

MIA BULJAN: We're going to get to explore a new tool. I know, it's so exciting. Let me show you the tools. There's two of them.

MIA BULJAN: So very quickly I want them to start thinking about much bigger numbers and the ten sticks if they can figure out that they are in fact always ten, and they can be very helpful for building much larger numbers. They're very vexing in other ways because they can't be broken apart, so if you have anything...and they can't be hooked together so if you have anything that requires regrouping, either to subtract or to add, which comes up pretty quickly, um, there's a lot to figure out there. And so it's really important to me that they understand the unifix cubes first as a breakable...as a decomposable tool, and that then later we add in the ten sticks as an efficient tool, but that there's a relationship there.

MIA BULJAN: Does anybody know what these are called?

STUDENTS: Ten sticks.

MIA BULJAN: Why are they called ten sticks if I only have one here? Do I have ten in my hand or do I have one in my hand? How does this work?

STUDENTS: You have to grab another one.

MIA BULJAN: Do I have ten in my hand now?

STUDENTS: Yes.

MIA BULJAN: What about these? Are these tens?

STUDENTS: No.

MIA BULJAN: What do we call these?

STUDENTS: Ones.

MIA BULJAN: Ones. Boys and girls, you are going to get some ones and you are going to get some tens. And I want you to figure out how these works but before I give them to you, when I call you by color to go back to your desk, what you're going to do is you're going to put all those dots away. Do you know the little tray there that's in the middle? And you're going to collect...someone in your group needs to collect all of your mats -- the little papers that we were building on. Trinity can do that. Natalie can help. Sayana, can you pick someone to help you? Bebe, how about Bebe? Oh sorry, Anthony. Yes, she picked Anthony. Andrea, we already have your group. Lisette and Sarye for your group. Got it? Okay, purples head back quietly.

MIA BULJAN: So I wanted to do sort of, like, three things there really, which was use the cubes to introduce...we use them to share ideas, um, use the cubes to introduce that our ideas take time. And then use the cubes to introduce the idea that we don't take other people's ideas apart, that we have to ask before we help them clean up because it might be something mathematically important to us.