

MIA BULJAN: So great job on using your tools today. And also today we did our very first problem solving workshop where you got to figure out a problem all by yourself. And I saw some really interesting strategies. First of all, was this a put together or take apart?

STUDENTS: Put together.

MIA BULJAN: And I saw people counting them together. And what were our two numbers again? How many stickers did Diva have? Right, when we first learned, but how many did we build back in our desk?

STUDENT: Eighteen.

MIA BULJAN: Eighteen. And then how many did she go to the store and buy, Josie?

STUDENT: Seven.

MIA BULJAN: Seven. And there was lots of ways to show those. Can I show you a couple of things I saw? Mark, eyes up here. You want to see a couple of things?

STUDENTS: Whoa!

MIA BULJAN: I know, right? I saw people building eighteen. Like, Natalie did this. She used one ten stick and all of these cubes. So she counted like this. Watch her count. Natalie, do you remember how you counted? You went like this. What was this?

STUDENT: Ten.

MIA BULJAN: Ten and then... Does everyone see the 10 and the 8?

STUDENT: Mm-hmm.

MIA BULJAN: And how much is 10 and 8 together?

STUDENTS: 18.

MIA BULJAN: Yeah. So see how she made her 8 with some ten sticks and some ones? And then I saw some other people who made one long train with their cubes. How many people made one long train with their cubes? Excellent! So let's count and see if we did it right. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

MIA BULJAN: Excellent! What was it Bebe? 18 or 19?

STUDENT: 18.

MIA BULJAN: 19?

STUDENT: 18.

MIA BULJAN: 18? You sure? Which one?

STUDENT: 18.

MIA BULJAN: You're positive? Now you have me questioning it. Can we count one more time? Just to be sure. Count one more time. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

MIA BULJAN: Excellent! Now, I also saw people using the cubes to make the 7 part and using the blocks to make the 7 part. So let's make sure we have 7 here. Count with me. 1, 2, 3, 4, 5, 6, 7.

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

MIA BULJAN: And these weren't stuck together but a lot of people did this. Let's count them. 1, 2, 3, 4, 5, 6, 7.

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

MIA BULJAN: Did everybody get the same answer or did some of us get different answers?

STUDENTS: Same.

MIA BULJAN: All the same or some different?

STUDENTS: Different.

MIA BULJAN: Some different. And remember in math class all we can do, Malachi, all we can do is get an idea and test it. So how many of you had to test your idea by counting it with someone? So everybody had one of these? John Carlo, did you have one of these or a different one? You also had 25. Kalaya. You can do a me too. Does everybody see their answer up here? Give me a me too if you see your answer up here. Alright! So tomorrow when we do math you guys get to prove to me which one is correct. I'm super excited to see what you do.