

ROBIN EVERAGE: Here's your next question. What kind of rectangle had the largest and why do you think that?

STUDENT: Yeah. The mat equaled, the mat equaled, um, 36 in total and the other ones just equal 36 for the higher perimeter. But that, that was only two of the sides. So then we had two more to do, which were two.

STUDENT: This one is the greater one because, um, this—because this one has 30, this one has 24.

STUDENT: That one has 36.

STUDENT: And, um, the 40 is the more greater one because it's more greater than the others. Because 20 is less than 30, and 30 is less than 40, and 36 is less than that 40. And also, um, this one is 18, and 18 is four.

STUDENT: Yeah. But most of the, the outside is—it is used in the inside of the Earth, then it's not even touched.

ROBIN EVERAGE: Okay. All right, let's bring it back together. I'm going to have a couple of groups share what they were thinking. Um, you three, what were you seeing about either being smaller or bigger, and why did you think that of the perimeters with the rectangles? Go.

ROBIN EVERAGE: Everyone's tracking them. You got to talk loud.

STUDENT: We said that this one was smaller because two of them aren't being used but in these all of them are being used.

ROBIN EVERAGE: So you're saying you're not using which part of your rectangle: inside, outside, sides? What?

STUDENT: We're not using inside. Like right here, these two squares are inside and we're not using them.

ROBIN EVERAGE: Did you guys hear that? Okay. They were saying how on their one, they did not use any of the inside of the rectangles, but the one that was the longer one, they used all of their different squares in there.

STUDENT: We said that we had one that was, um, was on the smaller perimeter, we could find that out because, um, one of our perimeters, it was, um, 26 and then on the other, it was 30. So we knew which one was the smallest one because the other ones were smaller. And, um, we found, found that out because also because, um, on top, the distance was shorter than the distance from the bigger one, um, which the perimeter was 30.

ROBIN EVERAGE: Okay. So they were looking at, um, rectangles that were this way. And they said one of them was shorter and the other one was longer. So talk to your other friends. What do you think about that?

STUDENT: No, we don't. But she said 32 when hers—she said that hers went from this one was the biggest; So that is six, but then that's three. I know like from the size at the top but that doesn't changed the—our perimeter.

STUDENT: All these, these three are smaller, this one because we had 18, this one had six, and 12 and nine?

ROBIN EVERAGE: All right. Nice job. Stand up for a second please. Look at your partners. Partner or partners. Tell them they did a fantastic job.

STUDENTS: You did a fantastic job.

ROBIN EVERAGE: And give them a high five. And guess what? We're done.

STUDENTS: Yay.