26.04.2019. Duration of Session 1 (23:09 min – group work)

SB-G1-S1 (School B - Group 1 - Session 1)

The teacher gives instructions for group work and addresses the whole class: “We have tasks that are easy and I believe that everyone will solve them very quickly, then we have tasks that grow as the ordinal number of the task grows as we move down (thinks of the tasks on the handout) And so the tasks are a bit more difficult… So, the pupils are to work in a group and solve the tasks, and if they get into trouble, they have the right to submit a wildcard…” (something like investing bonus points to get help) “…to ask for help”.

Someone asks the class, “Should we work as a team?”

Teacher: “Yes, definitely as a team. You have to help each other. What a wildcard means, it means that you’re investing your point to get help.”

Someone asks, “And how many points do we have?”

Teacher: “For today you have…” (pauses for a moment) “…three points.”

Pupil in class: “Only!”

Teacher: “Enough for today. I think that they will be needed for these three more difficult tasks.”

The teacher continues: “So, when you do all the tasks on the handout then pass over the handouts to each other in pairs to check whether you’ve done them correctly. You have to do the tasks again to see if they’ve been done correctly, and if you have an incorrectly done task, then the result is inaccurate, too.” (the teacher starts counting by snapping her fingers, “One, two, three…”, to make sure they pay full attention and listen) “And if the result is incorrect…” (the teacher speaks in a lower voice) “…you must warn your mate that he or she made a mistake.”

(0:15) HLA girl starts asking: “And if…”

The teacher continues: “You are not supposed to correct the mistake, you just need to warn your classmate.”

(0:17) HLA girl raises her two fingers in the air.

(0:19) The teacher approaches the group and stands next to the HLA girl’s desk.

(0:19) HLA girl: “And if… if... now” (then pauses for a moment) “…I exchange the handout with A.” (MLA girl sitting next to her in the group) “…and if she makes a mistake and it turns out not to be a real mistake, what shall I do then?”

(0:28) Teacher: “Well, then…” (she leaves the group and stands next to the MLA boy’s desk) “Well, then she has to try not to make any mistake.”

(0:34) LLA boy: “Teacher... I won’t make any mistakes.” (looks at the teacher)

(0:36) The teacher stands by the desk with her hands on her waist: “Sure thing.”

(0:37) LLA boy turns his look to the group.

(0:37) HLA girl: “No… but it’s that if I think it’s a mistake…” (she points to the handout with her finger)

(0:40) Teacher: “But she has to calculate again.” (and she points to MLA girl with her hand)… “She can’t think it’s a mistake, she has to calculate it all over again.”

(0:42) LLA boy bounces a bit from his chair, then looks at the teacher and says: “I won’t make a single mistake.” (he then looks away again)

(0:45) Teacher: “Let’s not waste any time. You do the tasks on the handouts.”

(0:47) LLA boy raises two fingers in the air: “Teacher…”

(0:50) The teacher notices that LLA boy is asking for help and while approaching his desk, she addresses the whole class: “Come on, start working.”

(0:54) LLA boy takes the handout in his hands: “Shall we write times here in 128?” (points to the task)

(0:56) Teacher: “Everything is written.”

(01:00) LLA boy holds his handout and waits for the teacher to finish with a pupil from the second group: “Teacher, shall we write next to 120 here and calculate?”

(01:04) Teacher: “Yeeeah.”

(01:05) LLA boy turns to his desk, puts his handout on the desk and starts working: “I’ll do this one.” (says to himself)

(01:08) The teacher walks away from the group, telling the whole class: “There are challenges in that handout…”

(01:13) Pupils work individually on their respective handouts within groups.

There is no interaction other than occasionally referring to each other.

(01:23) HLA girl looks at LLA boy who calculates in a louder voice and says to him: “Do it silently.”

(01:26) MLA boy raises his head and repeats the same: “Silently.” (addresses LLA boy)

(01:24: 01:30) LLA boy just looks at HLA girl and MLA boy in turns, but without commenting.

(01:47) MLA boy looks at LLA boy again: “S…” (MLA boy’s name) “silently.”

(02:16-02:34) MLA girl leans against the chair and frowns up, then looks at HLA girl. Then she starts whispering to HLA girl very quietly. HLA girl puts her hand over her mouth.

(02:34) MLA girl opens her eyes and mouth wide, then turns away from HLA girl when she says something to her.

(02:38) Off-task conversation among pupils… They talk very quietly and smile.

(03:14) MLA girl writes something at the end of her notebook and gives HLA girl a look.

MLA boy speaks into the Dictaphone: “N…” (HLA girl’s name) “…is dishonest.”

(03:20) MLA girl touches the HLA girl’s arm with her index finger and then shakes her shoulder with her whole hand. HLA girl turns around (03:21-3:26). MLA girl shows to HLA girl finger the part of the notebook where something is written. HLA girl just glances at it and then starts writing in her notebook.

Pupils work in silence, but with occasional short movements, comments.

(03:31-03:36) LLA boy reads the task, then purses his lips, covers his face with his palm, then grabs his nose with his fingers, and soon gets up and stretches across the desk towards HLA girl

(03:37) HLA girl reaches out to LLA boy to stop him: “S...” (she says the LLA boy’s name)

(03:37) At the same time MLA boy touches LLA boy with his hand signalling to him to sit down: “S…” (LLA boy)

(03:40) The teacher pays attention to the commotion in the group: “Hush up.”

(03:41) LLA boy sits down in his chair, looks quickly at the teacher and turns to the group looking at his handout.

(03:46-03:50) LLA boy turns toward teacher and rises his two fingers in the air, but gives up (lowers down his hand) after someone from the other group asks the teacher.

(03:57) The teacher approaches the group and addresses LLA boy: “Yes S?” (LLA boy) (and she stands next to his desk)

(04:00) LLA boy: “Teacher, I calculated it here.” (and he points to the handout)

(04:00) Teacher: “It doesn’t matter if it crosses.”

(0 4: 01-04: 07) LLA boy continues: “Seven times six is… And I include that what I’ve memorised…”

(04:07) MLA girl enters the conversation: “Teacher, this with six and seven crosses.” (teacher just looks but continues with LLA boy)

(04: 08) LLA boy repeats while holding his head: “That what I’ve memorised…” (pauses)

(04:08) Teacher reminds him: “Three.”

(0 4:09) Encouraged, LLA boy repeats: “Three.” (and starts writing in his notebook)

(04:11) Teacher: “Count freely.”

(04:13) HLA girl: “Teacher, does this the penultimate one cross.” (thinks of the task with the crossing)

(04:14) Teacher approaches the HLA girl’s desk: “It’s possible that it crosses.”

(04:21) LLA boy says out loud: “My result is a thousand and…”

(04:22) The teacher interrupts the LLA boy: “Hush up… Hush up.” (looks at LLA boy) (she then looks at HLA girl) “It doesn’t matter. Let it cross. So what?” (the teacher stands leaning on the desk in the group)

(04:36) MLA boy raises his handout towards the teacher smiling, “Please have a look.” (but the teacher just glances at it and leaves the group). MLA boy looks at the handout and at the teacher in turns. The expression of the MLA boy’s face automatically changes from smiling to a serious one.

(04:37) LLA boy addresses the teacher as she leaves the group: “Teacher, my result is a thousand and…” (but MLA boy interrupts him)

(04:39) MLA boy: “Be quiet. Yes, it’s correct – 1365.”

(4:45) The teacher ican be heard in the background of the classroom referring to somebody: “You see how you overcome this multiplication process so that you can solve even the task the result of which exceed one thousand.”

(04: 45: 05: 04) Everyone works on their respective handouts.

(05:04) LLA boy puts his palms on his cheeks, looks up, and leans on the desk.

(05:07) HLA girl notices: “Whaaat?” (and looks down at her handout)

(05:09) MLA boy looks at LLA boy: “Well, use a wildcard, let her help you.” (smiles)

(05:10) LLA boy turns to MLA boy and waves his hands: “Come on, help me.” (raises his two fingers) “Wildcard!”

(05:11) MLA boy looks at HLA girl: “Ask N.” (HLA girl’s name) “Is she your wildcard.” (and smiles)

(05:14) HLA girl: “No, he is your wildcard.” (points to MLA boy with her hand)

(05:16) MLA boy: “I don’t know… I don’t have a wildcard.”

(05:18) With his raised two fingers, LLA boy turns to MLA girl, but she does not return the look to LLA boy and LLA boy quickly turns to HLA girl.

(05:19) MLA boy says: “Well, help me.” (looking at HLA girl)

(05:19) LLA boy persistently holds two fingers in the air and looks at HLA girl.

(05:20) HLA girl gets up, looks at the LLA boy’s handout and leans on her elbow on the desk.

(05:23) LLA boy: “It’s like this... Four times eight…” (she then stops, touches her head with her hand and looks at the wall) “Four times seven…” (stops)… 32” (then writes it down)

(05:27) HLA girl goes back to her chair without commenting or saying anything.

(05:31-05:40) MLA boy looks across the desk at HLA girl’s notebook.

(05:41) MLA girl touches HLA girl with her hand: “Hey... He’s looking from you.”

(05:42) MLA boy: “I’m not looking.” (and he covers his notebook with his hand)

(05:31) LLA boy: “And that two…” (looks up from the handout and looks in the direction of HLA girl) “…thirty-four.” (HLA girl already writes in her handout without looking at LLA boy) “…four and memorise three…” (LLA boy speaks out loud to himself) “…four times two is eight and that three…” (he pauses and looks around) “…and that three makes ten…” (and writes this down)

(05:48) LLA boy: “My result is one thousand and forty… It’s again 1040.”

(05:51) MLA boy looks at the LLA boy’s handout and then to his: “It’s nooot!”

(05:52) LLA boy: “Whaat?” (looks at his handout) “Have you done it that waaay?” (gestures a bit while talking and LLA boy looks at MLA boy)

(05:57) MLA boy tries to grab LLA boy by the nose, but LLA boy escapes.

(05:58) MLA boy: “It’s not like that.” (he taps on the LLA boy’s notebook with his pencil)

(05:59) LLA boy corrects himself: “It’s one thousand one hundred and forty.” (repeats slowly and looks at MLA boy)

(06:01) MLA boy: “Yeeeah!”

(06:01) HLA girl: “Don’t argue anymore!” (she touches her forehead with her palm and remains leaning on her elbow)

(06:03) LLA boy erases what he previously wrote: “Yeees!”

(06:04) MLA addresses HLA girl: “Well, it’s incorrect.”

(06:05) HLA girl: “Which one? What?”

(06:06) MLA boy points to LLA boy: “His result.”

(06:06) LLA boy: “I can /count/ over a thousand.” (he looks at HLA girl)

(06:08) MLA boy: “Who can’t /count/ over a thousand.” (stops writing and raises his head, puts his hand over his mouth, leans on his elbow and looks at HLA girl)

(06:10) HLA girl looks at MLA boy, then makes a movement with her hand as if twisting on a light bulb and smiles.

(06:11) MLA boy laughs beneath the arm that covers his face.

(06:13-06:19) LLA boy raises his head as he has been writing: “Is the result in the last task…” (he holds two fingers briefly and looks at HLA girl) “Is it one thousand one hundred and forty… in the last task… the re… result?

(06: 15-06: 17) MLA boy smiles and lowers his head holding his hand over his eyes, and HLA girl puts his shirt over her mouth.

(06:20) HLA girl: “Yes, it is.” (She gives a short answer and glances at LLA, and stretches her arm towards LLA boy)

(06:21) LLA boy claps his hands hard above his head: “Yeees!”

(06:25) MLA boy: “This is as if you solved it and received a Nobel Prize.” (and MLA boy laughs and everyone in the group, including LLA boy, after him)

Pupils continue to work in groups.

(06:35) LLA boy continues to count aloud in his notebook: “Twenty-eight times three… Well, three times two is six… three times eight is…”

(06: 38-06:46) MLA boy, who is sitting next to LLA boy, looks at LLA boy’s notebook, then nods his head in denial: “It’s not like this S.” (LLA boy’s name) (06:46)

(06:47) LLA boy takes an eraser and starts erasing: “So, how is it to be done dear brother?”

(06:48) MLA boy grabs his head with his palm covering his face: “Ahhhh!” (quietly letting the sound out)

(06:51) LLA boy turns from the group: “Teacher… Teacher!” (raises his two fingers and waits for the teacher to come)

(07:02-07:06) The teacher notices the LLA boy’s call: “Here I am S.” (LLA boy’s name) (she approaches the group)

(07:05) LLA boy: “Teacher… Shall I do it here?” (and points to the handout with a pencil)

(07:06) Teacher: “Yes.”

(07:07) The teacher takes a step back and raises her hands to her chest: “Well, have we said it? Who is the person to whom you’re investing your points to get help?” (and she slowly leaves the group)

(07:10) MLA boy smiles, looks at LLA boy and points a finger at himself.

(07:10-07:16) LLA boy smiles, raises two fingers: “Wildcard… Wildcards…” (looks in the direction of HLA girl and calls her out louder while HLA girl writes in her notebook and does not look at LLA boy)

(08:14) Teacher: “Wildcard… Wildcard…” (smiles while standing in front of the chalkboard)

(07:15) MLA boy: “Here I am… Wildcard… May I be a wildcard.”

(07:18) LLA boy hugs MLA boy.

(07:18) HLA girl raises her head and stands up, “Okay, I’m a wildcard.”

(07:22) MLA boy: “There’s your wildcard.” (he allows pupil LLA boy to look at his handout)

(07:22-07:36) LLA boy copies from the MLA boy’s handout.

(07:35) The teacher comes to the group: “Don’t copy… You have to explain to him.” (and she leaves the group)

(07:39) LLA boy: “Here... Who will explain to me? Here is a wildcard.” (he points to HLA girl and MLA boy joins him and MLA boy smiles together with LLA boy)

(07:39) MLA boy: “N...” (HLA girl’s name) “…explain it to him.”

(07:40) HLA girl looks at LLA boy and MLA boy, then gets up from her seat: “Ah, my dear mother…” (she goes from the opposite side of the desk to where LLA boy is sitting)

(07:43) HLA girl leaves and her pencil falls off the desk. MLA boy notices this: “Your pencil has gone.”

(07:44) MLA boy and LLA boy smile together.

MLA girl spends most of her time writing alone and occasionally involves herself in the conversation. She turns toward the place where HLA girl sat, bends down, retrieves the pencil that fell off and puts it on the HLA girl’s desk.

(07:47) LLA boy: “Can you explain it to me?” (turns the handout towards HLA girl who is standing next to the LLA boy’s desk) “Plus 256, brackets … isss...” (LLA boy pauses)

(07:58) HLA girl: “... times three…” (moves the LLA boy’s hand from the handout and points with her index finger to the place in the handout where he is to write number three)

(08:01) MLA boy: “Mine is correct, isn’t it?” (looks at HLA girl and raises the handout towards HLA girl) but the HLA girl does not react.

(08:01-08:03) LLA boy repeats: “Times three…” (writes)… “isss eight…” (looks at HLA girl)

(08:05) MLA boy: “What is this?” (bends over the LLA boy’s handout and points to the handout with his hand) “How come times three?”

(08:09) HLA girl: “Two hundred and eight.” (and then points to the handout)

(08:09) LLA boy: “438 times eight…”

(08:11) MLA boy looks in his notebook and in the LLA boy’s notebook in turns: “So, it’s times…” (looks at the LLA boy’s handout)

(08:15) HLA girl says quickly: “Times three…”

(08:17) MLA boy: “How did you get eight?”

(08:22) HLA girl returns to her place: “You have one more wildcard.”

(08:25) MLA girl: “But just one more.” (raises her index finger up)

(08:26) LLA boy: “What? I’ve got two of them.” (shows two fingers) “I have three wildcards. It’s A…” (points to MLA girl), “she…” (points to HLA girl) and this one.” (points to MLA boy)

(08:29) MLA boy: “Nooot possible... You only have one more to use, either myself or A.” (points to MLA girl)

(08:34) LLA boy: “I’ll use you.” (turns briefly to MLA boy)

(08:35-08: 40) MLA boy: “Why me? Use her... her.” (points to HLA girl) “You can use her for all, but only once more.” (refers to LLA boy) “And that’s it.” (and he comes back and starts writing)

08:40 The pupils are working on their respective handouts

(08:53) The teacher approaches the group and stands watching the group

(08:59) LLA boy: “Teacher, I can /calculate/ over a thousand.” (looks up from the handout at the teacher)

(09:00) Teacher: “Come on... come on.” (she turns and comes to where LLA boy is sitting)

(09:02) LLA boy: “In this first task I got the result one thousand and one hundred and forty…” (he turns to the teacher who is standing behind him) “…and now in the second one…”

(09:05) Teacher: “Good... Good… Keep on counting it freely.” (she pats him on the head) “Come on.” (teacher stays behind LLA boy for a while and then leaves the group)

(09:10) LLA boy: “Three times 4 is 12 and that one makes 13…” (counts out loud, then turns around; the teacher has already left)

(09:11) HLA girl: “Well, S… (LLA boy) …do it silently.”

(09:14) MLA boy turns around and takes the handout in his hands: “Is this correct?”

(09:15) LLA boy claps his hands: “A thousand and...” (and she looks at the MLA boy’s handout)

(09:16) MLA girl looks at MLA boy: “What?”

(09:19) MLA boy shows the handout to MLA girl (and then pulls it back) “Hey, no copying!”

(09:21) MLA girl: “No, I’m not copying. What task is it?”

(09:22) MLA boy shows two fingers: “The second one.”

(09:24) LLA boy: “N…” (calls HLA girl by her name) “N, listen, my result is a thousand and three hundred.” (and he stops)

(09:25) MLA girl: “I did the second /task/.” (addresses MLA boy, but he follows what LLA boy is saying about the result to pupil HLA girl)

(09:30) MLA boy adds: “Fourteen.”

(09:31) HLA girl: “His result is correct!” (shows her thumb up)

(09:31-9:36) LLA boy looks at the MLA boy’s handout: “Yeees! My result is correct – 1314. Yees!” (he lifts above his head his hands clenched in fists)

(09:32) MLA girl addresses pupil HLA girl: “How far have you gone? I’m doing the third one, I’ve finished the third one and now I’ll go the fourth /task/”

(09:40) MLA boy: “Can I use a wildcard right away to have you write all this for me.” (He smiles and MLA girl smiles after him)

09:37 Pupils work on their handouts with occasional off-task communication

(10:18) LLA boy: “N…” (calls HLA girl by her name after he stops working on the task)

(10:19) HLA girl: “Come on, you are distracting me.”

(10 2 0) LLA boy points at MLA boy: “He’ll help me... This is my wildcard.” (points a finger at MLA boy) “Wildcard.” (LLA boy taps MLA boy on his shoulder)

(10:23) HLA girl addresses LLA boy: “S...” (LLA boy) “…you have one more wildcard. Save it. Think a little.”

(10:26) LLA boy: “Here he is… He’s my wildcard.”

(10:27) HLA boy: “T…” (MLA boy’s name) “…help him.” (looks at MLA boy)

(10:29) MLA boy stops writing and turns to LLA boy: “What do you want… This is the last help to you.” (and he looks at the LLA boy’s handout)

(10:31) LLA boy: “Teacher...” (LLA boy calls the teacher who quietly approaches the group)

(10:32) Teacher: “A-haaa… ha…. So, you will lose the last help, right?”

(10:35) MLA girl: “Yes, the last one... He’s got only one left.” (she lifts her index finger)

(10:37) Teacher: “Ooo ho ho… We’ll have to give him a bonus help.”

(10:40) HLA girl: “He’s not thinking at all.”

(10:42) MLA boy: “He just does it like this: Come one, help me.”

(10:45) Teacher: “Come one, read a little and talk… Come on.” (he then goes down to the level of LLA boy’s eyes) “How it should look like… Increase by five times… Come on calculate it now.”

(10:51) LLA boy: “435.”

(10:53) Teacher: “And what’s written here?” (points his index finger at the handout) “The difference of numbers.”

(10:53) At the same time LLA boy repeats after the teacher: “The difference of numbers.”

(10:55) Teacher: “What is the calculation operation for the difference of numbers “

(10:59) LLA boy: “Weeell…” (stops and looks at the handout)

MLA boy looks at the teacher and at LLA boy in turns.

(11:09) Teacher: “Well…?”

(11: 09) LLA boy looks at the teacher: “Difference of numbers.”

(11:10) The teacher nods

(Excerpt 2)

1 (11:10) LLA boy is leaning on his elbow while holding his forehead and looks at the worksheet)

2 (11:17) MLA boy: “Ask N.” (HLA girl) (he points his hand at HLA girl)

3 (11:18) (LLA boy): “N.” (calls HLA girl by her name)

4(11:20) HLA girl: “What?”

5 (11:20) LLA boy, leaning on his elbow on the desk, holds his forehead with his hand

6 (11:21) HLA girl looks at MLA boy: “And why don’t you help?”

7 (11:22) MLA boy: “I’m not sure of myself... It’s better that he asks you.”

They laugh, followed by LLA boy and HLA girl.

(11:30) MLA raises her handout towards HLA girl: “Is this correct?”

(11:30) HLA girl: “Give me a second … just to finish.” (she covers her ears with her palms)

Pupils talk about wildcards.

(12:03) HLA girl asks MLA girl: “How far have you come?” (Looks at her notebook)

(12:04) MLA girl: “To the fourth /task/.”

Pupils work

(12:28) LLA boy: “Teacher… I can calculate this here, too.” (shows the part in his notebook)

(12:31) Teacher: “No need to count there.” (the teacher takes the handout and puts it in the LLA boy’s notebook) “Come on, have you done it? What mathematical operation is involved when the difference of numbers is in question?”

(12:39) MLA boy turns and looks at t LLA boy: “Minus... Here minus…” (and he points with a pencil to the place in the handout where the minus is needed)

(12:48) Teacher: “You have to think a little and not just write numbers.”

(12:52) LLA boy looks at the teacher: “Teacher, I put the minus here.”

(12:53) Teacher: “Good… T (MLA boy) told you – come on, make an effort.”

(12:57 LLA boy: “Weeell…” (he scratches his head, then continues) “Zero minus five... it can’t…“ (he stops and turns to the teacher because another pupil called her)

(12:59) At the same time, HLA girl says to the teacher: “Teacher, I’m done.” (she shows the handout)

(13:02) LLA boy scratches his head and turns to the teacher: “Zero minus… zero…” (looks at the teacher talking to another pupil)

(13:05) HLA girl: “I’ll help him.” (she gets up from her seat and from the other side goes to the LLA boy’s desk but it cannot be seen on the camera that she is standing next to him)

(13:09) LLA boy touches his eyebrow with his finger: “Who are you going to help?” (he smiles tenderly and puts his palm on his forehead) “Zero minus five…” (he pauses and then answers) “…is five.” (13:14)

(13:16) HLA girl: “What? What did you write?”

(13:18) LLA boy: “Well, this.” (points to the handout)

(13:19) HLA girl takes an eraser, turns the handout towards herself and starts erasing (HLA girl can be seen on the camera)

(13: 20) LLA boy points to the handout: “Thiiis!”

(13:22) While erasing, HLA girl says: “Well you can’t see well... It’s not zero... Come on, copy it.” (and she moves the handout towards LLA boy, points with her finger and then leans on her elbow on the desk standing next to his desk)

(13:26) LLA boy: “435.” (writes and speaks loudly)

(13:29) HLA girl: “Wait… Let’s see.” (and she leans over the LLA boy’s handout) “Okay, open a parenthesis.”

(13:34) HLA girl: “Minus” (LLA boy repeats after her and looks at the task at the same time)

(13:37) LLA boy continues alone: “Minus 246.”

(13:37) MLA boy asks HLA girl: “N (HLA girl’s name), is my result correct?” (he waves his handout while HLA girl monitors what LLA boy writes)

HLA girl does not react but follows LLA boy.

(13:39) HLA girl: “Yes.”

(13:40) LLA boy: “Times five…” (HLA girl monitors him)

(13:40) HLA girl looks at MLA boy while LLA boy waits looking at them.

(13:41) MLA boy calls out to HLA girl again: “N. (HLA girl’s name), is my result correct?” (hands out the handout, looks at HLA girl and smiles) “Is it correct?” (hands over the handout to HLA girl who now pays attention to him) (13:45)

(13:48) HLA girl takes the handout and looks at it a little longer.

(13:50) HLA girl addresses LLA boy: “Come on, now again... Continue.” (goes back to her place carrying the MLA boy’s handout)

(13:49) MLA boy reacts: “Ohhh, it’s as if I’m giving my ID card to check whether my task is correct.”

(13:58) MLA boy gets up and goes to HLA girl: “Come on...” (HLA girl compares his results with hers)

(14:00) HLA girl: “It isn’t.”

(14:01) MLA boy: “How come?” (Takes the handout and looks)

(14:04) HLA girl leans against the wall and looks at MLA boy: “Invest your wildcard.”

(14:06) MLA boy looks at HLA girl: “But how?” (Pauses a little and then looks at MLA girl) “I haven’t used my wildcards yet.”

(14:10) MLA girl: “What… what…” (she leans to see what task it is)

(14:11) MLA boy: “Third.”

(14:12) LLA boy computes even using his fingers. At that moment he claps his hands several times

(14:17) LLA boy addresses HLA girl: “N, (HLA girl’s name) come here.”

(14:20) MLA girl asks MLA boy: “What’s your result?”

(14:21) MLA boy replies, “Four, one, zero, five.”

(14:24) MLA girl leans over the MLA boy’s desk: “Four hundred and... Well, its incorrect.” (waves her head in negation)

(14:26) MLA boy: “Why, cooome on...” (and starts erasing what was written down)

(14:33 MLA boy stretches across the desk and peeks into the HLA girl’s handout from above (14:40) and continues with copying) (15:04) MLA boy refers to HLA while she explains the task to LLA boy.

(14:37) LLA boy: “Mine is five thousand.” (looks to the side where HLA girl is standing and starts erasing on the handout)

(14:40) HLA girl: “How come five thousand?”

(14:44) HLA girl: “Five times one…” (points to the handout) “…how much is it?”

(14:45) LLA boy: “Five.”

(14:47) HLA girl: “And where are you to write it there?” (and moves his hand with a pencil) “Where is it to be written from first?” (HLA girl erases the number) “From units. Write five first.”

(14: 49) LLA boy: “Here?” (writes Again) “Where from?”

(14:54) HLA girl takes a pencil from LLA boy and she writes.

(14:58) Then LLA boy takes the pencil from HLA girl, and HLA girl says: “Five times two is ten. Write zero here.” (she points her finger where to write on the handout)

(15:02) LLA boy repeats while writing: “Zero.”

(15:03) HLA girl: “And you memorise one.”

(15:04) HLA girl: “Five times two is ten and that one is eleven.”

(15:04) MLA boy: “Is it correct now?” (looks at HLA girl who is not paying attention as she is focused on LLA boy)

(15:06) MLA boy holds the handout in front of HLA girl while she explains.

(15:07) MLA girl asks MLA boy: “What is your result?”

(15:10) MLA boy replies: “895.”

(15:11) MLA girl: “No, it isn’t.” (shakes her head in negation)

(15:09) LLA boy: “Only eleven… thousand … one thousand one hundred and five.” (he waves his hand) “Is it?” (HLA girl goes back to her place)

(15:13) HLA girl comes to her place: “Let’s see.” (looks at her handout)

(15:21) MLA boy: “Is this one correct?” (Shows the handout to HLA girl)

(15:21) LLA boy turns to the class: “Teacher!”

(15:25) The teacher approaches while referring to the whole class: “Have you given advice to your class mate or criticised him or her?”

(15:28) HLA girl stands next to her chair: “And really, how’s this… /to be done/?” ( looks at the teacher)

(15:29) LLA boy: “Teacher!”

(15:30) The teacher addresses the class: “Haven’t we said that you should point out your classmates’ mistakes and not criticise each other... No criticism is needed... You’re to say, ‘This isn’t correct’, but in a way not to cause others feel embarrassed. Let’s go and point out mistakes.”

(15:47) The teacher approaches the group’s desk.

(15:47) MLA boy raises two fingers: “Teacher, is this correct?”

(15:48) Teacher: “You’re asking your mate and won’t spend a point.” (She pats MLA boy’s head)

(15:53) HLA girl comes to the MLA boy’s desk: “He already asked twice.” (and she looks at the teacher)

(15:55) (LLA boy holds his hand up in the air)

(16:05) LLA boy: “Is my result correct?” (shows it to the teacher who has approached his desk)

(16:12) The teacher looks quickly: “Check it with N.” (HLA girl’s name)

(16:13) MLA girl approaches the LLA boy’s desk: “It’s incorrect.”

(16:16) LLA boy: “How…? N (HLA girl) helped me.”

(16:33) LLA boy continues: “My result is a thousand and five, one thousand and five.”

(16:35) MLA girl is standing by the LLA boy’s desk: “No.”

(16:36) LLA boy: “N (HLA girl’s name) has…” (he points at HLA girl

(16:39) HLA girl: “Please help him.” (points at MLA girl on the other side of the desk)

(16:46) MLA girl: “Erase it.” (and she takes an eraser)

(16:47) LLA boy: “I won’t, it’s a thousand and one hundred and five.”

(16:48) MLA girl erases what was written on his handout: “No, it isn’t.”

(16:53) MLA girl writes the result on the handout.

(17:00) MLA girl, MLA boy and HLA girl check their results as LLA boy continues to write.

(17:12) LLA boy: “One thousand and one hundred and five.” (looks at MLA girl), (17:16) …LLA boy repeats: “One thousand and one hundred and five.” (looks now at HLA girl) “N…” (calls HLA girl by her name)

HLA girl and MLA girl talk together and pay no attention to LLA boy.

(17:20) LLA boy now shouts louder: “N!” (HLA girl’s name)

(17:21) HLA Girl: “Oh, shut up.” (looks at LLA boy)

(17:23) LLA boy: “One thousand and one hundred and five.” (looks at HLA girl)

(17:25) MLA boy: “Nooo, it’s nooot.”

(17:26) LLA boy slaps his head with his palm several times.

(17:31) LLA boy looks at the MLA boy’s handout: “845 … that’s right.”

(17:33) MLA boy: Nooo… It’s incooorrect!”

(17:48) MLA boy points a finger at the LLA boy’s handout. “The way you put it is incorrect.” (thinks of the procedure in the task)

(17:51) LLA boy starts to erase.

(17:15-17: 59) MLA girl and HLA girl check each other’s results.

(17:59) The teacher approaches the group: “The responses for penultimate tasks... Have you put them?”

(18:05) MLA boy gets up from his seat: “Teachers, is this the way these tasks should be resolved” (and shows in the handout)

(18:09) The teacher looks: “Swap these numbers.” (and gives the handout back to MLA boy)

(18:03) LLA boy persistently calls the teacher several times: “Teacher... Teacher…”

(18:13) LLA boy: “Teacher… T (MLA boy) is telling me it’s not 221.” (points to the task on the handout)

(18:18) MLA boy: “It’s incorrect.” (he points his finger at the task on the handout)

(18:21) Teacher: “Take it easy. Deduct it at the back of it, turn it /handout/” (and she turns the handout) “Write… 435…”

LLA boy: “Repeats after the teacher 435.”

(18:31) Teacher: “Minus 256.”

(18:36) LLA repeats: “Minus 256.”

(18:38) LLA boy continues: “Fifth minus six is one.”

(18:42) Teacher: “Five minus six…” (and pauses)

(18:43) LLA boy: “Five minus six…” (looks at the teacher) grabs his lips with his fingers and remains quiet.

(18:46) Teacher: “Can you manage S?” (calls LLA boy by his name)

(18: 5o) HLA girl approaches the desk where the teacher is standing and LLA boy is sitting: “What are you doing now?”

(18:51) Teacher: “Subtraction… You check how he’s doing subtraction, please.”

(18:58) HLA girl stands next to LLA boy, looks at her handout and then lowers herself down towards the LLA boy’s notebook and points to the task with a pencil.

(19:01) MLA boy: “I’m almost done.” (and he looks at HLA girl who is helping LLA boy)

(19:06) MLA boy: “The teacher told me my result was correct... yes ... yes.” (and waves his hands) He gets up from his place and goes to MLA girl: “She told me its accurate 100%.” (he puts his handout on the desk in front of MLA girl)

(19:30) MLA girl: “How much is five minus six?”

(19:32) MLA boy: “What five minus six?”

(19:33) MLA girl: “Five minus six is zero... (and continues to ask about the numbers)

(19:35) MLA boy comes back and takes the handout: “What am I going to do now?” (shrugs)

(19:44) MLA girl: “Teacher” (and she leaves the group)

(19:04) LLA boy starts subtract: “Five minus six is one.”

(19:09) HLA girl: No, it’s not” (LLA boy takes the eraser to erase)

(19:15) LLA boy looks at HLA girl: “But I have six…” (and shows six fingers), “…minus five…”

(19:16) HLA girl: “Yes, if six is first, but it is five minus six…. not six minus five.”

(19:21) HLA girl goes on with explanation, “Five minus six is fifteen minus six.”

(19:27) LLA boy writes: “It’s nine…”

(19:28) HLA girl: “Write nine… We write nine, memorise one… You can immediately continue. Twelve minus five, how much is it?”

(19:39) LLA boy: “Twelve minus five isss…”

(19:40) HLA girl: “Seven.”

(19:40) LLA boy: “Yes… seven.”

(29:41) HLA girl “Here… Three minus two is one.” (points at the task on the LLA boy’s handout with a pencil)

(19:47) LLA boy: “Yes, one.”

(19:48) HLA girl: “There you go… We did this well.” (and leaves the group)

(19:51) LLA boy continues to write and speaks aloud: “179…” (completes the task).

(19:59-20:33) The teacher is in a group and each pupil begins to ask the teacher if their results of the tasks are correct.

(20:00) LLA boy gets up with his handout: “Teacher…” (and shows the tasks to the teacher)

(20:10) Teacher nods her head and LLA boy sits into his place and starts reading the next task.

(20:48) After the teacher has looked at handouts, the pupils correct their results of the tasks.

(21:54) MLA boy addresses HLA girl: “I’m soliciting for wildcards.”

(21:57) HLA girl hands out her handout to pupil MLA boy. He takes it and begins to compare it with his own.

(22:08) While correcting the results of her tasks, MLA girl suddenly turns to HLA girl: “I helped you, twice.” (and she points two with her fingers)

(22:12) HLA girl looks at MLA girl: “Once!”

(22:15) MLA girl: “No, it’s not true.” (she approaches HLA girl and tells her quietly)

(22:18) HLA girl: “You put a smiley, because I realised how much it is and you sad it only after I had already written it.”

(22:27) MLA girl: “I wrote it first.” (and looks at her notebook)

(22:30) Teacher: “Are we all done?” (the class answers aloud: “Yeees!”) “We’ve still got some who are correcting their results in the group.”

(22:44) LLA boy: “We’re the best.”

(22:46) HLA girl: “We are nooot… Come on, wooork!”

(22:53) MLA girl addresses HLA girl: “May I use one wildcard with you.” (raises two fingers)

(22:54) HLA girl: “Here, for your wildcard.” (and gives her handout to MLA girl to have a look at it)

(23:00) Teacher: “Come on group, come out with the handouts.” (another group comes out in front of the chalkboard)