ROBIN EVERAGE: Andrea, what do you think we were finding out?

STUDENT: The area.

ROBIN EVERAGE: What do you guys think? Do you agree or disagree? Um, Levi?

STUDENT: Um—

ROBIN EVERAGE: Remember, you're tracking Levi, who's talking.

STUDENT: We were finding—

ROBIN EVERAGE: No. Do you agree with her? Why do you agree with her?

STUDENT: I agree with her because we were—

ROBIN EVERAGE: With?

STUDENT: I agree with Andrea because we were finding the area of, um, our rectangle, um, becau—

ROBIN EVERAGE: So we're finding the area of our rectangle?

STUDENT: Yes.

ROBIN EVERAGE: Do you guys agree or disagree with that?

STUDENT: I agree.

ROBIN EVERAGE: You agree? Does anyone else have a different answer? Bianca?

STUDENT: Um, we could, um, be finding the perimeter?

ROBIN EVERAGE: We're finding the perimeter? What do you guys think? Do you agree or disagree with, um, Bianca? Lucas, you're agreeing?

STUDENT: I agree because, um, before it this happened, you said, um, we were working on area and perimeter.

ROBIN EVERAGE: Okay. I said we are working on both, but what were we finding here?

STUDENT: The area.

ROBIN EVERAGE: Okay. Why are we finding perimeter? Talk to each other.

STUDENT: Also because we co—we are finding the area because we don't have, um, grid lines outside to show us how much we need to and we know that it's like six and four or like four and six, but we don't, like, we have t—actually just—

STUDENT: Actually, um, I have more proof that we aren't looking for perimeter, because if we were looking for perimeter, it would really be 8 times 12 because you have 4 plus 4, and then you have 6 plus 6.

STUDENT: We don't do, if we—

ROBIN EVERAGE: I did say area and perimeter, but what we were looking for in here—Hannah, what were you saying?

STUDENT: We were figuring out the area because, um, if we figure the, um, perimeter it's different than the area.

ROBIN EVERAGE: Why is it different? Do you know?

STUDENT: Um, because there's two more sides added?

ROBIN EVERAGE: There's two more sides added? Anyone else want to help out on what we're thinking? Because I'm not going to give the full answer here for a reason. Georgia, what are your thoughts?

STUDENT: My thoughts is that we were trying to find the area instead—we're trying to find the area instead of the perimeter because the perimeter's outside.

ROBIN EVERAGE: What do you guys think of that one? The perimeter's the outside? So, you think what woul—if the perimeter is on the outside, the area's what?

STUDENT: On the inside.

ROBIN EVERAGE: On the inside? So, you think we were finding out what was inside?

STUDENT: Yes.

ROBIN EVERAGE: Agree, disagree? Okay. We are finding the area. I'm not going anymore into perimeter for a reason, because of what you're going to step into doing next. You'll see how that will come about. So, I'm not going there yet because I want you to be able to figure it out with our lesson today. So, what is our area by the way?

STUDENT: Twenty-four.

ROBIN EVERAGE: You sure?

STUDENT: Yes.

ROBIN EVERAGE: Positive?

STUDENT: Yes.

ROBIN EVERAGE: All right, good. But if I was writing area, what would I say? Twenty-four?

STUDENT: Square units.

ROBIN EVERAGE: Square units. So let's just write that down here just so we have that word up here for us. Okay. Then you can actually put all of that away so you can listen to the instructions for your next activity. Working in your islands, because you're working on the floor. You will need a pencil and you—[inaudible] . You will need a pencil, you will need your crayons and, actually, just one box. So whoever is the island leader, you take your crayons. Does that make sense? Does everyone have one? Who is yours? You're island leader? All right. Perfect. Everyone has one, right?

STUDENT: No. Here is our island leader.

ROBIN EVERAGE: Let Ayven be the leader today.

STUDENT: Okay.

ROBIN EVERAGE: You have one? And you guys have one?

STUDENT: Yes.

ROBIN EVERAGE: We're not touching him yet, okay? You're going to get a box or a bag of the square tiles. Do we understand? And you're going to sit on the floor. I'm going to give you an area, okay? And then with that area, you're going to figure out what rectangle you can make with that area, okay? I do need your names on the top of the paper. Just first names. We good? Okay. You want to pass out the papers? I need one group right here. You guys will be here. You guys are going to be right back there. You guys are there. Yeah, can you move those backpacks back, Bianca? Let's see. We'll put you two here. You two here. I'm looking straight at you. The two of you here, and then I'm going to make this back, and you two are going over here. You all can move.