

PATTY FERRANT: Twenty-eight. Okay. So let's do what Romin said, let's go back to the diagram. Something right away -- there's a red flag right away. You should be like, "What?" How long is this length?

STUDENTS: Ten.

PATTY FERRANT: How long is this length?

STUDENTS: Twenty-six.

PATTY FERRANT: And now I'm looking at the diagram. That's what Romin said to do. And how long is this length according to this person?

STUDENTS: Twenty-eight.

STUDENT: It can't be longer than five.

PATTY FERRANT: Wait, wait. So what's the issue? It can't be longer than what?

STUDENT: Five.

PATTY FERRANT: So maybe that advice that Romin says, like, connect back to that picture. Because even though they said it was C , if you look back at your diagram, you're like, "Oh, I'm finding this length and I think that's 28...about," there's a big issue, right? So that's making sense of your answer, not just finding an answer but making sense of it and seeing if it matches up.