

## Clinical Interview — Grayson Wheatley

### Transcript, Part 1: Mental arithmetic

(“G” is Grayson Wheatley; “S” is the student.)

G – OK, so Julia, I am interested in how you think about mathematics. So, I would like for you to talk to me a little bit about a couple of problems. Let me just start with: What would  $21 + 19$  be?

S – 40

G – How did you think about that?

S – I just did 20 and then 10 and 9 and 1.

G – Where did that 20 come from that you used?

S – 21

G – So you took the 20 from the 21 and what did you do next?

S – I took the 20 and the 10 from the 19 and put the 9 and the 1 together.

G – OK, great. See, I am interested in how you are thinking about that. What would 32 and 18 be?

S – 50

G – And how did you think about that?

S – 30 and the 10 would be 40 and then the 8 and the 2.

G – What would 100 minus 65 be?

S – 40 no 35.

G – And how did you think about that?

S – I subtracted.

G – And how did you subtract?

S – I added 65 to 100.

G – So you have 100. Did you start with 100? And, then what did you do next?

S – I started with 60. I went up to 100.

G – So you built up.

S – And then I went back 5.

G – So when you start at 60 and said up to 100 was?

S – 40 and then subtracted.

G – Interesting way of doing it. There are many ways to approaching the problem, but that is really a neat way of thinking about it. Lets see... 105 minus 12.

S – 92

G – Tell me how you thought about it.

S – I took the 12 and I minused from the 105...

G - So started from the 102.

S – You said 105.

G – Oh, so you started with the 105 and what did you do next?

S – Subtracted 10 from that.

G – OK, you subtracted 10 and that gave you...

S – 10 from 105...95 and then minus 2.

G- OK, so you broke that up and subtracted the 10 and then the 2. Interesting way of thinking about it.