

MIA BULJAN: So, what are some things you are saying when you share?

MIA BULJAN: A lot of what you'll see today is me sort of going back to the beginning about what does it look like, what does it sound like when we are doing this? How do we know it's mathematical?

STUDENT: Sharing is kind of like taking turns and also...

MIA BULJAN: So what do you say when you're taking turns? What's something that should come out of your mouth? Should you say, "Give me that!"

STUDENTS: No!

MIA BULJAN: What should you say?

STUDENT: Please, can I have it?

MIA BULJAN: Please. May I?

STUDENT: Thank you.

MIA BULJAN: Yeah, say thank you when you're done. And Trinity said, "You're welcome!" Can I borrow? Sometimes you want something, Malachi and someone's using it and so you might have to wait your turn, and that sounds like this: I want to do that next or can I do that with you? What are we saying when someone tells us their answer, Leilani?

STUDENT: Um, can you count it again?

MIA BULJAN: Can you count it again? When someone tells you and you're not sure say, "Can you count that? Could you help me get started?"

STUDENT: Can I help you?

MIA BULJAN: Can I help you? Good. How do we know if an answer is right, Diva?

STUDENT: (Inaudible)

MIA BULJAN: So, why would we ask them to count it again?

STUDENT: I ask them to count it again so we can make sure it's right.

MIA BULJAN: So we can make sure that the answer is right.

STUDENT: Or even if he's skipping numbers.

MIA BULJAN: Right. Because when someone has an idea, we're going to test it. So, let's test that. So the last one is be independent. Why do you have to be independent during this time? Why can't you just run up to the teacher and ask her a question? I can't come answer your question if you raise your hand. So what are some other things you can do to be independent? Kalaya?

STUDENT: You could go to another person and say, "What's your question?"

MIA BULJAN: Yeah! So, ask someone in your group. What else could you do, Mark?

STUDENT: Independent means, like, (inaudible).

MIA BULJAN: Work the whole time. Get started right away and work the whole time. You ask someone in your group and they don't know, who else can you ask? Ask someone in another group. You can ask someone in your group, you can ask someone in another group, and if you're really stuck you can always just switch activities for now. Okay, I want to add one more thing to do math is, does this make sense? Always be asking yourself, "Does this make sense?" These are the things I'll be looking for when I'm working with my little group. I'm going to be listening for all of these. Should I hear loudness?

STUDENTS: No.

MIA BULJAN: They're louder than I want them to be and it's, um, they make me a better person by forcing me to stretch, to allow that. Yeah, just to allow them to be themselves and not have to conform to my comfort level around noise.

MIA BULJAN: Should I hear running around?

STUDENTS: No.

MIA BULJAN: Should I hear things being thrown or dropped?

STUDENTS: No.

MIA BULJAN: I think they're too loud but I needed to know, like, do they register that they're too loud, and most of them did not. Most of them are like, "We nailed it. Nailed it." You know what I mean? They're like, "Our class did great." I'm like, "Fine." Like, I can't even argue about it anymore because I'm so exhausted from, like, they're just a chatty group and they're very loud.

MIA BULJAN: Should I hear arguing?

STUDENTS: No.

MIA BULJAN: Is there plenty to do in your activities?

STUDENTS: Yes.

MIA BULJAN: Do you have to work with your partner?

STUDENTS: Yes. No.

MIA BULJAN: You can always work alone if it's not working out. Remember, I'm looking for you to do math, share and...