

MIA BULJAN: First thing you did when you got back to your bag. What number did you build first, Sayana?

STUDENT: Um, we built fifty-eight first.

MIA BULJAN: Mm-hm. And how many did you give to Krishneil?

STUDENT: Thirty.

MIA BULJAN: So, I don't want to hear the answer, I just want you to give a me too if you got an answer. And did you put things together or take them apart?

STUDENT: Take them apart.

MIA BULJAN: You took them apart. Okay. So, I want to hear all about your answers.

MIA BULJAN: A lot of times when I close I don't necessarily talk about the math; I talk about either a practice that I saw like, "Oh, I saw someone making sense. This is what it looks like," or I talk about a procedural issue.

MIA BULJAN: Today, what I want to talk to you about is a little procedural issue that we have.

MIA BULJAN: At times I'll do what I did today which is like, you know, "We're having some growing pains. I notice you keep interrupting me, so we need to have a procedure for not interrupting me." And so, I try to think more about, um, I heard this somewhere...I think it was...maybe it was Harold Asturias who said it. He talked about just in time information -- that we try to give them all the information up front but there's something to be said for wait until just in time that they need it. And so, I don't do it just in time, I do it just slightly too late. So, like, today was a problem. They just kept interrupting me and I was like, "I'm ignoring you." This is sign language for "I'm ignoring you," by the way. "I'm ignoring you, I'm ignoring you and, um, go do something else." But it was a lot to ask them and I knew that I was just spinning them off into never land when I was like, "Go do something else," and I was willing to accept that because we needed to sit down and talk about, like, "What can you do?"

MIA BULJAN: Thank you, Daniel. Sometimes you, um...finish. "I'm finish. I'm done. I'm finish. I'm done." And so, you want to come tell me right away, which honors me. I feel very humble that you want to show me your work. It honors me, it really does. But we have to have some guidelines here because sometimes I'm talking to somebody else, and you want to run up and interrupt, or you want to stand there and wait, and neither one of those is super helpful. Kalaya?

STUDENT: I was going to say that you could wait there and then when she's done you raise your hand.

MIA BULJAN: Okay. So first of all, Kalaya has idea that we do not interrupt. That's our first instinct. We have to not interrupt because, I'm mean poor Trini had to count her number fifty-eight, I'm not kidding, like, six times. Because I kept interrupting and talking over her and I really wanted to hear her count it, and I had to...no, it was twenty-eight. She was counting it over and over and I kept asking. And as soon

as she started counting I was interrupted to talk to somebody else and I'd say, "Oh, can you please count it again?" And as soon as she started counting I was interrupted. And is that really nice to Trini?

STUDENTS: No.

MIA BULJAN: No, I felt terrible. So we're not going to interrupt. That's the first thing but we have to have other things that we can do. Let's think of three things we could do instead of interrupting. What's something we can do instead of interrupting?

STUDENT: Raising our hands.

MIA BULJAN: Okay, we can raise our hand. Now, when we raise our hand, what are we telling people when we raise our hand? What does it mean when I raise my hand, Natalie?

STUDENT: That means say something.

MIA BULJAN: That you need to say something. Now listen. Here's my question. Do you have to say it to me?

STUDENTS: No.

MIA BULJAN: Okay, so if you see someone with their hand raised...

MIA BULJAN: There's a lot of things that we direct teach, like, just ask three then me or, you know, there's some protocols like that. But I really wanted it to come from them and so, like, a lot of times I'll wait until something comes up like that, and that's how we'll close. Like, today we noticed this was a problem so we need to fix this problem, and I'll make a cute anchor chart out of it, whatever, you know, we'll go over it. Like, hang it on the wall and remind ourselves. They'll need a lot of reminders.

MIA BULJAN: Anyone can go to them. So, if Diva raises her hand, she doesn't have to wait for me. If she raises her hand and Jania sees her, Jania can go over and say, "Hi Diva, can I help you?" So it sounds like this: "Can I help you?" And she'll say, "Yeah, I want to check my answer. I want to show you what I did," or "I'm not sure what to do next," but they'll ask you a question. So everybody, let's try it. "Can I help you?"

STUDENTS: Can I help you?

MIA BULJAN: And who do you say that to? Someone who what? Sayana?

STUDENT: Someone that really needs help.

MIA BULJAN: How do we know they need help? What's the signal?

STUDENT: Raise their hand.

MIA BULJAN: Show me your raised hand. And now say, "Can I help you?"

STUDENTS: Can I help you?

MIA BULJAN: Very nice. What's something else we can do besides raise our hand? What else could we do? Mark?

STUDENT: Do our work.

MIA BULJAN: So what does that look like? What do you mean do our work? What if you think you're done? What should you do when you get an answer and you think you're done?

STUDENT: (Inaudible)

MIA BULJAN: Uh-huh. First, we have to do the problem, then do we run around saying, "I'm done, I'm done, I'm done" or is there something else we need to do? Shh. What else do we need to do, Natalie?

STUDENT: Ask if that is it and ask if they're done.

MIA BULJAN: Okay. So do the problem, ask if I'm done. Who are you asking.

STUDENT: Someone that is close to you.

MIA BULJAN: Ahh! Ask if they're done. So as soon as I finish a problem I want to find somebody else who also finished the problem. So I might take my tray and say, "Are you done? Are you done? Oh no, you're still working? Are you done? You're done?" So what happens when I find someone who's also done? What could we do? To keep working, what could we do? Sayana?

STUDENT: We can count them and see if it's the right answer.

MIA BULJAN: Work together, count together, check our answers. Do we agree or disagree? Do we understand? Me too, or do we have questions? All of that work can happen -- Anthony -- without the teacher. You don't need me to tell you "Find someone to talk to." You can politely go over and ask, "Are you done?" And if they say no, it's okay, find someone else. Do we do this? Do we take our tray and go "Are you done? Are you done? Are you done?" Is that helpful? No, that's not helpful. So now we have raise our hand and we can help someone else. We have "Do our work and see if there's someone we can talk to." So this one we're waiting, this one we're asking. What's something else we could do?

STUDENT: Wait until Ms. B. goes to your table.

MIA BULJAN: Yeah! So you could wait patiently for just a minute. And that could be for teacher or a friend. So friends, tomorrow when we do workshop and we're working...when we get started I'm going to remind you, I'll make this nice for you but I want to remind you of your ideas for what you can do. One thing you could do, wait patiently for is new numbers. Today we got some new numbers but we did have to wait a minute for them. So we can wait patiently for new numbers. So we'll make this into a poster that you guys can remember what you're supposed to be doing.

STUDENT: Like a little poster?

MIA BULJAN: Yes, another little poster. How many posters do we need? Okay. Boys and girls, I would love to chat with you...those have numbers on them, John Carlo.

STUDENT: It has two on them.

MIA BULJAN: So you know what would be awesome? If you check the numbers on the back and hung them up where they belong. That would be awesome. Okay. So, boys and girls, I'm going to call you for your library book and give you your homework.

MIA BULJAN: I feel like, "Yeah, there's time for that." Like, ask me in January, February. If they're still doing this in February I would be like, sweating. I would be like, "Oh my god!"