

MIA BULJAN: Can you remind me what happens on carpet? Where are you supposed to sit? Does anybody remember?

MIA BULJAN: I use the carpet quite a bit, maybe more that I should but, you know, at their desk they're just so far away. Like, that kid is so far away and there's no good place to stand for everybody or whatever, and so they're far away and they hide. They hide behind the book, or they hide under their desk where they do things, or they hide... and I just, um, there's something I like, gathering them in, in this sort of almost like, its' almost like a pow-wow feeling. Like, we're gathering in on this idea, we're gathering in on this activity, so if I need their full attention, I'll often do it on the carpet.

MIA BULJAN: Natalie? It's the same spot you sit at yesterday. The same spot that we've been sitting. Can everyone remember their spot?

STUDENT: Yes.

MIA BULJAN: And what about my friends in the back row? Do you have a spot?

STUDENT: Yes.

MIA BULJAN: Okay. And up what else do we know about sitting on the carpet? What does it look like when we sit on the carpet? Look like, picture it in your head.

MIA BULJAN: So, we started on the carpet, um, because I wanted to talk to them in sort of like ah, um, more intimate sort of way about how we are going to relate to each other doing math and I wanted to introduce this idea about tools. It's a really big idea um at this grade level. The idea that we could have different tools for different things, and uh, have different attributes.

MIA BULJAN: Were gonna put some of those sticks in our bag.

STUDENT: [groans] Aww, I thought that we were finished.

MIA BULJAN: So, we can always do this again but right now we have some other stuff so what we're going to do is, listen... I'll wait. I will wait. Your gonna put this many of the 10 sticks

STUDENT: Aww

MIA BULJAN: the ten sticks look like this; they are the long sticks. So, tell your hand how many is that.

MIA BULJAN: Your gonna put this many of the 10 sticks...

STUDENT: Aww

MIA BULJAN: the ten sticks look like this; they are the long sticks. So, tell your hand how many is that. Everybody tell me what number is this?

STUDENT: 40

MIA BULJAN: Can I ask you this. Am I going to count it like this? 10, 20, 30, 40... Am I done? No, I actually need 40 of these sticks, so how many are in my hand right now? Count them with me 1, 2, 3, 4, 5. Am I done or should I keep counting?

STUDENT: Inaudible.

MIA BULJAN: Definitely keep counting. You're also gonna to get some of the units. You're gonna need this many.

I want them with their tool bags making decisions, good or bad, about the tools they are choosing to use.

Everybody tell me how many are you gonna get?

STUDENT: Twenty-five.

MIA BULJAN: Excellent, give me a thumbs up if you think you can quietly head back to your desks and count those out into a bag.

STUDENT: Counting.

MIA BULJAN: Wait a second, do you guys have enough?

STUDENT: Yeah.

MIA BULJAN: Sweetheart, thank you. Girls, here's what I need you to do. Look at the floor and make sure there's no pieces on the floor.