

MIA BULJAN: Who can make our problem match four purple frogs? Okay, who was not heard from? Everybody's had a chance today because we're so little. Arielle.

STUDENT: I already got a chance.

MIA BULJAN: Can you make it match four purple frogs? She can get up. Four purple frogs. Here's the pond. So it's four purple frogs in the pond. Let's count.

STUDENT: 1, 2, 3, 4.

MIA BULJAN: Did she make it match?

STUDENTS: Yeah.

MIA BULJAN: Five blue frogs come to join. Who can make it match? La'Nya, make it match.

STUDENT: Here you go!

MIA BULJAN: Thank you, Afolá. Let's count. 1, 2, 3, 4, 5.

STUDENTS: 1, 2, 3, 4, 5.

MIA BULJAN: Did La'Nya make it match?

STUDENTS: Yes.

MIA BULJAN: Can you think of a question we could ask right now? What question could we ask right now, RJ?

STUDENT: Four plus five equals.

STUDENT: How many frogs in all?

MIA BULJAN: How many frogs in all? Who can answer that question? Natalia, who can answer that question? How many frogs in all? Bebe?

STUDENT: Um... So, like...

MIA BULJAN: RJ, listen.

STUDENT: So, like, four plus five equals nine.

MIA BULJAN: Interesting. What's another question we could ask? Mark?

STUDENT: Four plus five equals.

MIA BULJAN: So we're looking for a question.

STUDENT: Oh.

MIA BULJAN: That's a math sentence and that has to match the question but we need a question first.

STUDENT: Oh.

MIA BULJAN: So the first question that RJ came up with was how many frogs are there in all. What's another question we could ask? Bebe?

STUDENT: Um, is it a minus problem or a plus problem?

MIA BULJAN: Interesting. The problem that RJ did, was it put together or take apart?

STUDENTS: Put together.

MIA BULJAN: Listen. He said, "How many frogs are there in all?" Was that putting things together or taking things apart?

STUDENTS: Putting things together.

MIA BULJAN: Sayana, can you think of a different question?

STUDENT: Is there...how many frogs in all that she counted?

MIA BULJAN: How many frogs in all that she counted? Would that be put together or take apart?

STUDENT: Put together.

MIA BULJAN: RJ, shh. Afola.

STUDENT: How many frogs will leave the farm?

MIA BULJAN: It's interesting that Afola asked how many frogs will leave the pond because her problem wasn't done. She said there were four purple frogs. Do we match?

STUDENTS: Yeah.

MIA BULJAN: Do we match?

STUDENTS: Yeah.

MIA BULJAN: She said, "Five blue frogs come to join." Did we match?

STUDENTS: Yeah.

MIA BULJAN: She said, "Two of the purple frogs hop away." Can you make it match? Natalia, make it match. Now what could our question be? Sayana?

STUDENT: How many frogs in all do we have in the frogs that she...that she got?

MIA BULJAN: What? Say it again. Use about ten less words though.

STUDENT: Do we have in the frogs...wait. How many frogs do we have now?

MIA BULJAN: How many frogs do we have now? I like it, Sayana. Who can think of a different question? Yes, you use a lot less words. You counting the words?

STUDENT: Yeah.

MIA BULJAN: What's another question, Cial?

STUDENT: How many frogs are left?

MIA BULJAN: How many frogs are left? Are we putting frogs together or taking frogs apart now?

STUDENT: Taking frogs apart.

MIA BULJAN: Taking frogs apart. So how many frogs are left? Who thinks they can answer? How many frogs are left? RJ, I need you to settle down. Alina, how many frogs are left?

STUDENT: Seven.

MIA BULJAN: Prove it. John Carlo, prove it. Oops, Alina's going to prove it. See if she's going to need it.

STUDENT: This is mine.

MIA BULIAN: John Carlo, prove it.

STUDENT: So this is 1, 2, 3, 4, 5, 6, 7.

MIA BULJAN: Ahh! Thought of it as a five part and a two part? So listen to it. "There were four purple frogs. Five blue frogs came to join. Two of the purple frogs hop away." Here is our question: How many frogs are left? Did we answer her question?

STUDENTS: Yup.

MIA BULJAN: Everybody tell me. How many frogs are left?

STUDENTS: Seven.

MIA BULJAN: Very well done. We also have a problem from Josie and a problem from Cindy. Cindy, did you do the eggs? Who did the eggs?

STUDENTS: Me.

Building Classroom Climates -- 2nd Grade – Engaging in Mathematical Discourse –  
Video transcript from Day 158: Engaging in devising students' own problems

MIA BULJAN: Oh, Sayana has a problem and Natalie has a problem. So we will wait for those for tomorrow and then I'm dying for you all to make your problem. Yes, right now is recess. You know who needs recess right now?

STUDENT: Who?

MIA BULJAN: Me!