MIA BULJAN: Turn to the person next to you and tell them how many dots you used.

STUDENT: I used seven dots.

MIA BULJAN: The tools box is a long term goal and my immediate goal is to get them through a dot talk in a really structured way. And so, I think I'm making the right choice, um, they'll let me know if I did it wrong. Their feedback is pretty immediate.

MIA BULJAN: I am super interested...Cial, how do we sit on carpet? Thank you, Anthony, for turning forward. Good job. Ashley is always ready. I love it. So friends, I saw people doing it lots of different ways. Natalie had a strategy. Natalie, raise your hand. Natalie had an interesting strategy. I saw her do this. I want you to watch what Natalie did and I want you to see if it's kind of like what you did. When she was building hers, she did this first. Did anybody fill that part first?

STUDENTS: Yeah.

MIA BULJAN: How many is in that part?

STUDENTS: Five.

MIA BULJAN: Show me on your fingers how many is in that part. Don't yell it out -- tell your hand how many are in that part. Everybody, how many are in that part?

STUDENTS: Five.

MIA BULJAN: Did anybody else see this group of five just like Natalie did? And then Natalie, what else did you do?

STUDENT: I added two more.

MIA BULJAN: Here's the two more that she added. Does everybody see what Natalie did, that she made a five part and a two part? That was Natalie's way. Thank you, Natalie. Did anybody do it differently? Sayana?

STUDENT: I use the (inaudible) first and then I add the five.

MIA BULJAN: Which two? This two over here? Oh! So she had a two part and then where's the five that you saw, Sayana? The same five that Natalie saw? Okay, can you tell her, "I saw the same five?"

STUDENT: I saw the same five.

MIA BULJAN: Tell Natalie.

STUDENT: I saw the same five.

MIA BULJAN: So Natalie, she did this. Do you agree that she saw the same five? Say, "I see that you saw it."

STUDENT: I see that you saw it.

MIA BULJAN: Hang on. Okay, this is Sayana's way. Two and five. Anybody see it differently? Josie?

STUDENT: Four.

MIA BULJAN: Where did you see four?

STUDENT: Um...

MIA BULJAN: Do you want to come show me with your finger? Okay. Sometimes it's hard to describe from way back there. She's going to come show us. Everybody see that little box? It has 1, 2, 3, 4 part. So anybody build the four first? Anybody see that four part? You know what, in math sometimes somebody has our idea, Philip, but it's still our idea, so we can go me too. Show me like this -- me too. So who else did four? Me too, I did four. Some of you did. So you did four and then what did you do?

STUDENT: Um, three.

MIA BULJAN: All three of those together? And this is Josie's way. Thank you, Josie. Did anybody else do it like Josie, had a four part and a three part? Kalaya, do you remember what you did? Was it like that or different?

STUDENT: A little bit the same.

MIA BULJAN: A little bit the same? You want to try and describe it to us? You can hold on if you want. Do you want a minute or do you want to pass? A minute? Okay. Rahahn, what did you do?

STUDENT: A four at the bottom.

MIA BULJAN: Tell me about the four at the bottom. Isaiah.

STUDENT: It looks like a box.

MIA BULJAN: Is it the same four that Josie saw? But you're looking at this one down here? Okay. And then what did you do, Rahahn? You had this four and then what did you do?

STUDENT: The three.

MIA BULJAN: You also saw the three? Like that?

STUDENT: Teacher, they need Daniel. Daniel.

MIA BULJAN: Daniel was late for math class so he can't leave. Who else do they need?

STUDENT: Daniel.

MIA BULJAN: Okay, come sit down, Cindy. I'm scared to death that he's going to miss more math so go ahead and have a seat, Cindy, I'll take care of that for you. Thank you, sweetheart. Rahahn saw four and three. Is that accurate, Rahahn? Okay, excellent! La'Nya, what did you see?

STUDENT: I saw six.

MIA BULJAN: Where did you see six? Hold on one second. Before you show us, everybody, let's think. She says, "I saw six." Does anybody else see a six in that picture? Philip, come over here. I want you to really look at this and think about where you see a six. "I saw six."

STUDENT: That's weird.

MIA BULJAN: Some people think it's weird. Who thinks they might see six? Might see six. So if you think that you see six, I want you to watch very closely and see if her way is like your way. Where did you see six? Oh! Can you circle it for us? Do you believe there's six there?

STUDENTS: Yeah.

MIA BULJAN: Should we count them?

STUDENTS: Yes.

MIA BULJAN: Let's count them. Everybody, let's count. 1, 2, 3, 4, 5, 6. She saw a...did anybody see it that way? Is that what you were thinking she saw? Or did you see it a different way?

STUDENT: Different way.

MIA BULJAN: Different? Good. And then what did you see, Lala.

STUDENT: Um, one.

MIA BULJAN: And this one was separate? Six and one. This is La'Nya's way. Thank you. Um, Trini saw six. Trini, where are you? No, no, not Trini. Jania and Dallon. I both saw them doing the same thing. Thank you, Sarye, for asking so nice. Dallon and Jania, can you raise your hands? There they are. They weren't even sitting next to each other but they did the same thing. You want to see what they did? They built it like this. How much is that?

STUDENTS: Three.

MIA BULJAN: But look at what they noticed. What's on the bottom?

STUDENTS: Three and three.

MIA BULJAN: So that's a double. We call that a double in math. Philip, do you see the three and three, the double?

STUDENT: Yeah.

MIA BULJAN: What's three and three?

STUDENT: Six.

MIA BULJAN: So they also had three and three is six. And then what else do you see?

STUDENT: One more.

MIA BULJAN: Natalia, they had one more. Just like she had one more, they had one more -- six and one. This was Jania and Dallon. They both built it just like that, right in front of me. Andrea, one more. Are you with Ms. Garcia?

STUDENT: No, I'm with Ms. Marti.

MIA BULJAN: Can you go to room 21 and give that to Ms. Bertha? There's a note on the back for her, okay? What did you say? What did you say, Malachi? Tell us.

STUDENT: I just saw (inaudible) ones.

MIA BULJAN: But you said something, you said, "That looks the..."

STUDENT: Same.

MIA BULJAN: Who else thinks that Andrea's way looks like somebody else's way? He said those look the same to him. What did he see that made him think they were the same? Tell your hand. This is Andrea's way, who else look like Andrea's way? Who else made it like Andrea's way? Tell your hand. I shouldn't hear you. No, no, no, John Carlo. Natalie, who made their way like Andrea's way?

STUDENT: La'Nya.

MIABULJAN: Here's La'Nya's way and here is Andrea's way. La'Nya, do you agree that Andrea's way is like your way? Do they look the same to you too? So can you name the parts that she used, La'Nya? Andrea used which two parts? She used a six and a...

STUDENT: One.

MIA BULJAN: Andrea, thank you for sharing. Diva, we have room for...oh goodness, John Carlo. We have room for more. You want to tell us, Diva? What did you do? That is not what I was expecting but I love this idea. Boys and girls, this is Diva's idea. She says, "I did five and then I did two." Do you see the five that she made?

STUDENTS: Yeah.

MIA BULJAN: Is it too far down?

STUDENT: Yeah.

MIA BULJAN: Okay, let me pull it up for you.

STUDENT: That's the biggest page ever!

MIA BULJAN: It's a huge page, I know.

STUDENT: Why did you buy it?

MIA BULJAN: I didn't buy it. Everybody see Diva's idea now?

STUDENTS: Yeah.

MIA BULJAN: Daniel, where's our five?

STUDENT: The five is next to the two.

MIA BULJAN: Come point to it. Where's her five part? Diva, I want you to watch and make sure he's using your five part.

STUDENT: Excuse me.

MIA BULJAN: Thank you. Aww, that was so nice and Sarye, you are so sweet to move like that. Thank you. Where's her five? Is that correct, Diva?

STUDENT: Yeah.

MIA BULJAN: And that's the same five that you saw? And then where's her two, Daniel? You got to tell him that's right. Daniel, check with her. Ask her if that's the one. Say, "Is that the two that you saw?"

STUDENT: Is this the two that you saw?

STUDENT: Yes.

MIA BULJAN: Excellent work, Daniel. Thank you, Diva. We understand what you did. Now let me ask you this. How many -- Dallon -- how many dots...oh, that's not going to work, Anthony. That's not good. That's not good. Bad things are going to happen. How many dots did we use today? How many dots did we use today? Tell your hand first. Show me on your fingers how many dots was it. Show me with your fingers. Show me with your fingers. I mean everybody. Cial, everybody. Everybody's got to show me on their fingers. Everybody. Everybody's got to show me on their fingers how many dots was it. Everybody, shout it out. How many dots was it?

STUDENTS: Seven.

MIA BULJAN: Let's just count. 1, 2, 3, 4, 5, 6, 7. Excellent! Boys and girls, today our next thing that we're going to do is...