

Building Classroom Climates -- 2nd Grade – Engaging in Mathematical Discourse –
Video transcript from Day 14: Inviting students to compare strategies and answers

MIA BULJAN: You keep telling me that. You're not done until you convince someone else besides Dallon. Watch. Can you count those for us?

STUDENT: 10, 20, 30, 40, 50...by ones or tens?

STUDENT: Tens.

STUDENT: Okay. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120.

MIA BULJAN: Is that what you expected him to do?

STUDENT: No.

MIA BULJAN: So when you want him to switch to ones, your tools should also switch to ones so that he knows that. So where do you want him to count tens and where do you want him to count ones?

STUDENT: So you can say one one tens too, right?

MIA BULJAN: Um, so tell him.

STUDENT: So...

MIA BULJAN: How do you want him to count them? Sarye, that's not going to happen. Sit flat, please. Go ahead.

STUDENT: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

MIA BULJAN: You understand what she did? How was her way different?

STUDENT: I was counting by tens, she was counting by ones.

MIA BULJAN: And is that something we can do?

STUDENT: Yeah.

MIA BULJAN: Yeah, but you know what? She was making the number 58. She wasn't making the number 12 and she wasn't making the number 120. She was making the number 58.

STUDENT: Or 11.

MIA BULJAN: Oh, is it 11?

STUDENT: Yeah.

MIA BULJAN: Sorry. Okay, so...show him how you counted 58.

STUDENT: I started counting like this: 10, 20, 30, 40...no. 10, 20, 30, 40, 50, 51, 52, 53, 54, 55, 56, 57.

MIA BULJAN: Oh, we want 58.

STUDENT: I remember she did it like last time.

MIA BULJAN: She did do this last time. Okay, so 58. So here are the ones she's counting by tens and here are the ones she's counting by...

STUDENT: Ones.

MIA BULJAN: Ones. So my question to you, Sayana, is since you're counting these by tens and counting these by ones, should you be using the same tool or should you switch?

STUDENT: I should switch.

MIA BULJAN: So which one would you switch, this one or this one? The tens or the ones? The ones? So what could you use to show ones? To show him that you mean these are ones, what could you use?

STUDENT: I can use one of these.

MIA BULJAN: Alright, so let's try that. So we have 50, 51. Show me 51. Okay, 52.

STUDENT: 55, 56, 57, 58.

MIA BULJAN: So now you count these, Sayana. Count these.

STUDENT: 10, wait. 10, 20, 30, 40, 50, 51, 52, 53, 54, 55, 56, 57, 58.

MIA BULJAN: And how would you count it, RJ?

STUDENT: Um...I would...

MIA BULJAN: Just count it for us.

STUDENT: 10, 20, 30, 40, 50, 51, 52, 53, 54, 55, 56, 57, 58.

MIA BULJAN: That's kind of like the same way though.

MIA BULJAN: That was exactly the same way, right? So it's interesting...hold on. This is me ignoring you. Oh, I'm ignoring you. Off you go. Talk to each other. Talk to each other. All you have to do is talk to each other. Go find a spot on the carpet and talk to each other.

STUDENT: I didn't talk to them.

MIA BULJAN: You didn't talk to them? Then you're not done. Everybody go sit on the carpet. Talk it up.

STUDENT: I am done though.

MIA BULJAN: You're not done until you talk to them about what you did. So...I'm ignoring you. Go talk. So, um, my question, Sayana, is you have all these tools and some tools can show tens and some tools can show ones, and right now you're using the same tools to show tens and to show ones, but part of

being "mathy," part of the math is to pick a tool that tells him how to count. You know how to count. You know what you mean by this, right? But you need to make sure that anyone can know what you mean by this. So picking your tool is not just for you, is to communicate to somebody else. So when you want him to count, you might not be there to count and tell him that these are ones. Do you see what I'm saying? And he asked you, "Are these tens or are these ones?" He knew you could do that but switching back and forth made it a little more confusing. So these are one tool that you could use to show one. Look in your bag and show me something else you could use to show one instead of ten. What else could you use? These?

STUDENT: Yes.

MIA BULJAN: What else? Show me more. Find something else. What could be a one besides these cubes? Oh, that...do you agree that you could count this as one?

STUDENT: Yes.

MIA BULJAN: What else? Show him something else.