

MIA BULJAN: Clean quietly. You got one minute. You're done cleaning. You're in your seat. Excellent work! One of the things we talked about was making sure that we have all of our pieces. So quick like a bunny, look at the floor and see if there's anything we need to pick up. If you're in group two come sit on the carpet quietly. Thank you, Lala. Thank you, Silas. Did you see what happened?

STUDENT: I found another one.

MIA BULJAN: Yeah. So we have what we call the "I found this" bucket. Every time you pick something up and you want to tell me you found it, if it's math...look at all this stuff we found. Do you see...oh, sit flat. I found this. Only math pieces go in here, but when you find it you could put it in the "I found this" bucket. So go ahead and put it in there for us. And then we could put them back where they belong. But if you find something on the floor can you put it in the "I found this" bucket?

STUDENTS: Mm-hm.

MIA BULJAN: Is that something that you could do? Okay. Friends, you did a really good job with your cubes. I was super interested in your ideas, um, I have a sad face though. Do you want to hear about my sad face? My sad face is some of your great ideas I couldn't even hear them because it was so loud. Oh my goodness, it was so loud! And I know it's exciting and it's easy to get excited, but you're still inside and it's still math, so I'm going to ask you next time to remember that number two voice. Show me on your fingers what's your voice. Okay, I'm going to show you on my fingers what you were. This much! This was our highest voice and you were this much! So remember our new word this morning?

STUDENTS: Yes.

MIA BULJAN: It was stomp, so we're going to stomp at that loud noise, okay? Stomp it with me. Stomp. Good job. Alright my dolls, listen, we still have a lot to do today, so what I want you to do is you're going to get a math bag, and look -- I don't care. Look, it doesn't matter to me which one it is. Turn around. It doesn't matter to me which one it is right now. Are you all done? Thank you. Okay, so when I call your group...your color group, you're just going to grab a math bag, any math bag -- they're all the same right now -- off of the hook and you're going to take it back...and listen to me, look at me, eyes on me. You're going to put this many cubes in your bag -- not all the cubes -- you're going to put this many cubes. Let me write my number. This many cubes. Tell your hand, tell your hand how many is that. Everybody, how much is this?

STUDENTS: Forty.

MIA BULJAN: So when you go back with your math bag quickly, you're going to put forty in the bag. Who thinks they can do that? Give me a thumbs up if you think you can do that.

MIA BULJAN: Like, when we count our cubes we have to count forty cubes. What I'm hoping is that -- I know a lot of kids will count by ones -- what I'm hoping is that some kids will make tens, or even twos, or fives, or something. That makes more sense.

Building Classroom Climates -- 2nd Grade -- Using Tools in Support of Mathematical Thinking
Video transcript from Day 2: Establishing consensus about noise level and care of materials

MIA BULJAN: Thumbs up. Fantastic! Red, grab a bag. Off you go. No, no, no, I said red.

STUDENT: Four.

MIA BULJAN: And how many is this?