 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty,
14 00:00:55.030 --> 00:00:59.030 So each class we are going to review the	23 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty,
15 00:00:59.040 --> 00:01:04.690 times tables and in second grade and first you might have learned them as skip	24 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty,
16 00:01:04.700 --> 00:01:07.250 counting and then the math sentence.	25 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty,
17 00:01:07.260 --> 00:01:11.330 So for example, two, four, six, eight,	26 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty,
18 00:01:11.340 --> 00:01:13.310 ten, twelve, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty,	27 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty,
19 00:01:13.320 --> 00:01:13.310 twenty, twenty, twenty, twenty, twenty,	28

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00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

29

00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

30

00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

31

00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

32

00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

33

00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

34

00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

35

00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

36

00:01:13.320 --> 00:01:13.310

twenty, twenty, twenty, twenty, twenty,  
twenty, twenty, twenty, twenty, twenty,

37

00:01:13.320 --> 00:01:18.450

twenty, twenty, twenty, twenty, 10, 12,  
14, 16, 18, 20, 22, 24.

38

00:01:18.460 --> 00:01:19.570

That's skip counting.

39

00:01:19.580 --> 00:01:21.510

We're skipping over some numbers.

40

00:01:21.520 --> 00:01:34.280

And then we have the math sentence  
which  
is 2 is or 2 equals 1 times 2. 4 equals 2

41

00:01:34.290 --> 00:01:40.410

times 2 and we're going to work on having  
those memorized in order and then out of  
order.

42

00:01:40.420 --> 00:01:42.610

So I'm going to show you some ways to do  
that.

43

00:01:42.620 --> 00:01:45.130

And one way, if you don't quite have the

44

00:01:45.140 --> 00:01:49.190

math sentence, is I think movement and  
just repetition always helps.

45

00:01:49.200 --> 00:01:51.390

So I'm going to teach you a hand clapping game.

46  
00:01:51.400 --> 00:01:53.890

And you start with your patch, so on your

47  
00:01:53.900 --> 00:02:00.470

legs, your thighs, and you say the first number in the two skip counting, which is two.

48  
00:02:00.480 --> 00:02:01.970

So it goes like this.

49  
00:02:01.980 --> 00:02:08.560  
Two is 1 times 2. 1 times 2 is 2.

50  
00:02:08.570 --> 00:02:10.320  
And what's the next one?

51  
00:02:10.330 --> 00:02:13.640  
4 is 2 times 2.

52  
00:02:13.650 --> 00:02:16.330  
2 times 2 is 4.

53  
00:02:16.340 --> 00:02:20.410  
Six is three times two.

54  
00:02:20.420 --> 00:02:23.230  
Three times two is six.

55  
00:02:23.240 --> 00:02:33.670

Eight is four times 2.

56  
00:02:33.680 --> 00:02:36.230  
5 times 2 is 10.

57  
00:02:36.240 --> 00:02:40.110  
12 is 6 times 2.

58  
00:02:40.120 --> 00:02:42.690  
6 times 2 is 12.

59  
00:02:42.710 --> 00:02:46.400  
14 is 7 times 2.

60  
00:02:46.410 --> 00:02:49.020  
7 times 2 is 14.

61  
00:02:49.030 --> 00:02:52.720  
16 is 8 times 2.

62  
00:02:52.730 --> 00:02:55.320  
8 times 2 is 16.

63  
00:02:55.330 --> 00:02:59.030  
18 is 9 times 2.

64  
00:02:59.040 --> 00:03:01.650  
9 times 2 is 18.

65  
00:03:01.660 --> 00:03:07.870  
20 is 10 times 2. 10 times 2 is 20.

66

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00:03:07.880 --> 00:03:11.650  
22 is eleven times two.

67

00:03:11.660 --> 00:03:13.930  
Eleven times two is twenty -two.

68

00:03:13.940 --> 00:03:18.070  
Last one, twenty -four is twelve times two.

69

00:03:18.080 --> 00:03:20.690  
Twelve times two is twenty -four.

70

00:03:20.700 --> 00:03:24.380  
So that, if that's something that you need to learn, you can just practice that

71

00:03:24.390 --> 00:03:29.080  
and somehow just with the movement and saying it you will learn them.

72

00:03:29.090 --> 00:03:36.760  
Another thing you can do is this is graph paper and you can get a book that just is

73

00:03:36.770 --> 00:03:40.990  
full of sheets or you can buy sheets and what I would recommend with working them

74

00:03:41.000 --> 00:03:45.750  
is I have written the 2 through 24 in each class we're going to do a different

75

00:03:45.760 --> 00:03:51.290  
number and so then you have your 2 4 6 8 all, 8, all the way down to 24.

76

00:03:51.300 --> 00:03:56.450  
And then what you can do is write the math sentence after you have that.

77

00:03:56.460 --> 00:04:02.110  
Well, so 2 is 1 times 2.

78

00:04:02.150 --> 00:04:07.320  
And then you can, I'm skipping a line you

79

00:04:07.330 --> 00:04:12.020  
don't have to, so four is two times two.

80

00:04:12.030 --> 00:04:15.480  
Six is, and this is something you can do

81

00:04:15.490 --> 00:04:20.850  
outside of classes just filling that in if your math sentences are something you

82

00:04:20.860 --> 00:04:24.850  
need to work on your times table and then something fun you can do is once

83

00:04:24.860 --> 00:04:32.110  
you have those down and i'll show you next class You can have a little sheet

84

00:04:32.120 --> 00:04:39.750

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with your name and then you would have the 2, 3's, 4's.

85  
00:04:39.760 --> 00:04:43.840  
And whenever you finish the 2's you want to recite them out loud.

86  
00:04:43.850 --> 00:04:45.360  
Two is one times two.

87  
00:04:45.370 --> 00:04:47.720  
And you can use your fingers to help you.

88  
00:04:47.730 --> 00:04:50.300  
Two is four is two times two.

89  
00:04:50.310 --> 00:04:52.180  
Six is three times two.

90  
00:04:52.190 --> 00:04:54.400  
Eight is four times two.

91  
00:04:54.410 --> 00:04:56.370  
So you can use your fingers up to 12.

92  
00:04:56.380 --> 00:05:03.490  
And then you can just give yourself a star or just color it in bold that you

93  
00:05:03.500 --> 00:05:06.170  
have said your 2's all the way up to 24.

94  
00:05:06.180 --> 00:05:08.170

And then you go on to the next one.

95  
00:05:08.180 --> 00:05:11.950  
It's just a good way of keeping track of where you are.

96  
00:05:11.960 --> 00:05:16.530  
And if you have done that, if you say, oh I know my twos, I've said all of them,

97  
00:05:16.540 --> 00:05:21.310  
then you can write all those numbers in the twos table.

98  
00:05:21.320 --> 00:05:27.740  
2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24.

99  
00:05:27.750 --> 00:05:31.360  
Write one of those per piece of paper and

100  
00:05:31.370 --> 00:05:32.680  
then you just take out one.

101  
00:05:32.690 --> 00:05:36.050  
So I have a little basket with the number 14.

102  
00:05:36.060 --> 00:05:39.270  
14 is what times two?

103  
00:05:39.280 --> 00:05:42.610  
Seven.

104

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00:05:42.620 --> 00:05:44.730

Just do one more.

105

00:05:44.740 --> 00:05:51.330

Eight is four times two.

106

00:05:51.340 --> 00:05:53.570

So that's just another way you can practice.

107

00:05:53.580 --> 00:05:55.570

I'm showing you little things you can do

108

00:05:55.580 --> 00:05:59.510

outside of class to help really build those times tables.

109

00:05:59.520 --> 00:06:01.290

Great.

110

00:06:01.300 --> 00:06:03.330

So we're going to move on.

111

00:06:03.340 --> 00:06:07.520

That's just a little intro into how each day we're going to work with a different one.

112

00:06:07.530 --> 00:06:09.920

So tomorrow will be three.

113

00:06:09.930 --> 00:06:13.920

And I'd like to do some review on place

114

00:06:13.930 --> 00:06:16.650

value, which was also part of second grade.

115

00:06:16.660 --> 00:06:19.810

And you may have heard the story of the

116

00:06:19.820 --> 00:06:22.270

king's daughter, the princess.

117

00:06:22.280 --> 00:06:24.370

She was watching every time someone came

118

00:06:24.380 --> 00:06:25.430

to the kingdom.

119

00:06:25.440 --> 00:06:27.850

The king was very generous and he had a

120

00:06:27.860 --> 00:06:31.690

treasury full of these beautiful gems and different coins.

121

00:06:31.700 --> 00:06:37.350

And he would always tell the treasurer, please go and get 23 gems for this fine

122

00:06:37.360 --> 00:06:39.170

prince from the other village.

123

00:06:39.180 --> 00:06:42.290

And so he would go and he would count

124  
00:06:42.300 --> 00:06:50.100  
them out one two three four all the way  
up to 23 and the princess noticed that

125  
00:06:50.110 --> 00:06:54.780  
sometimes oh the prince might start to  
yawn as he was patiently waiting even

126  
00:06:54.790 --> 00:06:56.810  
though they had given him tea and find  
fare.

127  
00:06:56.820 --> 00:06:58.950  
He really needed to get on his horse and

128  
00:06:58.960 --> 00:07:01.470  
go back to his village to do his own work.

129  
00:07:01.480 --> 00:07:03.850  
And sometimes the numbers would be  
very

130  
00:07:03.860 --> 00:07:10.590  
big and he'd say, oh treasure, please go  
collect 157 gems for this fine princess

131  
00:07:10.620 --> 00:07:12.150  
that is visiting my daughter.

132  
00:07:12.160 --> 00:07:14.210  
And the princess would have her tea and

133

00:07:14.220 --> 00:07:19.170  
they'd be waiting and he would count one,  
two, three, all the way up to the big  
numbers.

134  
00:07:19.180 --> 00:07:23.260  
And finally the princess said there must  
be a way to make this quicker for all

135  
00:07:23.270 --> 00:07:25.440  
those who are visiting and for the  
treasure.

136  
00:07:25.450 --> 00:07:27.460  
Oh, he's just in there for such a long

137  
00:07:27.470 --> 00:07:28.640  
time counting out.

138  
00:07:28.650 --> 00:07:30.400  
And she had an idea.

139  
00:07:30.410 --> 00:07:35.200  
She was walking past the tailor and the  
tailor had a little sack and in the sack,

140  
00:07:35.210 --> 00:07:37.650  
she said, well, what is in that sack?

141  
00:07:37.660 --> 00:07:39.130  
And he said, oh my buttons.

142  
00:07:39.140 --> 00:07:43.730  
He says, I put tin buttons in a sack so

then when it's time to make the coats

00:08:13.250 --> 00:08:14.900

I don't need empty sacks, Taylor.

143

00:07:43.740 --> 00:07:47.750

with the tin buttons I know I have tin buttons and I don't have to count them out.

152

00:08:14.910 --> 00:08:17.710

You must be playing a joke on me.

144

00:07:47.760 --> 00:07:50.590

It's very efficient and my work goes quite quickly.

153

00:08:17.720 --> 00:08:23.270

And the prince has stepped up and said, Father, you can put ten gems in each sack.

145

00:07:50.600 --> 00:07:56.810

Ah, she said, can you make my father some bags, some beautiful velvet?

154

00:08:23.280 --> 00:08:28.610

And then when the treasurer goes to count them, he can grab a bag of ten.

146

00:07:56.820 --> 00:07:59.330

He needs velvet sacks for his gems.

155

00:08:28.620 --> 00:08:33.070

Oh, the king said, my daughter is so smart.

147

00:07:59.340 --> 00:08:00.630

And the tailor said yes.

156

00:08:33.080 --> 00:08:34.590

That is a great idea.

148

00:08:00.640 --> 00:08:05.280

And he went and picked out his finest velvet in different colors.

157

00:08:34.600 --> 00:08:37.330

And he rewarded the tailor for the beautiful sacks.

149

00:08:05.290 --> 00:08:09.400

And then he went and presented them to the king.

158

00:08:37.340 --> 00:08:38.970

And the treasurer was happy.

150

00:08:09.410 --> 00:08:13.240

And the king said, well, what are these empty sacks for?

159

00:08:38.980 --> 00:08:41.750

He went quickly put tin, tin, tin in all

151

160

00:08:41.760 --> 00:08:42.290

the bags.	00:09:10.820 --> 00:09:12.750 my father's giving even more.
161 00:08:42.300 --> 00:08:43.980 But then what happened was then the king	171 00:09:12.760 --> 00:09:15.010 And he said, well, why don't you put 10
162 00:08:43.990 --> 00:08:45.800 said, oh, I can give him more gems.	172 00:09:15.020 --> 00:09:17.270 bags into a bucket?
163 00:08:45.810 --> 00:08:48.040 So of course, a knight was visiting from	173 00:09:17.280 --> 00:09:21.170 And then it won't take the treasure so long.
164 00:08:48.050 --> 00:08:56.060 a neighboring village and he said, I'll take 557 gems treasure.	174 00:09:21.180 --> 00:09:27.400 And she had to figure out what would be 10 bags of 10 and that's from our 10
165 00:08:56.070 --> 00:08:59.800 So he was out there counting by tens, counting by tens.	175 00:09:27.410 --> 00:09:34.380 times table 10 bags with 10 gems in each one you might know the answer and
166 00:08:59.810 --> 00:09:02.400 It took quite a long time again.	176 00:09:34.390 --> 00:09:39.920 so she went to the metalsmith and said, can you make the most beautiful copper
167 00:09:02.410 --> 00:09:04.870 The princess watched this and said, hmm,	177 00:09:39.930 --> 00:09:42.600 buckets for my father, for his gems?
168 00:09:04.880 --> 00:09:06.490 what can we do?	178 00:09:42.610 --> 00:09:44.120 And it was, of course, an honor to always
169 00:09:06.500 --> 00:09:10.810 So she went to the tailor and said, now	179 00:09:44.130 --> 00:09:45.360 do things for the king.
170	

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180  
00:09:45.370 --> 00:09:48.080  
So he made these copper buckets and then

181  
00:09:48.090 --> 00:09:49.600  
he presented them to the king.

182  
00:09:49.610 --> 00:09:52.570  
And the said empty buckets wow the tailor

183  
00:09:52.580 --> 00:09:57.450  
brought me empty bags hmm what is my daughter up to and she showed him she

184  
00:09:57.460 --> 00:10:03.410  
said father you can put ten bags in there and then each bucket will have 100 ah

185  
00:10:03.420 --> 00:10:06.020  
the father said I have such a smart daughter.

186  
00:10:06.030 --> 00:10:07.620  
And so the treasure took the beautiful

187  
00:10:07.630 --> 00:10:12.360  
copper buckets and put 10 velvet bags in each one, and they were lined up neatly

188  
00:10:12.370 --> 00:10:13.180  
on the shelf.

189

00:10:13.190 --> 00:10:16.040  
The single gems were lined up, then the

190  
00:10:16.050 --> 00:10:20.960  
bags of 10, and then the bucket that had 110 bags in it.

191  
00:10:20.970 --> 00:10:24.480  
And when people came to visit, they were happy to see the king and they weren't

192  
00:10:24.490 --> 00:10:28.780  
wondering, oh, will I be here so long while he counts out those beautiful gems?

193  
00:10:28.790 --> 00:10:35.170  
So we're going to just look at that because that helps you having those.

194  
00:10:35.180 --> 00:10:38.530  
I lost one of my gems.

195  
00:10:38.540 --> 00:10:43.490  
We're going to be working on vertical addition.

196  
00:10:43.500 --> 00:10:52.080  
So you have probably written your problems for example 20 plus 24.

197  
00:10:52.090 --> 00:10:57.260  
That is a big number to to do in your head.

198

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00:10:57.270 --> 00:11:00.200

One trick is you might say, well, the 1's

199

00:11:00.210 --> 00:11:03.240

0 plus 4 is 4.

200

00:11:03.250 --> 00:11:11.310

And then the 2's 2 plus 2 is 4. 20 plus

201

00:11:11.320 --> 00:11:13.510

24 is 44.

202

00:11:13.520 --> 00:11:16.110

But we want to start to stack things up

203

00:11:16.120 --> 00:11:22.840

so that when we regroup, we carry things over, we can see the gems or the bags

204

00:11:22.850 --> 00:11:23.800

moving over.

205

00:11:23.810 --> 00:11:33.400

So we have our ones place here and we

206

00:11:33.410 --> 00:11:37.760

have our group of 10 in a beautiful velvet bag.

207

00:11:37.770 --> 00:11:48.420

And then we have our bucket, copper bucket, which would be quite big to hold

208

00:11:48.430 --> 00:11:50.340

10 bags.

209

00:11:50.350 --> 00:11:52.730

I'm gonna try to draw 10 bags in here.

210

00:11:52.740 --> 00:11:57.490

I'm doing it quick so that it's starting to look a little funny.

211

00:11:57.500 --> 00:12:03.520

So this is 100.

212

00:12:03.530 --> 00:12:06.720

This is 10.

213

00:12:06.730 --> 00:12:08.420

I'll do it a different color so you can see.

214

00:12:08.430 --> 00:12:12.720

And this is the ones place.

215

00:12:12.730 --> 00:12:15.580

And so now we can line that up.

216

00:12:15.590 --> 00:12:17.140

What was the problem I just did?

217

00:12:17.150 --> 00:12:41.530

It was Four.

218

00:12:41.540 --> 00:12:46.760

And then how many bags of 10?

219

00:12:46.770 --> 00:12:51.340

We have 4. 4 bags of 10 is...

220

00:12:51.350 --> 00:12:53.580

There's 10 in each one.

221

00:12:53.590 --> 00:12:55.720

40.

222

00:12:55.730 --> 00:12:59.820

So we have 44.

223

00:12:59.830 --> 00:13:02.800

Let's do another number.

224

00:13:02.810 --> 00:13:05.740

It's even bigger.

225

00:13:05.750 --> 00:13:12.010

This vertical addition helps us to do really big numbers.

226

00:13:12.020 --> 00:13:31.500

I'm going to do, there were a hundred two bags in 24. 124 plus three.

227

00:13:31.510 --> 00:13:38.800

So we want to line up first.

228

00:13:38.810 --> 00:13:41.760

We always start with the ones when we're adding.

229

00:13:41.770 --> 00:13:48.020

So if we need to regroup and move over, four plus three is seven.

230

00:13:48.030 --> 00:13:52.930

And if you still need to use your fingers, you can hold the bigger number

231

00:13:52.940 --> 00:13:56.090

in your head, 4, and add the 3, 7.

232

00:13:56.100 --> 00:13:58.830

And then, if there's nothing here, we

233

00:13:58.840 --> 00:14:00.270

just move this number down.

234

00:14:00.280 --> 00:14:05.040

We know that there's two groups of 10 and 100.

235

00:14:05.050 --> 00:14:11.400

So then we can say 124 plus 3 is 127.

236

00:14:11.410 --> 00:14:14.340

It's good to practice saying your

237

00:14:14.350 --> 00:14:15.600

sentences out loud.

238

00:14:15.610 --> 00:14:19.980

And I'm going to do a number that's even bigger.

239

00:14:19.990 --> 00:14:29.510

He had 124 gems and he said, let's throw in seven more.

240

00:14:29.520 --> 00:14:31.010

He was thinking.

241

00:14:31.020 --> 00:14:34.410

So now we have seven plus four, so you

242

00:14:34.420 --> 00:14:35.770

can hold seven in your head.

243

00:14:35.780 --> 00:14:36.990

You might just know this.

244

00:14:37.000 --> 00:14:42.110

Some people can imagine in their minds where they move one over to make five and

245

00:14:42.120 --> 00:14:43.740

take one away from the seven.

246

00:14:43.750 --> 00:14:45.960

Or you could say seven.

247

00:14:45.970 --> 00:14:55.180

Now I can't put 11 here because anytime there's 10, I have to bag up 10 and carry.

248

00:14:55.190 --> 00:15:03.100

So if I have 11, how many gems do I have left over where there's just one?

249

00:15:03.110 --> 00:15:06.540

And I have one group of 10.

250

00:15:06.550 --> 00:15:11.970

So 11 is 10 plus 1.

251

00:15:11.980 --> 00:15:17.570

So I have 1 and then I have one group of 10, which I'm showing right here.

252

00:15:17.580 --> 00:15:18.470

I'll do it in red.

253

00:15:18.480 --> 00:15:21.470

I move this over.

254

00:15:21.480 --> 00:15:27.160

So now I have two bags and I have one more bag.

255

00:15:27.170 --> 00:15:28.880

I had to create a bag.

256

00:15:28.890 --> 00:15:30.740

So I have how many bags?

257

00:15:30.750 --> 00:15:32.520

Three.

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258  
00:15:32.530 --> 00:15:35.340  
And how many buckets?

259  
00:15:35.350 --> 00:15:36.080  
One bucket.

260  
00:15:36.070 --> 00:15:41.600  
So now we can say our math sentence  
124

261  
00:15:41.610 --> 00:15:44.980  
plus 7 is 131.

262  
00:15:44.990 --> 00:15:47.840  
So now you can do really big numbers  
with

263  
00:15:47.850 --> 00:15:49.590  
this vertical addition and regrouping.

264  
00:15:49.600 --> 00:15:51.010  
Let's do one more.

265  
00:15:51.020 --> 00:16:02.770  
And I will bring next class, you might  
want to have some manipulatives.

266  
00:16:02.780 --> 00:16:06.740  
It's really good in math to still be  
working with a concrete object.

267  
00:16:06.750 --> 00:16:11.420

So you could have gems and then some  
bags  
that you have put tin in.

268  
00:16:11.430 --> 00:16:16.640  
Maybe you have a bucket so that they can  
see or you can see when you're adding

269  
00:16:16.650 --> 00:16:21.540  
these 10 together you have to put them in  
a bag and physically move them over.

270  
00:16:21.550 --> 00:16:24.740  
So we'll do one more we'll do an even  
bigger number.

271  
00:16:24.750 --> 00:16:33.670  
I'm going to stick with my 124 plus 38.

272  
00:16:33.680 --> 00:16:36.790  
So we always start in the ones.

273  
00:16:36.800 --> 00:16:42.610  
8, 12.

274  
00:16:42.620 --> 00:16:50.640  
So 12 is one group of 10 plus two gyms.

275  
00:16:50.650 --> 00:16:56.780  
So how many gyms after we've bagged up  
10  
do we have left?

276  
00:16:56.790 --> 00:16:58.360

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Two.	124 plus 38 equals, this is an equal sign
277 00:16:58.370 --> 00:17:03.600 And how many bags are we going to take over?	287 00:17:32.630 --> 00:17:34.880 now, 162.
278 00:17:03.610 --> 00:17:05.640 One.	288 00:17:34.890 --> 00:17:39.720 So we were writing equal this way when we
279 00:17:05.650 --> 00:17:07.800 One group of 10.	289 00:17:39.730 --> 00:17:44.900 were going across horizontally and now this line is our equal sign.
280 00:17:07.810 --> 00:17:10.490 So this little one is a group of ten that's been moved over.	290 00:17:44.910 --> 00:17:47.080 One straight line.
281 00:17:10.500 --> 00:17:12.230 Let's add all these together.	291 00:17:47.090 --> 00:17:49.200 Great.
282 00:17:12.240 --> 00:17:16.510 One, two, three, six.	292 00:17:49.210 --> 00:17:58.570 So we'll stop there and I would recommend
283 00:17:16.520 --> 00:17:21.710 And then we're going to bring our one down.	for next class having some gems and some
284 00:17:21.720 --> 00:17:24.440 And now let's say that big math problem	293 00:17:58.580 --> 00:18:04.600 bags or something if your child still needs those concrete objects, to write
285 00:17:24.450 --> 00:17:25.600 that you just did.	294 00:18:04.610 --> 00:18:07.980 out your twos and practice them in order.
286 00:17:25.610 --> 00:17:32.620	295 00:18:07.990 --> 00:18:10.740 If you have them solid in order, then you

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296

00:18:10.750 --> 00:18:14.400

can start to do where you are saying them out of order.

297

00:18:14.410 --> 00:18:20.800

And then we will continue with our regrouping, working on that.

298

00:18:20.810 --> 00:18:24.060

We're going to end with a verse.

299

00:18:24.070 --> 00:18:25.040

Thank you so much.

300

00:18:25.050 --> 00:18:28.620

It's been a pleasure to start this math journey with you today.

301

00:18:28.630 --> 00:18:31.530

Our work for now has ended.

302

00:18:31.540 --> 00:18:33.330

Our time for now has done.

303

00:18:33.340 --> 00:18:35.810

Our busy hands have served us well.

304

00:18:35.820 --> 00:18:39.430

Our hands, heads, and hearts are one.

305

00:18:39.440 --> 00:18:48.180

Goodbye and thank you.