

PATTY FERRANT: Did we capture what he explained? Does it make sense? Can you see the two by four that he was talking about? Looking up here. It's on the board, the time. And the other two by four rectangle. Damian is going to give us another strategy, so we are just going to listen and try to understand. Thank you! So could I have a volunteer to rephrase or restate Damian's strategy? Since I have no volunteer I need you to talk to your partner right now. Rephrase, restate his strategy. Go.

STUDENT: He got four squares and...

STUDENT: That he saw four squares of two by two.

STUDENT: So Damian is saying there are sixteen dogs and he sees four two by two squares.

STUDENT: That there's two groups of two by four.

PATTY FERRANT: Two groups of two by four. Is that what Damian was saying? Not sure? So, can someone else rephrase or restate what Damian thought?

STUDENT: In other words, it means that there are four two by two squares.

PATTY FERRANT: Four two by two squares. (Inaudible)...can you say that again?

STUDENT: In other words, it means things that are two four by four.

PATTY FERRANT: So, look up there. Do you see two four by four? So you can help her out. Help her out.

STUDENT: In other words, they mean things that are four two by two squares.

PATTY FERRANT: Four two by two squares. My question to you is, do you see Damian's four two by two squares?

STUDENTS: Yes.

PATTY FERRANT: What do you notice about his squares though? So here's a square. I'm going to draw a square. Does the squares that he's looking at look like that?

STUDENTS: No.

PATTY FERRANT: So, look at one of those vocab words. I think it can help us. What do his squares look like? Tell your partner. Raise your hands. Lance, thank you. Rotated! Do those squares look rotated to you when we think about how a square is sometimes situated?

STUDENTS: Yes.

PATTY FERRANT: Absolutely. I want to write down...