

Building Classroom Climates -- 2nd Grade – Making Sense of One's Own and Others' Learning
Video transcript from Day 110: Using problem structure to deepen student thinking

MIA BULJAN: Just because he thinks you're right or you know it's right?

STUDENT: It's right.

MIA BULJAN: How do you know it's right?

STUDENT: Because it's sixteen soldiers plus seven...nine...

STUDENT: Seven plus nine.

MIA BULJAN: Oh, seven plus nine?

STUDENT: Yeah.

MIA BULJAN: That's a put together problem?

STUDENT: Yeah.

MIA BULJAN: See if you can find one that is a takeaway problem.

STUDENT: But there's two already here.

MIA BULJAN: Which one of these is take apart?

STUDENT: But there's two already.

STUDENT: Okay, I'll try to do the second one. I think it's more than twelve.

MIA BULJAN: How could you check? How could you keep track of it? Is this seventeen here?

STUDENT: Yeah.

MIA BULJAN: You sure?

STUDENT: Yeah.

MIA BULJAN: You don't sound sure.

STUDENT: 1, 2, 3...

STUDENT: Teacher?

MIA BULJAN: Is this independent? Who could you ask instead of me?

STUDENT: 1, 2, 3, 4, 5, 6, 7...

MIA BULJAN: Who can help you? Are you having a problem with someone in your group? So you're going to have to find somebody that you trust outside of your group. Natalia, come here. It's okay.

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You're learning. So, who do you trust that you could talk to about a problem? Not in your group; someone outside your group. Go look at the other groups and come back with a name.

MIA BULJAN: You sure?

STUDENT: Yeah.

MIA BULJAN: Okay. So how many parachuted out?

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

MIA BULJAN: I have to say, Rahahn, I found it very helpful the way that you kept the ones that parachuted out over here and the ones that were in the helicopter here. So how many are left on the helicopter?

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

MIA BULJAN: I'm convinced. That was really helpful for me.