

Building Classroom Climates -- 2nd Grade – Engaging in Mathematical Discourse -- Video transcript from  
Day 110: Engaging students in using tools to show and explain their thinking to each other

MIA BULJAN: Watch her count. Say it nice and loud, Diva. Start over. Nice and loud.

STUDENT: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 130...120, 130, 140, 150.

MIA BULJAN: Okay, count yours.

STUDENT: This is how I did it. Oh, that's mine!

MIA BULJAN: Okay, I beg your pardon.

STUDENT: Okay, I count like this: 10, 20, 30...

MIA BULJAN: Sayana, she's like much more confident now. Like, she'll show, like, if she can prove it to herself she's much more like, "No, I'm pretty sure this works." She doesn't just go with whatever someone is saying.

STUDENT: Because I made that into a ten.

MIA BULJAN: Okay. Here's a hundred. Diva, show us a hundred. Hey, hey, hey, hey, Bebe, shh. Here's a hundred?

STUDENT: Yeah.

MIA BULJAN: And this is a hundred? Okay, now you count the rest. You have a hundred and then what?

STUDENT: 101, I mean 100, 110, 120, 130, 140.

STUDENT: Oh, now I see why she counts that because these...

MIA BULJAN: Go to the carpet.

MIA BULJAN: There's like this moment of, like, real clarity followed by, like, "I don't see it in my own work," and he still needs to go work it out. So, that's why I send them away, so I'm not tempted to show them.

MIA BULJAN: Go tell her, go tell her.