19.04.2019 (Duration of Session 1) (32:06)

SA-G1-Ses 1 (School A - Group 1 - Session 1)

Main part of the class: Exercise in small groups (peers’ help and support to achieve a joint result)

Teacher: “When we do mathematics together, it’s important to talk and think together. We need a number of heads... and the most important thing is to be persistent... to try and try, and not to give up…”

Pupils work on a task (each member of the group does the same task individually)

Teacher: “Compare results… Check… You can approach those who don’t know and you can say and explain the procedure to each other.” (0:12)

MLA (boy) finishes first: “This is it. Finished.” (and he plays with a pencil between his palms rotating it.)

Occupied with solving the problem, LLA (boy) quietly says to himself: “Already.”

MLA (girl) asks the group: “What’s your result?” (0:18)

HLA (girl) answers: “23.”

MLA (boy) says to HLA (girl): “Mine, too.”

LLA (boy) turns to MLA (girl) sitting next to him: “Wait… I’m just about to finish it.” (He raises his head briefly and returns to computing) (00:18)

(Excerpt 1)

1 HLA (girl): “We all have the right result for this one.”

2 MLA (girl): “Stop... for D” (first name of pupil LLA (boy)

3 MLA (boy) builds on: “…until D finishes.”

4 LLA (boy): “I’m just about to. (and he exhales louder through his nose and rests his head on his elbow) (00:31)

5 MLA (girl) turns to LLA (boy) and quietly says: “Do you know how it’s to be solved at all?” (00:34)

6 LLA (boy): “I know ... “

7 MLA (girl) moves closer to pupil LLA (boy) now, leans over his notebook and takes his pencil and she says: “Look D…” (she calls him by his first name)

8 LLA (boy): “I know…” (and he pulls his pencil out of MLA’s (girl) hand) “…I need to add up.” (and he starts computing) (00:39)

9 MLA (girl) continues to look at the LLA’s (boy) notebook as he writes and asks him at one point: “Where did you get that two from?”

10 LLA (boy) turns to her and waves: “Wait till I’m done.”

11 MLA girl: “Well, just tell me where you got that two from?” (she gets up a little from her chair and leans even more over that what LLA (boy) writes) (0:52) “You should have done that in the beginning.”

12 LLA (boy) starts erasing with an eraser.

13 MLA girl repeats: “Well, just tell me... Come on, tell me... where did you get that two from?”?”

14 LLA (boy) takes the notebook from the desk and closes it (01:01)

15 HLA (girl) looks at LLA (boy): “The teacher said that our notebooks should not be closed.” (with a serious expression on her face, she shakes her head in denial,

16 in response to which LLA (boy) puts the notebook on the desk again and opens it)

HLA (girl) continues: “Does everyone has 23 as the result?”

And LLA (boy) replies: “Yes.”

MLA (girl): “I’ll put it that it’s correct.” (and she takes a pencil from the pencil case)

HLA (girl) looks at LLA (boy): “D just put the result, he didn’t calculate it at all... he just copied it... you heard it from us” (so he looked at LLA (boy))

LLA (boy): “I didn’t, so help me God.”

MLA (girl): “Let him be, let him beee... We’re a group and it will stay that way.” (01:23)

Meanwhile, the teacher addresses the whole class: “You should not hide your assignments, they should stand open in the group.”

HLA (girl) looks at LLA (boy) again: “There you go D.” (she called LLA (boy) by his name) and swings her hand)

The teacher continues: “Who doesn’t know… should ask… Can we… Have we all…”

The members of the group answer: “Yes.” (and raise their open hands in the air) (02:06) pupil LLA (boy) is still writing holding his open hand in the air.

Teacher: “Those who have finished please raise your hand, but if one in your team hasn’t finished, please don’t.” (02:10)

“We’re not hurrying anywhere... We’ll wait until each team finishes.”

LLA (boy) has finished and they all raise their hands. LLA (boy) leaves the group trying to sharpen his pencil (02:28), then returns (02:44) and continues to erase something. The other members of the group talk about what they will do after school.

After concluding that everyone has finished, the teacher says: “The result is this.” (03:05)

Pupils look at the chalkboard: “Yes… Yes.” “(MLA (boy) squeezes his both hands)

Teacher: “And now mark it as correct.” (each member of the group writes a correct check mark)

Teacher: “We will set the next task, and you M…” (pupil HLA (girl) from the second group) “keep explaining it to pupil K.” (first name of LLA (boy)) “We’re still at a slightly lower level of complexity.” (03:46)

Pupils begin to write the assignment from the chalkboard.

HLA girl warns another group to speak quieter: “Shhh… Silence!” (she indicates this with her hand) (03:58)

MLA (boy) leans back in his chair as he watches the others in the group, breaths out strongly letting a sound through his pursed lips (04:18) and puts his arms behind his back.

LLA (boy) lifts his head from the notebook while covering the task with his palms and addresses HLA (girl): “Come on... Have you done it?” (04:32) HLA (girl) doesn’t pay attention but writes.

LLA (boy) turns to MLA (girl) and stamping on his chair says, “Come on, work…” (He looks quickly at MLA’s (girl) notebook)

MLA (girl): “I’ve done... but I wrote it incorrectly” (she takes an eraser and erases something in her notebook)

The teacher walks past group looking at what they are doing (04:37)

LLA (boy) takes the eraser and starts erasing: “Well, me too.” (04:45) “I haven’t done just this bit down here.”

MLA (girl) leans over: “What did you write?” (looks briefly and returns to her seat) (04:54)

At that point HLA (girl) frowns, stops a little and then looks at the MLA’s (boy) notebook who has already finished and who calmly scratches his back with his hands (4:50). At some point MLA (boy) notices HLA’s (girl) look and quickly moves his notebook towards himself: “Helooo!” (and covers it with his palms) (04:52). They exchange looks and smile at each other, and LLA (boy), who has noticed this reaction of theirs, also smiles. Everyone smiles.

Teacher: “Have you finished? Have you compared it /the result/?” (04:59)

HLA (girl) raises her head, “Is it 25?”

LLA (boy) adds, “25” and MLA (girl) and MLA (boy) agree

In the meantime, they talk off the task. MLA (boy): “I once cut my hair bald.” (05:16)

LLA (boy) stares at the notebook for some time and then he looks at the notebook and looks up in turns. Then he taps with his fingers on the desk and, with his eyes half closed, looks in the direction of the class. He then suddenly turns to HLA (girl) saying: “I wrote it first, but when I checked it, it turned out to be 15.” (05:06-05:16)

In the meantime, the teacher addresses the whole class: “Your result is?”

MLA (boy) says aloud facing the chalkboard: “25” then clenches his fist and triumphantly says: “Yesss! “(05:32) He takes a pencil to write down a correct check mark.

LLA (boy) was occupied with what MLA (girl) was writing and didn’t hear the result: “How much?” (he raises his head up towards the chalkboard) (05:39) He doesn’t comment anything, but just takes a pencil and writes something in his notebook.

The teacher continues: “We are ready for the second task… 486 divided by two.”

Pupils start working

LLA (boy) while writing: “Oh, I hate these tasks.” (speaks to himself) (6:20)

MLA (boy) leaning on his elbow and holding his palm to his forehead says at that point: “Ahhh... Now, I’ve forgotten how this is to be done.” (says to herself) (06:17)…. MLA (boy): “Done.” (06:48) (and he snaps his fingers): “I’m always the first to finish "

LLA (boy): “Hold on.”

HLA (girl), leaning on her elbow and with her mouth half covered with her hand, looks under the hand: “How come I don’t understand this…” (06:54)

MLA (boy) first pulls the notebook towards himself and covers the task with his palms, and then immediately pushes the notebook to her: “Come on, here, it can be done.”

HLA (girl) smiles: “Okay … MLA (boy) says: “I know we work as a group” (06:59)

HLA (girl) girl leans over the notebook, smiling: “I don’t know this task.”

LLA (boy) raises his head: “Yes. Neither do I.” (07:01)

MLA (boy): “Well, here. It’s like this.” (he turns the notebook towards HLA (girl))… “Well, copy it.” (He changes his mind and leans on his elbow holding his palm to his head)

LLA boy smiles: “I’ve got a higher result than…” Meanwhile the teacher walks past the desk (she looks in the direction of HLA (girl) and MLA (boy)

HLA (girl) looks at the MLA’s (boy) notebook and writes in her notebook.

MLA (boy) replies: “I got 243.” (looks at pupil LLA (boy))

LLA (boy) smiles: “Come on, explain the task.” He holds his nose with his hand while looking at the MLA’s (girl) notebook and smiling (07:13)

MLA (boy) says smiling: “Well, bro, how come you don’t know this. We did it last time.”

LLA (boy) looks at the process of work that MLA (girl), who writes in her notebook, explains louder, and says: “Ahaaa!” (07: 19-07: 23)

HLA (girl): “This was unclear to me.” (07:26)

LLA (boy) while writing in his notebook: “It was to me.”

MLA (boy): “It was to me.” (He turns to HLA (girl) and brings his notebook closer) “See this.” (07:33)

The teacher addresses the whole class: “The result is...”

HLA (girl) announces: “Wait, S...” (first name of MLA (girl)) “hasn’t finished as yet” (and she points at her) (07:36)

Soon everyone is done.

HLA (girl): “Is it 243?”

MLA (girl) replies: “Yes.”

LLA (boy) smiles: “Yes, it is.” (And he bows his head down to the notebook and writes it) Everyone smiles.

LLA (boy) leans towards MLA (girl) and looks at her notebook. (07:54)

The teacher announces the result.

HLA (girl): “2... 4... 3...” (raises both hands in the air)

MLA (boy) clenches his fists: “Yeees!” (07:59)

Teacher says: “Let’s do the next one. 848 divided by 4.”

LLA (boy) asks: “How much?”

MLA (girl) gets up from her chair, leans over his desk and repeats to him: “848 divided by 4.” (08:20)

Each pupil works on the task independently in their notebooks.

(08:44) LLA (boy) raises his head smiling, looks at HLA (girl), then turns to MLA (girl) leaning over her notebook.

MLA (boy): “I’m the first again.” (08:50) and HLA (girl) says at the same time: “I’m done.”

HLA (girl) and MLA (boy) look at each other and then smile. MLA (boy) says: “Auuuu” and HLA (girl) says: “Eeee!”

MLA boy: “What’s your result?"

HLA (girl): “212.” MLA (boy): “Yeees! 212.” (and hits the palm of one of his hands with the fist of another) (8:59)

HLA (girl) communicates with a female pupil from another group who has called her and asked her for the result: “212.” (09:01)

MLA (boy) confirms: “212.”

(Excerpt 1.1.)

1 LLA (boy) looks at the MLA’s (girl) notebook: “I don’t get this at all.”

2 HLA (girl) lowers down to where his notebook is: “So, 8 divided by 4…” (she starts explaining the procedure while indicating with her index finger in his notebook) (09:34) “…you see here how much i that is.”

3 MLA (girl) moves closer to them and adds: “Write two.”

4 HLA (girl): “Because 4 times two can be eight, right?”

5 LLA (boy): “Yes.”

While HLA (girl) and MLA (girl) help pupil LLA (boy)

MLA (boy) sits on the other side and takes a look at the HLA’s (girl) notebook: “U…” (first name of HLA (girl)) “…you forget to put zero here.” (09:48)

HLA (girl) just looks and says: “You put it.” (and keeps on with explaining to LLA (boy))

MLA (boy) takes a pencil and writes that zero in her notebook. (09:56)

HLA (girl): “4 divided by 4 is… one, because 1 times 4 is… Have you got it.”

(10:19) MLA (boy) says: “Come on, have you finished?” (He gets up from his chair and approaches them. He leans over the notebook where they are explaining to pupil LLA (boy))

HLA (girl): “Move that zero over here to this side.”

LLA (boy): “Where?”

MLA (girl) slaps her forehead lightly with her palm and walks away somewhere from the group.

Only HLA (girl) and MLA (boy) remain and the latter joins it now to help.

HLA (girl): “There, that’s where you need to move it” (she indicates with her index finger where in the notebook) (10:35)

MLA (boy) leans over the notebook: “No... no.” (he slaps his forehead with his palm a couple of times, hand over hand) (10:37)

MLA (boy): “Zero goes here, and eight goes there.”

LLA (boy) smiles, writes and erases what is said to him: “And put here ‘minus eight’ and then ‘plus two’”

MLA (boy): “Equals...”; LLA (boy): “Ten”; MLA (boy): “Bravo.”

HLA (girl): “There you go... Have you figured it out? We’ll explain things to you again.” (and she taps him on his shoulder by her hand) (10:54)

LLA (boy) smiles: “Yes, I do.”

MLA (girl) adds: “We will, if you’re going to listen to us.”

As she sits back in her chair, HLA (girl) says to MLA (girl): “You know he didn’t figure it out.”

Teacher: “And we will do one more task.” (she soon approaches the group) “Did you manage to explain it to D?” (First name of LLA (boy)) (11:27)

MLA (girl): “Yes teacher, we explained it to D.” (The teacher leaves the group), and HLA girl says: “We’ll explain things to him again.”

While writing in his notebook, LLA (boy) comments through a smile: “He’s just about to figure it out.” (11:40)

While writing, HLA (girl) does not raise her head, but continues: “Now we will explain it to you again.”

Another girl from group 2 calls HLA (girl). HLA (girl) indicates to her with her hand: “Wait.”

MLA (boy) is also done and he says with a smile: “Finished. Ahhh.” (and he folds his fingers) (11:52) “My result is 231.” (and he turns to HLA (girl))

While writing, MLA (girl) says: “Well, don’t say it.”

MLA (boy): “At least for you to know what the result is.” (12:03) He begins to twist his arms as if dancing, moving also his shoulders… He then addresses the girl from the neighbouring group: “What is your result?”(speaking louder)

At that moment, HLA (girl) says through her teeth: “Waaait for God sake!” (looks at the notebook and writes)

MLA (boy): “Why no! I ask D.” (pupil from the second group)

HLA girl: “Shhh!” (She puts her finger to her mouth signalling to him to shut up) (12:14)

Then, when they have finished, HLA (girl) gets up and LLA (boy) approaches: “Three... not three… how did you get three?” (and he gathers the fingers of his both hands while telling him this) (12:21)

MLA (boy) walked to the place where LLA (boy) is sitting and MLA (girl) gets up and stands next to him. (12:26)

At that point LLA (boy) says through a smile: “Teacher, they’re attacking me.” (Everyone looks in the direction of the teacher and laughs) (11:27)

As MLA (girl) erases something in his notebook, HLA (girl) asks: “How many three is contained in six...? We have an error there, a central one... So, it’s like this. How many threes do we have in six?” (so looks at LLA (boy) (12:39)

HLA (girl): “Okay. Write two there and now…”

MLA (girl) interjects: “Now write ‘minus six’ here.”

MLA (boy) stands behind their backs, observing and communicating periodically with pupils from the other group.

At that point, LLA (boy) turns to MLA (boy): “Come here, I need your help.”

HLA (girl): “You know how to write numbers below numbers.”

In the continuation, all three of them help and at that point LLA (boy) starts rocking on the chair (13:11)

He gets up from his chair and says (13:25): “I don’t get this at all.” (he leaves the group to sharpen his pencil)

HLA (girl) pauses and then hits her forehead with her palm (13:26)

HLA (girl) returns to her place: “Anyway… Is it 231?” (addresses MLA (girl))

MLA (girl): “Yes, it is.”

MLA (boy) looks at the LLA’s (boy) notebook while he is absent from the group: “Why did he put correct check marks when his results are not correct?”

MLA (girl) takes a pencil and starts writing in the LLA’s (boy) notebook.

HLA (girl) says: “You’ve finished everything for him” (13:50) while all the others smile.

LLA (boy) returns: “Look, she’s finished the task for me.” (13:53)

Teacher: “Can we?"

HLA (girl): “No, just one small second...” and she address MLA (girl): “You work and we’ll explain it later or we’ll explain it at the next class” (and she puts her hand on the LLA’s (boy) shoulder)

MLA (girl) gets up from her chair and says: “Now, you write 3 minus 3.” (She oversees him and repeats it): “3… minus… three “(speaks more slowly)

LLA (boy): “Equals zero” and HLA (girl) says: “Bravo D.” (first name of LLA (boy))

HLA (girl): “How many times is three contained in nine?”

LLA (boy): “I know that.”

MLA (boy): “Let’s go now “(14:28) and they all go back to their seats

(14:45) All of them raise their open hands in the air as a response to the teacher’s signal for attention

(14: 32-14:48) Off-task conversations are taking place

After announcing the result, the teacher announces: “The third task is a challenge. It’s somewhat different regarding the numbers, but then again, the principle is the same. Try to solve it together.”

LLA (boy) laughs: “Don’t give me any challenges. I’ve hardly managed to solve this one.

MLA (boy): “D, we’ll help you.” (15:12)

LLA (boy): “So, we have to do it together.” (15:32)

HLA (girl): “Is this one with a reminder?” (addresses the teacher)

Teacher: “No.” MLA (boy): “Ahhh… This one is a little harder… but again, it’s easy.” (he scratches his chest with his hand) (15:40)

LLA (boy) looks at HLA (girl): “What is your result?”

HLA (girl) just puts her index finger to her mouth indicating to him to be quieter: “Shhhh” (16:12)

(16:17) MLA (boy): “Yes. Have you finished? Only me?” (raises his head from the notebook)

LLA (boy) smiling: “I have... I have, but it’s incorrect” (and he bursts out laughing) (16:23)

MLA (boy) gets up from his chair and goes to LLA (boy) where he is sitting

MLA (boy) looks at the notebook: “Nooo... Erase this,” (and he takes the eraser while looking at his notebook) “131.”

LLA (boy): “So, you see.”

MLA (boy): “Stop… You have to set the task properly.” (16:35) (He takes the pencil and writes while speaking): “Write one here.” (he gives the pencil to pupil LLA (boy)): “Come on... So know someone knows it was you who wrote… Come one, put one below and then write minus five below...” (shows him with his index finger in the notebook)

LLA (boy): “131” MLA (boy): “Put a dash now… Okay... Then write five… Not thereee… Here… Here… Here... Look!” (and indicates to him in the notebook again) (17:10) then he straightens up and with the palms of his both hands turned towards him gently hits his forehead.

Meanwhile, all the others raise their open hands in the air.

MLA (boy): “There, there.” (so he leans over the LLA’s (boy) notebook again). “Well, now it is 15 divided by five… good… then you put minus fifteen.” He aligns the numbers below and LLA (boy) says: “60.”

Then MLA (boy) laughs covering his face with his palm and LLA (boy) laughs after him (17:35)

LLA (boy) takes an eraser to erase something and MLA (boy) says: “0 and 5… hello… zero and five there... again… Ah, D…” (calls LLA (boy) by his name) and then hits his forehead with his both palms (17:42) He repeats: “Zero and five.”

LLA (boy) starts laughing and hides his face leaning on his arm on the desk.

MLA (boy): “D... Come on.” (he takes a pencil from his hand and starts writing) (17:55)

MLA (girl): “Teacher, he will never understand... I have explained to him everything…” (17:58)

Teacher: “This team here cooperates and will finish very quickly... Let’s go.”

HLA (girl): “Teacher… D…” (first name of LLA (boy)) “It’s not clear to him.” (18:05)

LLA (boy): “Now it’s clear to me.”

The teacher passes by the group and addresses group 2, which is next to their group: “This team here… I can see they do not have any problems for now... Here M... (first name of the girl in the second group) “…hats off. Ona applause for M, she has made such a great effort.” (everyone applauds) (18:12)

The teacher approaches the group: “I can see all three of you around D…” (pupil LLA (boy)) “…but I don’t see that D is taking this effort seriously and I would like him to understand this effort a bit more seriously.”

HLA (girl) smiles and shakes her head in negation (18:24) as a sign she agrees with the teacher.

(18:24) MLA (boy) finishes: “There you gooo...” (he goes back to his seat and speaks) “Is it that I’m supposed to do your tasks?” (18:27)

HLA (girl) puts her palm on her forehead.

MLA (girl) pats LLA’s (boy) head with her hand: “Understand a little more what we’re telling you.”

The teacher announces the result: “130.”

MLA (girl) raises her hands up: “Yesss!” MLA (boy) raises one hand in the air: “Yesss!”

HLA (girl): “Teacher, can you explain this to us?” ( 18:39)

Teacher: “Does anyone on the team know?”

MLA (girl) raises her hand: “I do…” LLA (boy) also raises his hand: “ I too… It’s only that I did not know how to set it up.”

HLA (girl): “Will you explain it to me?” (addresses MLA (boy))

MLA (boy) gets up and approaches from the right-hand side where she is sitting: “Argh! Do I have to do everything?”

MLA (boy) looks at her notebook: “Well, this is correct.”

HLA (girl): “That’s why I copied it from you.”

MLA (boy): “Ahhh… You’re just copying.”

The teacher announces the next step, a new task that is even more challenging: “Now it’s one step further in what we haven’t covered. I want to see if anyone on the team will know.”

MLA boy: “Yesss... it has to be some good task.”

MLA (girl): “Nothing is a challenge for you.” (she says to MLA (boy) quietly)

Teacher: “We’ll come to the sweet challenge only when we finish this one.”

MLA (girl): “Teacher, is it hard or easy?”

MLA (boy) says a little louder and a little angrily: “How many times is three contained in one?”

MLA (girl): “It can’t be done that way.”

MLA (boy): “I know it can’t.” MLA (girl): “That’s why it is contained in eighteen.”

MLA (boy): “Ahaaa!” (He takes a pencil, starts writing and then plays with the pencil between his fingers: “Eighteen in three.” (20:25)

MLA (girl): “You mean three in eighteen.”

HLA (girl) adds: “Six.” MLA (boy): “How does she know?” (points at HLA (girl))

MLA (girl): “Well, because 3 times 6 is 18.” (and she looks at pupil MLA (boy) with wide-open eyes)

LLA (boy): “I did it, but it’s not correct.”

The teacher passes by the group: “Consult each other… Consult each other.” (20:37)

HLA (girl): “11 minus 6 is five.”

MLA (boy): “Well, it can’t beee!” (he says in a changed voice and lightly taps the desk with his hand)

HLA (girl): “58, right?”

They start a conversation with pupils from the other group.

HLA (girl): “It’s not nice to eavesdrop… and you just copy from H (pupil’s name) and that’s how you know.”

MLA (girl): “Don’t argue,” (21:31) and she turns to LLA (boy): “D, do you need help?” (21:34)

LLA (boy): “No, for now.”

MLA (girl): “You can’t write the result right away.” (She takes an eraser and starts erasing in the LLA’s (boy) notebook) “6 times three… eighteen… Let’s align the number below… Write zero.”

MLA (boy): “How many times is three contained in eighteen… six… but it can’t… “(he talks to himself, so he starts scribbling on the pencil case) (22:11)

The MLA (girl) continues to help LLA (boy): “Three in eighteen is three... and then three minus three ... write zero!” (she soon finishes): “There you go, I’ve explained it to you.”

HLA (girl)says: “Has anyone understood the task?” (22:28) leaning on her elbow and with a sad expression on her face.

MLA (girl): “I did.”

HLA (girl): “Ahh, I don’t understand it. Please explain it to me.” MLA (boy): “Help” (addresses MLA (girl))

MLA (girl) gets up and goes to the HLA’s (girl) desk, and LLA boy gets up and goes to MLA (boy): “I’ll try to explain to him.” (22:50), and MLA (boy) turns his notebook: “Come on.”

LLA (boy) tries but it doesn’t go, so they start laughing. LLA (boy) goes to his desk and takes his notebook with the completed task, which MLA (girl) previously showed him how to do it.

Other groups have finished and an applause and shouts can be already heard in the class: “Yesss!” (from other groups that did the task correctly.)

Meanwhile, the teacher leaves candies in the middle of the desk in the group (23:54)

All focused their attention to the candies

MLA (boy) tries to take one while MLA (girl) says loudly: “Don’t touch... Maybe these are for adding up,” (23:57) and MLA (boy) pulls his hands to himself.

The teacher is next to the desk and looks at the group and their hands raised up (23:59) and starts counting: “One... One... And two... I’ve said… I can’t believe I’ve come to three.”

LLA (boy) goes to his place and MLA (girl) approaches MLA (boy) and helps him finish the task (24:25)

MLA (boy): “This is difficult... but this is really difficult.”

LLA (boy): “Has the Miss explained t to you?” (addresses MLA (boy))

They start playing with candies that are on the desk.

MLA (boy) counts: “Two-four-six-eight-ten” (counts the candies)

Teacher: “I’ll read the assignment and I expect you to solve it in five minutes if you plan to eat candies.”

HLA (girl): “How are we going to divide ten by four?”

Teacher: “How many candies did each one have?”

“Two boys had a total of 10 candies. When one of them ate the candy and the others three candies, each was left with the same number of candies. How many candies did each of them initially have?”

HLA (girl): “So, we’ll write together.”

The teacher approaches the desk: “How many of them did each of them have initially? So they put them together and together they had ten of them (27:09) and then one ate one and the others ate three.”

MLA girl: “They had to have the same number.”

Teacher: “No.”

MLA (girl) addresses the group: “Didn’t I tell you they didn’t have to have the same number of them?”

Teacher: “In the end, the same number of them remained to them. How many of them did they have at the beginning? Read the task.” (She indicates to the pupils to look at the chalk board) (27:29)

LLA (boy): “Is it… Is it that we don’t understand the task or…” (27:40)

MLA (girl): “No... The teacher doesn’t understand what we’re saying.”

HLA (girl): “She’ll hear you,” (and she looks at pupil MLA (girl))

HLA (girl) starts reading the task out loud and says: “Well, it’s ten divided by two.”

Teacher: “One team solved the problem.”

LLA (boy): “Well, good for them.”

MLA (boy) addresses HLA (girl): “S…” (girl from the second group) “…knows and we don’t know.” (28:18)

Teacher: “Do you understand children?” (28:32)

Everyone answers: “No.”

Teacher: “They had their two groups of candies and when they joined them, they got ten of them. However, they had a different number of them in their groups. One of them took one candy from his group and the other one three and… eventually, the same number of candies remained to both of them.”

LLA (boy): “Ahaaa!” (smiles)

HLA (girl): “So, we’ll do it like this.”

MLA (boy) says quietly: “I have no idea.”

HLA (girl): “One has 4 candies… so it’s maybe 6 plus 4.”

Everyone leans towards the middle of the desk while HLA (girl) talks about the possible result (29:24)

MLA (girl) calls the teacher: “We’ve finished… One boy who ate one candy had 4 candies (along with HLA (girl)) and the other one who ate three had six candies and he had three left.”

The teacher carefully listens and finally stretches out her thumb (like) (29:52)

HLA (girl) cries out: “Yeeesss!” (happily) (29:53)

MLA (girl): “Now we can eat candies.” (she takes the candies and distributes them to each member of the group)

LLA (boy) and MLA (girl) go to another group to help them.

MLA (boy): “We are just one group and we’re not supposed to help them.” (30:53)

HLA (girl): “The camera is on.” (she says quietly)

Teacher: “You have 10 candies on the desk. Divide them among yourselves. Can you? If you can’t tell me how many candies you need?”

HLA (girl): “Here, everyone can still get one half of the candy… So, we all have two and we need two more.”

(Meanwhile, the teacher approaches the desk with a box of candies and gave 2 candies that are missing)