

TRACY SOLA: So what did you talk about? Why do you think, when I had it like this, why do you think Santiago moved it right down here to compare? Why, Jade?

STUDENT: Because your feet's taller and his is smaller.

TRACY SOLA: But how would we know that from here? Can't ...

STUDENT: His feet is lots smaller than yours.

TRACY SOLA: Well, he keeps moving it down here, which I think is a really good idea. Why do you keep doing that?

STUDENT: Because, because if I put it out there then, then it would not ... it would not mean that I would not be bigger because that's, that's, that's, because that's, that is cheating because I -- I do not do, do, do cheating.

TRACY SOLA: You do not do cheating? That's great news. Neither do I, I don't do cheating either.

Um, so, I'd like for us to look at these three. Wait, how were they before? Wait, we had them a certain way. And then we switched them. Are they ... oh. Now do we like it just like that?

STUDENTS: No!

TRACY SOLA: No, you had it a different way, Bryan. What did you do to them? Oh. Okay, what did he just do?

STUDENTS: Moved it!

TRACY SOLA: Why?

STUDENT: So they --

STUDENT: I know!

STUDENT: -- can be all the same height on the bottom.

TRACY SOLA: So they can all be the same height on the bottom. Why is that important?

STUDENT: I know.

STUDENT: Because ...

TRACY SOLA: Uh, because ...

STUDENT: So they can all almost be the same height. So we know which length. 'Cause if, 'cause if it wasn't the right length, 'cause it wasn't, if it wasn't the same length along the bottom then one of them would be cheating, on the bottom.

TRACY SOLA: Oh, they all need to start in the same place so it's fair?

STUDENT: Yeah.

STUDENT: Yeah!

TRACY SOLA: Oh, because there's no cheating allowed.

STUDENT: So it's fair and square.

TRACY SOLA: Fair and square. I like that. And that makes a lot of sense to me, and if we line them up on the bottom, then what? Okay, so can we now, one by one I will call on people and you will put your feet in the lineup. Where does, where would yours go Santiago? There. Can you decide where to put yours? There. Okay, what do you guys think? Salvador and Ricardo? Santiago just put his foot in the lineup. Do we think he put it in the right place? Okay.

STUDENTS: Yeah.

STUDENT: No.

TRACY SOLA: No, some people say yes, some p--. Why did you just move it, Monica?

STUDENT: Maybe it's, because it's bigger than mine.

TRACY SOLA: You think Santiago's is bigger than yours?

STUDENT: Wait.

TRACY SOLA: What do you think, Santiago?

STUDENT: Let me see.

TRACY SOLA: Do you think yours is bigger than Monica's? You don't.

STUDENT: No, they're not the same length on the bottom so --

TRACY SOLA: How can we tell?

STUDENT: Because they're not same at the, at the bottom.

TRACY SOLA: Oh, you put them the same at the bottom? Like that? And whose goes higher? It's, hmm, it's pretty close! Okay, so was it, Ariana, how about you add yours in?

You think yours is just a tiny bit bigger than Jaycee's? Okay, Kylie, go ahead. And then who's next? Ricardo, do you want to put yours in?

STUDENT: Ricardo's big.

STUDENT: Oh, that's bigger.

STUDENT: Ricardo's is bigger than yours.

STUDENT: No, I --

TRACY SOLA: Well, let's get, let's get them down. We'll do our best and then we can fix them if we want to.

STUDENT: I've got an idea. And I'm ... These ones, since they're, they're almost the same height, we go like this. And I go right here, and then Monica, I think, goes right here, and then that goes right here, and then Ariana goes here and then Jaycee goes here.

TRACY SOLA: Okay, thanks! Now, everybody back in the circle, please. Everybody back in the circle.

And Jaira, why don't you add yours in? Where should yours go? Right there?

STUDENTS: Yeah.

STUDENT: Maybe it should go right here?

TRACY SOLA: Do you --

STUDENT: In the middle? Of these two?

STUDENT: Maybe.

STUDENT: They're this big. Oh, this is good.

TRACY SOLA: Okay, who else? You want to go? Adaia, you want to go? Where does yours go?

STUDENT: Let me help you.

TRACY SOLA: Oh, I think she's got it.

STUDENT: Put it right here.

TRACY SOLA: Okay. Go ahead, Jade. Where do you think you should put yours, do you think? Uh, there?

STUDENT: I think! Yeah!

TRACY SOLA: Great. Salvador, I think you're the final foot. The final foot.

STUDENT: Melinna's going to be smaller.

STUDENT: Who's here? It's big.

TRACY SOLA: Where should I put mine?

STUDENT: You should put it here because it is the biggest.

TRACY SOLA: Can I put it here?

STUDENTS: No!

STUDENT: You can put it here.

TRACY SOLA: Why not?

STUDENTS: Because it's bigger. It's bigger.

TRACY SOLA: It's bigger? So, wow.

STUDENTS: Yeah.

TRACY SOLA: Great! This kind of reminds me of a graph. You, it almost reminds me of a, a graph. Which one is the longest?

STUDENTS: Yours.

TRACY SOLA: Which one is the shortest?

STUDENTS: Jaycee's!

STUDENT: And Ariana's.

TRACY SOLA: Well that was really interesting. So, I'm thinking back to when we did this.

STUDENT: Okay.

TRACY SOLA: When we did this, and we walked our feet on a ta-- we took footsteps on tape.

STUDENT: Yeah.

TRACY SOLA: To see how many footsteps it took to get to the end of a tape. And we said that if your feet are smaller, it takes more steps.

STUDENT: Yeah.

TRACY SOLA: Does that make sense when we look at this, these feet right here.

STUDENTS: Yeah.

TRACY SOLA: That makes sense? Hm. Okay, great.

TRACY SOLA: So what I found really interesting about this activity was when it came time to take their footprint cutouts and order them according to height, or length, um, three students put their footsteps down on the rug and one student immediately reached over and lined them up, um, on the bottom. So, as if there were an invisible line and the heels were all down right flush

against that line, and, um, the students were doing that naturally, but I, it was hard for them to articulate why they were doing it. They knew they needed to do it, but it was hard for them to say why it was important.

I then took, I didn't want to just say it, so I took my footstep and I took another student's footstep and I kind of put them, um, not even close to each other, and right away, the student, I think it was Santiago, pulled his down so once again the heels were aligned. But he could not articulate why, and I think, uh, after much discussion, we finally got to it, but I, it was interesting to see that that was a natural tendency but, um, but kids weren't really sure why they were doing it, they just did it naturally. That was very interesting.