19.04.2019 (Duration of Session 1) (18:37) + (06:23) + (03:54) = (28.14)

The session was recorded in three parts because of changing batteries in the camera.

SA-G2-Ses 1 (School A - Group 2 - Session 1)

Teacher: “Everyone is to work for themselves and then you will see who didn’t know. You can approach… explain (the instructions are the same as in group 1)

HLA (girl) instructs pupil LLA (boy): “Now everyone works for themselves, and we’ll check the results later.”

Pupils work independently

HLA (girl) is the first to finish the task and MLA (boy) notices that: “You already did it," and then MLA (girl) also finished it after her: “I’m done... Waiting for you.”

MLA (girl) (looks at LLA (boy)): “Please K… (first name of LLA (boy)) “…think a little… don’t rush.”

MLA (girl): “I’ll check it again, just in case.”

LLA (boy) tries to look in the HLA’s (girl) notebook in response to which MLA (girl) says: “Try first to do it yourself.”

HLA (girl): “Try to do it yourself first.”

The teacher intervenes, addressing MLA (girl): He’s asking you” (referring to LLA (boy)) and she points at LLA (boy) with her hand

MLA (girl): “No, no teacher… He started working” and HLA (girl) adds: “He started working and then he started looking, but we don’t want him to look right away but to try do it himself.”

LLA (boy) tries to do it himself, and then MLA (girl) looks at him: “Well... Have you finished? What is the result?”

LLA (boy): “232 MLA (girl): “Bravo!” HLA (girl): “Let me see the procedure… How come minus 4?”

MLA (girl): “It’s not like that K.” (first name of LLA (boy)) HLA (girl): “How much is 9 minus 4?”

LLA (boy) answers: “5” While pupil LLA (boy) corrects and finishes it, the teacher looks at the group and asks: “Has K (first name of LLA (boy)) finished?” (00:02) Recording 1

MLA (girl) addresses the teacher: “Teacher, we’ve finished. He wrote correctly, but its just that he set the task incorrectly.”

HLA (girl) explains: “He didn’t understand it teacher. I’ll explain it while you…” (but she didn’t finish her sentence)

The teacher continues: “Yes M (first name of HLA (girl)) You finish it. We’re waiting for you. We’ll not move on until everyone is finished. We’re not rushing anywhere.” (00:07) Recording 1

HLA (girl) continues with the explanation: “Listen… you need to understand and not to copy from me.” (She erases it in his notebook) “So, it’s like this. We always go like this. This is a unit and this is a ten.” (she takes his pencil and writes in the notebook.) “You see, we need to divide this unit with this. Can nine be divided into 4 parts?” (and she looks at pupil LLA (boy))

LLA (boy) looks at HLA (girl): “It can.” (00:42) Recording 1

HLA (girl): “How? Come on, show me.” (and she stretches out all the fingers of her hand and LLA (boy) does the same and then stops).

HLA (girl): “How many fours is contained in here?”

LLA (boy): “One” (but changes his mind quickly) “Two.”

HLA (girl): “Yes… but one is left, so we can’t…” (and she points to the finger of one hand)

LLA (boy): “Sooo?” (he looks at HLA (girl) and then at the notebook)

In the meantime, the teacher follows: “K listen to M.” (first name of HLA (girl)) “Follow her.”

HLA (girl): “You see, always check it like this.” (and she shows it again by the fingers of her hand) “Four” (then she gathers four fingers of one hand) “Four” (then she gathers the other four fingers of the other hand again) “And I was left one” (she shows the thumb on her hand) “I was left one and this is what we can’t… it’s incorrect.”

LLA (boy) follows and looks at HLA (girl) and at his fingers in turns.

The teacher addresses them again: “M… (first name HLA (girl)) “You continue to explain to K.” (first name of LLA (boy), and we’ll give the next task" (01:17)

HLA (girl): “Okay… Okay... (looks at the teacher) You move on.” (01:14)

HLA (girl) goes on explaining to pupil LLA (boy): “What number times four is the clooosest to number 9?”

LLA (boy) pauses... then thinks, then stirs on his chair: “Four times 2.” (01:27)

HLA (girl): “How much is it?” LLA (boy): “It’s eight.”

MLA (girl) warns: “A little quieter.” (Everyone starts doing another task)

HLA (girl): “Yes.” (there is a notebook in front of her and she is holding a pencil while looking at LLA (boy)) “And that is the closest one… and it always has to be a smaller number... it must not be a bigger number than nine.” (now she speaks quietly not to disturb others who have already started working on another task) “So, come on, write it here… What number?”

LLA (boy) answers: “Two.”

LLA (boy): “Aaaa” (he says with his mouth half open while holding his finger to his forehead and looking at HLA (girl)) (01:38)

LLA (boy) takes his notebook and pencil and writes: “Two… and minus eight below.” (he looks at HLA (girl)) (01:56)

HLA (girl): “No… No... Stop…” (She raises her index finger and pulls the notebook closer to herself) “And how did you… two times… this four… two times this four? Check.”

The teacher approaches the group, comes behind these two pupils and just watches (02:02)

LLA (boy): “Four times two is eight.” HLA (girl): “And we write it here.” (she indicates where he is to write in the notebook)

LLA (boy): “Minus eight.” HLA (girl): “Now… What are we to do?”

LLA (boy): “Underline” (and he looks at HLA (girl)) HLA (girl): “Yes.”

At that moment, the teacher approaches: “Just work… Just work.” (02:12) and she leaves the group.

HLA (girl): “How much is nine minus eight?” LLA (boy): “One.”

HLA (girl): “And what do we write below?” LLA (boy): “One… and we put down two.”

HLA (girl): “What have we said, how shall we write two? Come on, erase that.” (she gives him an eraser, but also help him and erases herself and LLA (boy) writes correctly) “That’s it… You’ve done it well.”

Meanwhile, the teacher looks from the other end of the class and addresses HLA (girl): “M… (first name of HLA (girl)) “…you just do the task thoroughly with K. (LLA (boy)).”

HLA (girl): “I will… I will… We’ll do it in no time.” (and she goes back to explaining to pupil LLA (boy))

HLA (girl): “Twelve… Now we’re to divide it by four… The first thing… what’s the first thing we’re to do now?”

LLA (boy): “Divide” HLA (girl): “By what?” LLA (boy): “By the unit.”

HLA (girl): “In division... not by the unit but by…” (she looks at LLA (boy) and waits for him to answer)

LLA (boy): “By the ten.” HLA (girl): “And what is the ten.”

LLA (boy): “Nine.” HLA (girl): “Bravo… This number is always the, and this one behind it is the unit… and now, let’s go… When we have divided the numbers... we write here... times… this here is times… We write here minus eight.” (all the time HLA (girl) indicates to pupil LLA (boy) where in the notebook) “Then we underline… and we looower down two.” (At that time the teacher approaches the group and she again comes from behind the backs of pupils HLA (girl) I LLA (boy)) (3:54) Recording 1

Teacher: “The teachers just follows how you’re doing.” (3:54) Recording 1

HLA (girl): “And then... What are we to do now?” (looking at LLA (boy)) LLA (boy): “We are to rewrite it.”

HLA (girl): “What?”

Teacher: “You’ve explained it all to K.” (first name of LLA (boy))

HLA (girl): “We have to divide twelve by 4, which is…?” LLA (boy): “3.”

HLA (girl): “Where are we to write it?” LLA (boy): “Here” (he indicates where in the notebook) HLA (girl): “Bravo! Come on, write it down.”

HLA (girl): “You did well!” (HLA (girl) commends him after LLA (boy) writes it down in his notebook)

HLA (girl): “Now let’s go... Three times four… Here we are working with the unit…” (she indicates the position of the unit in the number)

LLA (boy) repeats: “Three times four is… Twelve.”

MLA (girl) notices that and says: “Bravo”

HLA (girl): “And what are we to write here?” (and she indicates in the notebook) LLA (boy): “Twelve and…” (He pauses and then remembers) “and… we underline... and zero.”

HLA (girl): “Yes, but we have to write that down.” LLA (boy) quickly continues: “Minus…” HLA (girl): “Yes… minus… Bravo !!!!”

MLA (girl) adds: “Bravo K.” (first name of LLA (boy)) “Now rewrite this.” (She indicates to what the teacher wrote on the chalkboard) (00:04) Recording 2.

HLA (girl): “Now let’s rewrite this quickly and then do another task… And I’ll explain to you what the procedure is with three-digit numbers.” (and they continue to write in their notebooks)

When MLA (boy) completes the task, he turns to MLA (girl) and says quietly to her: “26”

MLA (girl): “What 26?” (she looks at him with wide eyes as if surprised) “It’s 23” (00:13) Recording 1.

MLA (boy) looks down at the notebook: “How?”

MLA (girl): “Look N…” (first name of MLA (boy)) and she indicates to him in her notebook and begins to speak quickly: “In order for it to be nine at the most, we have to multiply it by 4, and then two times 4 is eight and we put down one, and so 12 divided by 4 is three… Three times 4 is twelve... 12 minus 12 is zero.” (00:28) when MLA (girl) finishes, she leans on the desk and watches what HLA (girl) and LLA (boy) are doing. MLA (boy) takes the eraser and starts erasing in his notebook.

MLA (boy) finishes: “Done... It’s correct.”

MLA (girl) looks at him: “It wasn’t correct… but you made a mistake.”

The teacher announces: “The result is this (writes it on the chalkboard) and please put it exactly in your notebooks.”

MLA (girl): “Yesss.” (She raises up her hands with clenched fists)

MLA (boy) just writes it exactly in his notebook without any reaction.

MLA (girl) addresses HLA (girl) who is explaining to pupil LLA (boy): “M, (first name of HLA (girl)) is your result correct?”

HLA (girl) looks at the chalkboard and answers briefly: “Yes” (continuing to explain to LLA (boy)) (00:54) Recording 1

The teacher gives the next task: “We’re still going to be at a lower level for a little while.”

MLA (boy) and MLA (girl) do the task in their respective notebooks while HLA (girl) explains to LLA (boy) the previous task.

MLA (girl) completes the task: “There it is.” (and she glances at MLA (boy) leaning her elbows on the desk over the notebook) (01:43) Recording 1

MLA (boy) spends most of his time looking at HLA (girl) and LLA (boy) are doing, and looks in his notebook and at them in turns. He rests his palm on his head and glances briefly at MLA (girl). When the teacher approaches the desk, MLA (boy) continues to look at MLA (girl), HLA (girl) and LLA (boy) in turns leaning on his elbow.

(02:35) MLA (boy) calls MLA (girl) by her name: “D…” (and pushes his notebook towards her and leans towards her) “would you explain this to me... I don’t know how to divide five by three.” (the task reads 75:3)

MLA (girl) looks at the MLA’s (boy) notebook, hits her forehead with her hand, grabs her nose and then shows in her notebook (02:42) Recording 1: “Seven divided by three is two because two times 3 is six and seven minus six is one…” (MLA (girl) has not finished her sentence), and MLA (boy) says: “Good... Good... Good” (saying quickly and showing with his hand that it is enough, and he starts writing) (02:52) Recording 1

MLA (girl) looks in front of her and says to pupil HLA (boy), but without looking at him: “Don’t ask me right away... Try to understand it yourself first.”

The teacher addresses the group: “Have you finished the task D?” (first name of MLA (girl))

MLA (girl): “Yes. Just waiting for N (first name MLA (boy)) to finish.”

MLA (boy): “Just a second.” (continues to write)

Teacher: “The result is…” (she writes 25 on the chalkboard)

MLA (girl): “Yesss!” (and clenches her hands)

MLA (boy): “Yesss!”

MLA (girl) turns to MLA (boy): “But you didn’t know.” (03:19)

MLA (boy): “Well, it wasn’t clear to me.”

Teacher: “Are we ready for the second task… 486 divided by two.”

HLA (girl) still explains to LLA (boy) (teacher approaches the group and comes to them behind their backs)

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MLA (girl): “Teacher... I’m done.”

MLA (boy): “I’m still thinking…”

The teacher announces: “The result is… Can you do it?”

MLA (girl): “Yes.” MLA boy: “No.”

Teacher: “Have you checked it?”

MLA (girl) answers: “Yes.” MLA (boy) is still writing and indicating with his finger that they have not finished (00:09) Recording 2.

The teacher addresses HLA (girl): “M, you’ll be in charge of K (first name of LLA (boy)) in order to follow your rhythm.”

HLA (girl): “I will. I will… Slowly… What we don’t catch up… we’ll nevertheless do it slowly and safely.”

MLA (girl) calls a female pupil from the second group, lifts her notebook and shows what result she got. (00:29) Recording 2

The teacher announces the result and writes it on the chalkboard: “243.”

MLA (girl) says: “Yesss!” (raising her hands up)

MLA (boy) takes an eraser and starts erasing, and then turns to MLA (girl): “I didn’t get this number.”

MLA (girl) just looks without responding and then briefly addresses him: “You can’t copy from me.” (00:42) and MLA (girl) goes on: “Write, but not put the ‘correct’ check mark in your notebook.”

The teacher announces the task: “848:4.”

MLA (boy) looks at what MLA (girl) is writing (0:50) and continues to work himself.

MLA (girl): “I’m done.” (she turns to the second group leaning on her elbow and with her back turned to MLA (boy)) (01:27) Recording 2. She then calls the female pupil from the second group again to check the result (01:33) Recording 2.

“212, right?” (she raises her thumb notebook facing the female pupil in the second group) (01:44)

(01:54) MLA (boy) approaches MLA (girl) and looks at her notebook: “It’s correct.”

MLA (girl): “What is correct?” and gives a longer look at the MLA’s (boy) notebook without comment

MLA (girl) addresses HLA (girl): “How’s going M?” (First name HLA (girl)), but HLA (girl) doesn’t answer and is preoccupied with pupil LLA (boy)

MLA (boy) gets closer to MLA (girl): “212... I did it... The teacher said we should be as a group.”

MLA (girl): “you did it… I mustn’t tell you directly... You have to wait for it to be announced" (shrugs and then starts flipping through the notebook) (02:28)

MLA (boy) tries again: “212” and MLA (girl) turns to him a little angrily: Okaaay… I don’t care.” (03:03) (There is no communication between MLA (boy) and MLA (girl) below)

(03:44) The teacher announces the result to which pupil MLA (boy) loudly says: “Yesssss!” (clenches his fist) and, at the same time, MLA (girl) says: “Yesssss, 212.” (and also raises her clenched fist in the air)

A new assignment is written on the chalkboard

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HLA (girl): “Let’s just rewrite 486:2 and I’ll explain this to you when you rewrite 848 divided by 4, I’ll also explain it to you.” (00:48) Recording 2.

LLA (boy) rewrites from the chalkboard and soon finishes: “Done.” (and he turns to HLA (girl) and waits) (01:16)

HLA (girl) in the meantime solved the task and is now ready to explain it to him (1:22) Recording 2.

HLA (girl): “It’s like this… The first thing we need to do is…” and LLA (boy) continues: “…eight is divided by 4... that’s two.”

HLA (girl): “Yes.” LLA (boy): “I write two.” (in the meantime his pencil falls down and they both bend down to look for it under the desk) (01:43)

HLA (girl): “Here... Here it is. I picked up it for you.” (and she hands him the pencil)

LLA (boy) holding his head: “It’s good… It’s nothing much.”

HLA (girl): Are you okay… Did you hit yourself?” (and she continues) “Well, it’s like this. As you know, we should do tens by tens, but if we have hundreds, they are the first number.” (the task they are working on is 848:4) “So, what shall we do then?”

LLA (boy): “8 divided by 4 is two and we write it below.” HLA (girl): “Braaavooo!” (02:05)

LLA (boy) writes: “To put it here?” (he looks at HLA (girl) with a smile) (02:09)

HLA (girl): “We write everything in the same way, below… in this task as in the previous one” (and she shows him in the notebook) “But when we first divide, where do we write it?”

LLA (boy) indicates with his finger where in the notebook. HLA (girl): “Bravo! Write… two … as we said how to write it... Remember that.” (she speaks with her index finger outstretched towards LLA (boy)) (02:28 - 02:33) Recording 2.

LLA (boy) finishes and the HLA (girl) makes an observation: “Well... Great! Now… two times 4…” (she shows in her notebook) “How much is it?”

LLA (boy): “It’s eight…” (writes in his notebook) “Then I lower it down and underline…”

HLA (girl) leaning on her elbow watches: “Bravo!” (02:56) “What are we supposed to write then? I forgot.”

LLA (boy): “Then we count 4 times 4.”

HLA (girl): “Watch out K…” (first name of LLA (boy)) “…if we did this…” (shows in the notebook) “what are we going to do now... if we put a minus here?”

LLA (boy) shows in the notebook: “We need to compute it.”

HLA (girl): “Well, bravo!” (03:20) “right down in the square … Write down. And what are we to do then?”

LLA (boy): “Then we put down 4…” HLA (girl): “Bravo!” LLA (boy): “Here.” (he shows)

HLA (girl): “Next to what?” (she leans a bit closer to his notebook) (3:38) while LLA (boy) looks her in the face.

HLA (girl): “Next to what?” LLA (boy): “Yes” HLA (girl): “Bravo!”

Meanwhile MLA (girl) and young boy exclaim: “Yesss!” (because they established their results were correct after the teacher had written it on the chalkboard)

LLA (boy) starts: “You scared me.” (03:46) Recording 2.

(Excerpt 6)

1 HLA (girl) does not react but is focused on LLA (boy): “Now… How much is 4 divided by 4?”

2 LLA (boy): “Zero.”

3 HLA (girl) repeats in a slightly different questioning tone: “4 divided by 4 K?” (first name of LLA (boy) (03:58)

4 LLA (boy): “Two.”

5 HLA (girl) repeats: “Four divided by four?” (speaks a little slower while watching him) (04:02)

6 LLA (boy) laughs a little, rolls his eyes and repeats: “4 divided by 4?” (Looks at HLA (girl))

7 HLA (girl) just nods her head

8 LLA (boy) thinks and then says: “One.”

9 HLA (girl): “Bravo! Because you always need to check how many times can 4 go in 4” (04:11)

10 At that moment, the teacher approaches: “How’s it going M?” (first name of HLA (girl))

11 HLA (girl): “Good… Good”

12 Teacher: “So, super... Hats off.” (she pats her on her head and walks away from the group) (4:14)

13 HLA (girl): “Where are we to write it?” (Continues addressing pupil LLA (boy)) LLA (boy): “Well… We’re to write it here… below.” (looks at HLA (girl))

14 The HLA (girl) frowns slightly, moves closer to the LLA’s (boy) notebook, and LLA (boy) smiles and corrects himself: “Neeext to” (stretches the word a little as he speaks) HLA (girl) nods her head affirmatively: “Aha.” (and HLA (girl) goes on): “Always… Don’t write it like this. Haven’t we agreed to do it this way? (showing him in the notebook)

15 LLA (boy): “Good.” HLA (girl) continues: “What are we to write… 1 times 4 is how much?”

LLA (boy): “1 times 4 is four.” HLA (girl): “What are we to write?” LLA (boy): “Four.”

HLA (girl): “What is the arithmetic operation?” (04:52) LLA (boy) thinks a little, stops and says: “Multiplication.” HLA (girl): “And now K…” (first name of LLA (boy)) “…here?” LLA (boy): “Adding.”

16 HLA (girl) looks at him a bit longer and LLA (boy) hits his head a little with his palm and says: “Subtraction.” HLA (girl): “Good.”

17 The MLA (girl) interjects: “What task are you explaining?” (05:01) (but HLA (girl) does not react and is dedicated to LLA (boy))

18 HLA (girl): “Always.. I mean always K…” (first name of LLA (boy)) “…minus goes... Ok… Always... So, when we write it like this below, it is always minus.” (05:07) Recording 2. (and she shows in the notebook)

19 HLA (girl): “Well, let’s go now... What are we to write below?” LLA (boy): “Four.”

HLA (girl): “Okay, and when we write four, what else are we to write?” LLA (boy): “Result.”

20 HLA (girl): “What have we said? What have I just told you? What is the arithmetic operation?”

21 LLA (boy): “Subtraction.” HLA (girl): “Bravo! So, what are we to write then… if it is

subtraction… We’re to write…” (she draws a line in the air with a pencil) (05:34) LLA (boy): “Zero.”

22 HLA (girl) puts the pencil in a horizontal position as an association to the pupil for minus: “Ahh,

minus.” (He shouts out a little louder, smiling) (05:36)

HLA (girl): “Bravo! Come on… Minus... Where are we to write 4? You’re always to write under the number from which you subtract. Write immediately below that number.” (teacher comes to them in the group and listens (5:51) and stops there for a while: “Bravo...” (and the teacher walks away from the group)

23. The HLA (girl) takes the notebook and brings it closer to herself: “What have we said hot to write four K?” (first name of LLA (boy)) “It can’t be done like this.” (Then she writes in the notebook)

24. LLA (boy) corrects, and HLA (girl) supervises: “Bravo! So, oblique and we underline in the middle, not like this.” (and she shows) “Come on, write that down now… Erase those fours and write them nicely” (06:23) LLA (boy) follows the instructions, erases and then writes correctly again. (06:25)

25 HLA (girl): “Okay... What are we going to do now?” LLA (boy): “Subtract.”

26 HLA (girl): “Bravo. What… 4 minus 4 is?” LLA (boy): “Zero.”

27 HLA (girl): “Where are we to write zero?” LLA (boy): “Under 4.” HLA (girl): “Bravo… Excellent K!” (first name of LLA (boy))

28 LLA (boy) breaths out stronger, straightens up, then scratches his head gently (06:45)

29 HLA (girl): “What are we to do now? What number has left? We have used these.” (she shows in the notebook) LLA (boy): “Two.” (he looks at HLA (girl))

30 HLA (girl): “No… No… Look… We’ve done all this.” (and she moves her notebook closer) “We finished these two numbers… This is it… What number has left?” (LLA (boy) follows her movements in the notebook all the time and also what she says)

31 LLA (boy): “Eight.” HLA (girl): “Bravooo! (and she looks at him) What are we to do with eight?” (07:16)

32 LLA (boy): “We’re to lower it down.” HLA (girl): “Where?” LLA (boy) points at the notebook with his finger.

33 HLA (girl): “Bravo!” (07:22) and they both write it at the same time (HLA (girl) in her notebook, LLA (boy) in his notebook)

34 HLA (girl) raises her head and looks at LLA (boy): “What are we to do next?” LLA (boy): “We write minus.” HLA (girl) repeats: “What are we to do?” (She indicates the place in the LLA’s (boy) notebook)

35 LLA (boy): “Ahaaa!” (He straightens up a bit and looks at HLA (girl)). “We underline this.” (and she shows where in the notebook) HLA (girl): “Yes... and…” (looks at LLA (boy)) LLA (boy): “Then we calculate… then we’ll… minus.”

36 HLA (girl): “No, no...” (and she touches the LLA’s (boy) hand stopping him to write) (07:49)

HLA (girl): “Eight.” (LLA (boy) looks at her notebook as she indicates and says eight)

37 LLA (boy): “Eight… min…” (stammers) “min…us… minus.” (and he quickly corrects himself) “Eight divided by 4 is two.”

38. HLA (girl): “Yes and where are we to write it?” LLA (boy): “Here.” (and he indicates in his notebook)

39 HLA (girl): “Good.” (and she looks in the LLKA’s (boy) notebook and continues) “Two times 4 is...?” (07:55)

40 LLA (boy) looks at her: “Eight.”

41 HLA (girl): “Bravo! ... And we write minus.” (they do the task simultaneously; HLA (girl) writes in her notebook and LLA (boy) in his)

42. LLA (boy) occasionally looks at the HLA’s (girl) notebook as they complete the task (08:05)

While LLA (boy) completes the task, HLA (girl) looks at what the teacher wrote on the chalkboard (08:15)

43 HLA (girl): “Come on, let’s try this challenge too. Can we? Okay?”

44 LLA (boy) rewrites the task from the chalkboard: “Okay.”

45 HLA (girl): “Let’s go.” (08:21) HLA (girl): “Just rewrite this 655:3.”

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46 (03: 44-03: 50) After he found out that the result is correct, the MLA (boy) starts to jig and sing, and in response to this MLA (girl) says, “Stop” and they start working on the task (each of them in their respective notebooks).

47 MLA (girl) raises her head and calls a pupil from another group (04:33)

48 The teacher remarks: “D, (first name of MLA (girl)) how’s it going?” (04:38)

49 MLA (girl): “It’s good teacher... I finished all.” (continues to look around the class and at one point looks at HLA (girl) and LLA (boy): “What task are you explaining to him?” (HLA (girl) and LLA (boy) do not pay attention to what MLA (girl) has asked but continue with explaining) (05:01) Recording 2.

50 The teacher comes to the group and looks: “Super.” (She leaves to visit other groups)

51 A pupil from the second group asks the MLA (girl): “What is your score?” (05:23)

52 The MLA (girl) answers: “231” (the pupil who asked clenches his fist and with his hand stretched

out exclaims triumphantly: “Yesss!”)

53 MLA (girl) continues to watch the second group in which all three members help one pupil (05:37)

54 The teacher approaches the desk next to HLA (girl) and LLA (boy) (05:47)

55 MLA (girl): “Teacher, it’s a kind of easy task for me.” (05:48)

56 At that moment, MLA (boy) asks: “What’s your score?”

57 MLA (girl) looks at MLA (boy): “231.”

58 MLA (boy) pulls the notebook towards MLA (girl) and points to the notebook where the result is (05:52)

59 MLA (girl) answers briefly: “Good…” (after some time she looks at the MLA’s (boy) notebook

again, frowns a little and then looks away without commenting) (05:56)

60 There is no communication between MLA (girl) and MLA (boy) (07:12)

61 The teacher addresses the whole class: “Can we?”

62 MLA (boy) raises his open hand in the air.

63 The teacher announces the result “231” and then invites them to do another task together.

64 MLA (girl): “Yeees!” (She raises the thumbs of her both hands in the air) (07:20)

65 The teacher announces the task: “This challenge is a little different from the others… Try to solve

it together.” (08:01)

66 MLA (girl) says: “Teacher, this is the easiest task,” (turning to the teacher) (08:28)

67 Teacher: “Okay… This is one step higher… Let’s do the next one, which is a step towards a more difficult task.”

68 MLA (boy) touches MLA’s (girl) hand with his fingers asking for help (08:54)

69 MLA (girl): “Well N…” (first name of MLA (boy)) “…try to do it yourself.” (08:57)

70 MLA (boy): “How when it doesn’t work.” (He leans on his elbow and looks down at his notebook)

71 MLA (girl): “Try it... I can’t tell you right away... You haven’t even tried.”

72 The teacher raises her open hand in the air (09:17) followed by MLA (girl), and calls the name of MLA (boy) (09:44)

73 MLA (boy) touches MLA’s (girl) hand, while MLA (girl) is turned to the teacher: “I did it,” (and he pushes his notebook in front of her)

74 Teacher: “Little... Let’s work a little… Work seriously… Serious approach, because there is an interesting task ahead of us in the end.” (pupils get quieter after the previous louder noise in the classroom) 09:46

75 MLA (girl) just looks at her notebook and then at his notebook in turns, and then looks away and pushes the notebook back to pupil MLA (boy) saying nothing (09:47)

76 MLA (boy) continues to play with his pencil without any communication with MLA (girl), who periodically communicate with a member of the other group.

(Excerpt 6)

77 The teacher approaches the group: “Here M…” (first name of HLA (girl) and she shows to the whole class ) “…hats off. One applause for M. She works so hard.” (everyone applauds) (10:46)

78 MLA (girl) says: “Yesss!” (with her clenched fists raised in the air); MLA (boy) says: “Yipee!” (with his both hands over his head) (11:11)

After the teacher announces a new task - challenge, they work on the task.

79 The teacher visits the group and notes: “Consult each other... Consult each other.”

80 MLA (boy) addresses MLA (girl): “D… (first name of MLA (girl)) can you help me a little?” (13:15)

81 MLA (girl): “Wait for me to finish.” (and she returns to the solving of the task)

82 MLA (boy) does not write but waits and occasionally looks in the direction of MLA (girl). He writes something in his notebook and then erases, and at one point says to pupil HLA (girl) and LLA (boy) “Bravo!” (after MLA (boy) heard the sentence that HLA (girl) said to pupil LLA (boy) not to give up)

(14:04) MLA (boy) leans towards MLA (girl) and over her notebook: “Will you help me a little?”

83 MLA (girl): “I need to see if my result is correct… Wait… Try to do it yourself… I told you how to do every task.” (14:20)

84 MLA (boy) points his index finger: “No, you didn’t... You didn’t.”

85 MLA (girl): “I didn’t tell you just one,” (she turns to HLA (girl) asking her) “What did he guess right?” (Thinking of LLA (boy))

86 At that point MLA (boy) addresses HLA (girl): “M, do you want to help me a little with this task?” (14:46)

87 HLA (girl) points out she does not have sufficient time because there is already a new super challenge that the teacher announces: “Now, there’s this this sweet challenge. Let’s cooperate.” (addresses everyone and looks at MLA (boy) and at MLA (girl) in turns.

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Task (challenge) (655:5=)

88 HLA (girl) and LLA (boy) write in their notebooks while LLA (boy) occasionally glances in the HLA’s

(girl) notebook (08:53)

LLA (boy): “six divided by five.” (He starts the first) (08:55)

HLA (girl): “Bravo!” (and she turns to LLA (boy)) “Can we divide six by five?”

LLA (boy) thinks for a moment, stares to the other side, then nods his head in denial: “We can’t,

because we will have one left... and down there we’ll take the nearest number to six.” (09:08)

HLA (girl) listens carefully and looks at the LLA (boy) as her hands are folded holding them in front

of her: “Bravo! And has it been…” (she pauses, and the LLA (boy) continues) “Has it been smaller?”

HLA (girl) repeats: “Smaller” (and she nods her head) “Five times one is…?”

LLA (boy): “5” HLA (girl): “And is that number close to six?” LLA (boy): “Yes.”

HLA (girl): “Excellent. And what are we to write?” (she leans towards LLA (boy))

LLA (boy): “Five.” HLA (girl): “And what are we to write?” LLA (boy): “One.”

HLA (girl): “We are to write the number you multiplied by five. And where are we to write it?” (and she again leans over the LLA’s (boy) notebook (09:36) and later shows in her notebook: “Here.”

LLA (boy): “And after that the equation mark.” HLA (girl): “Yes. Bravo!” (09:42)

HLA (girl): “What are we to do now?” (looks at LLA (boy))

LLA (boy): “Now… Now” (stutters a little) HLA (girl): “Multi… (stops at half the word)

LLA (boy): “We are to multiply.” HLA (girl): “What are we to multiply?”

LLA (boy): “By one…” (and he quickly corrects himself) “By five.”

HLA (girl): “Bravo!”

LLA (boy): “This is the same… one.” HLA (girl): “No… One times five is?” LLA (boy): “Five.”

HLA (girl): “Bravo. And where are we to write that?”

LLA (boy): “Below five.” HLA (girl): “Where?”

LLA (boy): “Below six.” (He corrects himself, looks at HLA (girl) and starts writing in his notebook)

HLA (girl): “Bravo!” (10:10)

89 They write in their notebooks.

While writing HLA (girl) speaks louder: “Minus… Always minus… Okay?”

LLA (boy) raises his head, looks at the HLA’s (girl) notebook: “And then we underline.”

HLA (girl): “Okay… What are we to write below? What then?” (she straightens up, leans her chin on her hand and looks at LLA (boy)) (10:25)

LLA (boy): “We are then to write…” (he stares, then closes one eye thinking)

HLA (girl): “What are we to do now… sub…” (stops at half the word)

LLA (boy): “We are to subtract five from six and that is one While writing in her notebook, HLA (girl) says: “Bravoo!”

LLA (boy): “We’re to put down five.”

90 Meanwhile, the teacher approaches the group: “Here, M…” (first name of HLA (girl) “Hats off. An applause for M. She works so hard.” (everyone applauds) (10:46)

LLA (boy) applauds very strongly, smiles and looks at HLA (girl). (10:49)

91When the teacher leaves the group, HLA (girl) and LLA (boy) continue.

LLA (boy): “And now I am to put down five.” HLA (girl): “No.” (she quickly straightens up and looks at LLA (boy))

HLA (girl): “Well, yes… Yes... Yes, you said it right. You see, you corrected me. I also forgot.” (11:09)

At that moment, other pupils are very loud and cheerful because of the result, which affects LLA (boy) and he hits his palm with his fist.

HLA (girl) reacts and waves her hand gently: “Don’t look at them.” (11:09)

HLA (girl) looks at him and repeats through a smile: “You see, I forgot too.”

LLA (boy): “Yes, I know... I saw.”

HLA (girl) continues: “Fifteen divided by five is… How much?” (and looks at LLA (boy)) (11:21)

LLA (boy) repeats: “15 divided by five is…” (pauses a bit, then scratches behind the ear) “Wait.”

HLA (girl): “What is the number that multiplied by five is…?” ) (Doesn’t finish the sentence) LLA (boy): “Aaaa…… three.”

HLA (girl): “Bravo... and where are we to write the number?” LLA (boy): “Here.” (and he writes in his notebook)

HLA (girl): “Bravo!” (and she writes in her notebook) What are we to do now?” (she rests her chin on her elbow and looks at LLA (boy)) “Three…” (HLA (girl) begins)

LLA (boy): “Three times five…” (he looks at HLA (girl) who nods) “…is fifteen and then we write fifteen below.” (11:39)

(Excerpt 6).

92 HLA (girl): “Bravo! (and she turns to LLA (boy)) “K, please always tell me if you don’t understand a task.” “If you think you know something... if you think you know… if there is something in this task, do not be ashamed or do eee... eee... eee” (shows him how he looks when he is uncertain), “and in fact that what you say is correct.”

93 LLA (boy) looks at her and nods his head) (12:05).

94 HLA (girl):“if you make a mistake... it doesn’t matter. It’s okay. For example, if it’s five and it’s correct, and you can’t say that because you’re somehow ashamed”.

LLA (boy) continues: “Then we underline and subtract this...” (12:16)

HLA (girl): “Yes, and we write it below.”

LLA (boy): “And we subtract… We write fifteen first and we subtract... and that’s zero… and we write it below five.”

HLA (girl): “Bravo!” (12:29) “And what now? What is the number that remained?”

LLA (boy): “Hmmm!” HLA (girl) shows in the notebook: “Only?” LLA (boy): “Five.”

HLA (girl): “Bravo! What are we to do now?” LLA (boy): “We are to write…” (and he indicates with his finger in the HLA’s (girl) notebook) “We’re to put it down and subtract.”

HLA (girl): “No, no, no… What are we to do now? Five...” LLA (boy): “Five times...”

HLA (girl): “Five divided by five…” LLA (boy): “Five divided by five is five.”

(13:00) Meanwhile, the teacher approaches the desk and leans towards HLA (girl) and LLA (boy): “How’s K doing?” (first name of LLA (boy)) and she puts her hand on the head of pupil HLA (girl)

HLA (girl): “Five divided by five…” (she repeats and looks at him) “What is the number which multiplied by five gives five?”

LLA (boy): “One.”

HLA (girl): “Bravo! One times five is…” (and she looks at him) LLA (boy): “Five.”

HLA (girl): “And we write…” LLA (boy): “Five.”

HLA (girl): “And what are we to do now?” LLA (boy): “We are to substract.”

HLA (girl): “Bravo!” While writing it in his notebook, LLA (boy) says: “And that’s zero in the end.” (13:24)

HLA (girl): “Bravo!” (Leaves the pencil after she has finished with writing in her notebook and rubs her palms looking at the chalkboard) (13:27)

HLA (girl): “183:3” (reading the task that the teacher wrote on the chalkboard)

LLA (boy) turns to her: “Let’s do this one, too.” (13:41)

HLA (girl): “Well, this is a more difficult task we haven’t learned how to solve.”

There is a short break and they do not communicate (13: 45-13: 50)

HLA (girl): “Let’s go. We’ll try.” (and she looks at him) “We’ll don’t give up.”

MLA (boy) said: “Bravo!!!” (and he smiles) (13:53)

HLA (girl): “183 divided by 3.”

LLA (boy): “Three divided by one hundred...” (and then he corrects himself) “Three divided by one is 3.” (He looks at HLA (girl))

HLA (girl) pauses, thinks leaning her elbow on the desk: “We can’t...” (she pauses while LLA (boy) looks all the time; she then suddenly turns to LLA (boy): “Bravooo K!” (14:27)

MLA (girl) interjects: “What has he guessed right?”

HLA (girl): “Something from this task.”

LLA (boy) smiles and looks at MLA (girl) and at HLA (girl) in turns with a very radiant face (14:32)

MLA (girl) looks at LLA (boy) with wide open eyes and with astonished expression on her face, and LLA (boy), with a smile on his face, raises his both hands (14:35)

MLA (girl) looks at the HLA (girl): “Seriously?”

LLA (boy) looks at HLA (girl) and HLA (girl) nods in the affirmative, followed by LLA (boy) who also nods.

(They have not completed the task)

The teacher announces a new challenge

HLA (girl) addresses the whole group: “This is a super challenge. Let’s cooperate. Okay?” (14:55) “We’ll try to solve it in all possible ways.” (she clenches her fist, half-closes her eyes and waves her hand) “Well, it doesn’t matter if it is difficult... to difficult.” (15:04)

With her open hand raised in the air, the teacher calls for attention. All of them raise their open hands.

The teacher addresses the whole class: “I have to tell you, hats off… I can’t believe it... We haven’t covered this at all… And I thought you wouldn’t come to this sweet challenge. But look, you have reassured me.” (15:09)

HLA (girl): “We haven’t finished.”

One of the pupils says: “Bravo to us!”

The teacher supports him: “Yes ... Bravo to you!” (The whole class applause) (15:30)

The teacher writes the result of the previous challenge on the chalkboard - 61

At that moment, MLA (girl) shouts: “Yesss!” (with he both hands in the air) (15:34) and she then laughs and looks at HLA (girl), showing her the notebook with the result (15:38)

MLA (boy) comes closer to MLA (girl) and looks at her notebook: “Give it to me to rewrite.”

Meanwhile, the teacher begins to distribute candies in groups

HLA (girl): “Yesss... candies.”

MLA (boy) asks MLA (girl): “Is minus three the last one?” (referring to the procedure in the task)

MLA (girl) replies: “Yes.”

MLA (boy) tries to see it in the MLA’s (girl) notebook and moves her hand from the notebook, but MLA (girl) does not allow him to do that and angrily says: “A…” (calls him by his name), and MLA boy says: “Well, I can’t see.” (16:20)

The teacher raises her open hand in the air and counts: “One… One... I can’t believe I got to three.” (16:34)

MLA (girl) to the teacher: “Teacher... I’m listening to you.”

HLA (girl): “Teacher, if we solve the task, shall we eat the candies?”

The teacher left candies in the middle of the desk: “This is a sweet challenge... I’ll tell you now.”

After playing with the candies

HLA (girl) takes a candy from MLA (boy) and leaves it on a pile of candies: “Let’s get serious a bit now” (17:13)

MLA (girl): “Let’s get our hands on the challenge.”

HLA (girl): “Sorry for that a little earlier on… for transferring to you some of my whims yesterday and the day before yesterday… I know I had somewhat less good behaviour... because I didn’t pay attention.” (17:35)

The teacher calls HLA (girl) by her name because she saw she was talking and she should start with the task: “M…” (name of HLA (girl))

The teacher put the textual assignment on the chalkboard: “I expect that you will complete it in five minutes if you want to eat the candies (members in the group smile) The teacher reads the task”: This is one puzzle to move away from that division...”

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Third recording - continuation

HLA (girl): “We’re lucky, I know this. I did it with my father.” (and she stretches her fist to “knock” it against the MLA’s (boy) fist who did the same and MLA (girl) did the same with a smile on her face. LLA (boy) is sitting with his back turned to the group and looking in the direction of the teacher, but HLA (girl) calls him turn around: “K…” 2 (first name of LLA (boy)) and she offers to him a clenched fist to “knock” with her, as she previously did with MLA (boy) and MLA (girl) (00:06)

HLA (girl): “I know this task because my father gives me some mysterious tasks when I get home; sometimes they’re easy, sometimes they’re difficult, sometimes for brainstorming.”

The teacher has finished with giving instructions

HLA (girl): “Well, now...” (she turns to LLA (boy) who took a candy unnoticed and then, after the HLA’s (girl) intervention, puts it back in the middle of the desk)

MLA (boy) counts candies: “One… two… ten.”

HLA (girl): “First we’ll think a little… Math is always a challenge.”

HLA (girl): “So each of these boys has to have the same number of candies when they eat these candies.” (01:36)

The teacher informs the class: “One team has solved it.”

MLA (girl): “Come on M, (first name of HLA (girl)) let’s hurry up a bit.”

MLA (boy): “Come on M, to be the second at least.”

LLA (boy): “We’ll be the last ones M. Hurry up!”

HLA (girl) does not comment but just puts her finger to her mouth as a sign that they should not talk: “Shhh!” (01:56)

HLA (girl) thinks while MLA (boy) plays with a candy and LLA (boy) (trying to take one)

MLA (girl): “Come on M.” (now a little impatiently) “We’ve got three more minutes.” (02:23)

HLA (girl): “Wait.” (She calmly answers)

The teacher approaches the other group and helps them, and all the members of this group listen to the neighbouring group (02:44)

LLA (boy): “Have you finished the task?” (He sits down on his chair and turns to the other group where the teacher is now explaining to them)

After a short time, LLA (boy) turns to his group and gently throws the pencil on the desk: “We’re the last.” (02:58)

HLA (girl) suddenly says: “One of them has 4 and the other one has 6.” (03:15)

HLA (girl): “6 minus three is three... and...”

MLA (girl) adds: “And four minus one is three...” (she cheerfully says with a smile) (03:25)

HLA (girl) says: “…and six plus 4 is…” without finishing the sentence “Teacher!” (03:27)

LLA (boy) raises his both hands: “Yesss!”

HLA (girl): “Teacher, it’s 4 and 6.”

The teacher approaches the desk: “Bravooo!”

Everyone in the group rejoices (03:33)

LLA (boy) and MLA (boy) took the candies.

HLA (girl): “Come on — come on, return them… We’ll share them now.” (03:48) (and she gives one candy to each of them and then again one candy to each of them in the second round…

MLA (girl) remarks: “But you have only two candies.”

HLA (girl): “It doesn’t matter.”

Teacher: “We’ll still wait with candies.”

Pupils talk about the candies.

The teacher raises her open hand in the air (05:08)

MLA (boy): “Hey… There’s a hand…”

Teacher: “Could you divide 10 candies to the 4 of you?”

She approaches the group and gives them the missing candies and they all eat the candies together.