

Building Classroom Climates -- 2nd Grade -- Taking Responsibility for Learning  
Video transcript from Day 2: Using questions to help students extend their thinking

MIA BULJAN: Oh, show me tens.

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

MIA BULJAN: Malachi, show me what you were going to do.

STUDENT: We just counted.

MIA BULJAN: But you had an idea before she kept counting. Can you show it to me?

STUDENT: I try to do tens.

MIA BULJAN: Show me that again.

MIA BULJAN: What did you sort by?

STUDENT: I sorted all of them by color.

MIA BULJAN: By color, that's a good attribute. How can we check and make sure that it's 53? Malachi, listen to her idea, okay? She just counted 53 and I asked her how she knew for sure, so listen to her idea. What could you do?

STUDENT: Um, I can make ten.

MIA BULJAN: What was your idea?

STUDENT: I can find ten.

MIA BULJAN: And now she has the same idea. Do you think that she has 53 or she has less than 53? You're not sure? Okay. She's going to test it out and see if she has more than you, okay? Show me what that would look like if you use tens. John Carlo, who has more? Do you have more or do they have more?

STUDENT: We have more.

MIA BULJAN: How do you know?

STUDENT: Because they have the biggest.

MIA BULJAN: How do you know it's the biggest?

STUDENT: Because I follow the leader.

MIA BULJAN: You follow the leader?

MIA BULJAN: The compulsion to make it as long as you can and use every cube is very strong. And so, um, so I just know that that's going to happen, and I just...my boundaries are once exploring is over then we don't do that anymore. So, like, the first five days we explore a different tool everyday and I let them

go pretty much a long time. They were playing with them for a long time and they built every cube and they built... So...but now I get to say, "But we did that."

MIA BULJAN: How could we test? You guys, stop. How could we test? We got this one -- hold on. Dallan, enough. You're not screaming. Sit down.

MIA BULJAN: I want to bring them down to a normal level but if I spend the whole time pecking at their necks about how loud they are, then they're not going to get to this sort of the very few interesting things that happen, right? So it's a struggle.

MIA BULJAN: Okay, wait. Come here you guys. Group one, come here.

MIA BULJAN: There was another group that I sort of wanted to get to the point where, like, I was surprised by how many of them just didn't take my, um, the bait on how to tell whose was longer. I was like, "How do you know whose was more?" And they were just like, "I'd eyeball it." Like, that's pretty much their answer, "I'm eyeballing it." I was like, "Is there a different way, like a math way?"

MIA BULJAN: We've got this piece and we've got this piece, and we have to figure out which one is more. What could we do?

STUDENT: We can stack them on each other and see how long they are.

MIA BULJAN: See if they match? Okay, how would that look? John Carlo, he said stack them on top of each other.

MIA BULJAN: And then one kid kind of showed me how he would match them and I was like...I expected every to jump on it and they didn't. They just were like, "Ehh." And they were just building and that's all they wanted to do, like, keep making it longer and longer. They weren't thinking about what to do with it, you know?

MIA BULJAN: So what would that look like? You can do it in pieces.

MIA BULJAN: One of the kids that I thought for sure would jump on it, John Carlo, was just sort of not into it. And so I did make sure that he listened to RJ explain his idea, and I just sort of asked him about it, um, you know, "What's he doing, and what's this thing that he's doing, and how does he know if it's more or if it's less?" So, it's just planting seeds right now. I don't have to...they don't have to know that today.

MIA BULJAN: How would you start it?

STUDENT: We're making a big ol', big ol', big ol' tower.

MIA BULJAN: What did you do?

STUDENT: Make a bridge.

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MIA BULJAN: Make a bridge? Show me what that would look like. Show him your idea again. Oh, combining it together.

STUDENT: Look at what I'm making.

MIA BULJAN: RJ, show John Carlo your idea, your matching idea again. You said if you wanted to compare them, what would you do? John Carlo, watch him. Show him with your cubes.

STUDENT: Look at mine.

MIA BULJAN: Okay, watch his idea. Hold on Philip. Watch his idea. Okay, John Carlo, do you see what he's doing? Describe what he's doing. What's he doing right now?

STUDENT: Together.

MIA BULJAN: He's making it together. Is he putting it together combining it?

STUDENT: No.

MIA BULJAN: Or is he putting it together comparing it?

STUDENT: Comparing it.

MIA BULJAN: He's comparing it. So what do we know about that? Are they the same?

STUDENT: No.

MIA BULJAN: Are they the same?

STUDENT: No.

MIA BULJAN: No. Which one is more?

STUDENT: That one.

MIA BULJAN: Bring it over here, RJ