

APRIL CHERRINGTON: I noticed ... I was watching this table over here where Max was sitting, and actually, Max was very active when everybody was talking. He loved to answer and respond, but the two students on the end, Inaaya I think maybe -- I left my notes over there -- they were very engaged in that last task, and a lot of conversation was coming out of them, and sharing and making ... commenting on each other's work. I thought that was kind of interesting, that maybe that was something that was going on too. The students that didn't share as readily in the whole class were very engaged in that last task.

SPEAKER: Any observers who would like to comment about anything that they noticed that helped students shift and develop their thinking? Yes.

SPEAKER: I was just going to say two things, and the first one is I would have said ... What I noticed was a lot of kids were drawing, but then not labeling, and so maybe saying only move to the next shape once you've labeled. That way ... because it felt like ... well, I felt like Juju was avoiding it.

I liked at the end how you said, "Can you make a triangle with two obtuse angles?" I was curious, what if you had said, "Can you make an acute triangle with an obtuse angle?" I don't know.

SPEAKER: [inaudible] I thought a really key moment in the classes ... I loved, as you were saying, when Juju was like, "I think it's different if you turn it." I felt like a lot of the reasoning that was going on to refute or agree with that was really just, I think it looks like this size or I think it doesn't, so when Bennet said, "If you put it up next to the corner on the grid, we have something to compare it to," I thought that ... Then it was like, "Oh, we have something besides just our visual reasoning and something in our heads," and that raised a question for me later of when they were debating the side lengths, what was the similar tool that they had or what was ... I was waiting for someone to get a ruler or something, but I thought that having this way to justify without it just sort of being a visual opinion was a really powerful moment.

SPEAKER: And I think that moment existed because you gave multiple kids an opportunity to respond to one kid's original thinking, so it's not like you let one person disagree or agree and then you moved on. You would let three or four people talk and so then that idea came to be.

SPEAKER: I was surprised Max didn't go up with his ruler because when he was working on his own, he was using his ruler to find out if they were isosceles, so I was surprised that he didn't use that same way to justify his thinking. Just one thought about getting the idea to have them converse, sometimes having them trace to show each other how many different triangles, and where would you draw the line, might spur the conversation before they actually draw it. Show each other where they might draw their lines to create, and then have them draw it once they've had that conversation. Because I thought that the two that were talking, they decided just to split everything. The two that were more animated in the group, they said, "Well, we're just gonna split everything." And then they noticed some kids were drawing more than one line, and so that was interesting.