

## Mathematics Knowledge and Skills: Number Concepts: Setting-the-Table

Teacher: You want to count them? You want to count how many plates for me?

Boy: [inaudible]

Teacher and Boy: One, two, three, four, five, six, seven, eight.

Teacher: Eight plates. Boy: Yeah, now I need...Is that for the big table? Eight of them?

Boy: Nope.

Teacher: Yeah? And then over there, you only need five, because it's a small table.

Boy: Eight.

Teacher: Very good.

Boy: These plates are pretty heavy.

Teacher: They're pretty heavy?

Boy: Yeah.

Teacher: So, they're not light. Okay, Kierra, what do you think you need next? The plates or the cups?

Kierra: The plates.

Teacher: Okay, do you want to set the big table or the little table?

Kierra: The big table.

Teacher: The big table? So, do you need the bigger stack or the smaller stack for the big table?

Kierra: The smaller stack!

Teacher: Are you sure?

Kierra: Yeah.

Teacher: Will they all fit on the little table?

Kierra: No.

Teacher: No?

Boy: Now, the spoons.

Teacher: Now the spoons? Okay. Do you want to count your spoons? Can you count how many of them?

Boy: I want to do it like before.

Kierra: We need more. We need three more.

Teacher: Three more, that's right. There you go.

Boy: [Inaudible]

Kierra: And then the spoons.

Teacher: Then the spoons. Okay, do you need eight of them?

Kierra: Yeah!

Teacher: Now let's count eight spoons.

Kierra: One, two, three, four, five, six, seven, eight.

Teacher: That's right. Good. Now, you know how many you have. That's good.

Kierra: Eight?

Teacher: Mm-hmm. Don't forget these two.

Boy: All the spoons are...

Teacher: Are those extras? Yeah? So, maybe we need the porch table.

Boy: I like... I'd like to do that table.

Teacher: At the lab table? Okay, go ahead.

Boy: The little table.