

STUDENT: Wait! Now I have to roll the dice.

STUDENT: Oh, yeah!

STUDENT: Roll the dice. Actually, I'll just throw it. Sorry. So I got 10:30. So I'm going to draw 10 right here. Ten...thirty. And then we have to put the big hand on this one and the small hand pointing up there.

STUDENT: Yeah.

STUDENT: And then we just label the time up here 10:30. I think 10:30 is the time we come out of ELD [English Language Development]. Yeah, that's the time.

STUDENT: No, 9:53.

STUDENT: Oh, yeah! And then you have to write what do you do in that time.

STUDENT: Time you get out of ELD.

STUDENT: First you need to find the...the one that...

MIA BULJAN: Because he thinks you're right, or you know it's right?

STUDENT: It's right.

MIA BULJAN: How do you know it's right?

STUDENT: Because it's 16 soldiers, soldiers plus seven...nine...

STUDENT: Seven plus nine.

MIA BULJAN: Oh, seven plus nine?

STUDENT: Yeah.

MIA BULJAN: That's a put-together problem?

STUDENTS: Yeah.

MIA BULJAN: See if you can find the one that's a take-apart problem.

STUDENT: There's two already here.

MIA BULJAN: Which one of these is take-apart?

STUDENT: I think this is more than 12.

MIA BULJAN: How could you check? How could you keep track of it? Is this 17 here?

STUDENT: Yeah.

MIA BULJAN: You sure?

STUDENT: Yeah.

MIA BULJAN: You don't sound sure.

STUDENT: 1, 2, 3...

MIA BULJAN: Is this independent? Who could you ask instead of me?

STUDENT: 1, 2, 3, 4, 5, 6, 7, 8...

MIA BULJAN: Who can help you? Are you having a problem with someone in your group? So you're going to have to find somebody that you trust outside of your group. Come here. It's okay. You're learning. So who do you trust that you could talk to about a problem? Not in your group; someone outside your group. Go look at the other groups and come back with a name.

You sure?

STUDENT: Yeah.

MIA BULJAN: Okay. So how many parachuted out?

STUDENT: 1, 2...5, 6, 7, 8, 9, 10, 11, 12.

MIA BULJAN: I have to say, Rehaan, I found it very helpful the way that you kept this...the ones that parachuted out over here and the ones that were in the helicopter here. So how many are left on the helicopter?

STUDENT: 1, 2, 3, 4, 5.

MIA BULJAN: I'm convinced. That was really helpful for me.

Leave everything where it is and come to the carpet. I want you to think about these three things -- look up here -- sharing, doing math, and being independent. I want you to think about what just happened.

STUDENT: [Inaudible]

MIA BULJAN: Mm. I know, right? So turn. Turn and face. Turn and face. So, um, there's four. Four is my very best. Three is I did good. Two is I can do better. And one is I had a major problem. So I want you to close your eyes. Close your eyes and think about sharing. Close your eyes and show me on your fingers. Ciao, close your eyes. Show me on your fingers for sharing. Were you a four, three, two, or one?

STUDENT: Three.

MIA BULJAN: I don't want to hear it. Close your eyes and show me on your fingers. I want you to think now about how you did your math. How did you do your math? Did you do your very best? Did you do good? Could you do better? Or did you have some major problems with the math? Close your eyes. Close your eyes and show me on your fingers. Four, three, two, or one.

Mm-hm. Mm. It was a rough one for you, Diva. Okay, eyes open. Put your hands down. There's a last one, it's called "being independent." Think back to what just happened and all the things that we do here. Were you asking people in your group? Did you get started right away and worked the whole time? Were you patient with each other? Close your eyes and show me four, three, two, or one for being independent. Didn't you go to another group to get help? So what are you going to give yourself?

STUDENT: A two?

MIA BULJAN: Okay.

STUDENT: Ms. B, the two is work the whole time?

MIA BULJAN: Two is...two is I could do better. Three is I did good. Four is I did my very best. One is I had a major problem being independent. Oh, good! Okay, good. Were you able to do your work? Were your classmates quiet enough for you? Were they polite enough? Did they share with you? Did they help you make sense and do math? Were they independent enough that they weren't bothering you? Think about the whole class and what just happened. I want you to put...I want you to put your hand up. Four, it was great for me. Three, I was able to work with it. Two, I need some people to change. Or one, I had some serious problems with what just happened. Which one are you? Which one are you, Kalea? Good.

STUDENT: Two.

MIA BULJAN: Uh-huh.

STUDENT: Three.

MIA BULJAN: Uh-huh.

Look at the people you worked with. Look at their fingers. Find your group and look at their fingers. See why you can...how you can work together better.

STUDENT: I mean two. Two.

MIA BULJAN: You guys can go to another table. Go. Off you go. Who were you working with, Nalani?

MIA BULJAN: Is that what you guys want to discuss? Okay, off you go.