HILLARY LEWIS: So, I think we are convinced that it is obtuse, but I also had students who were convinced that it was obtuse and put it here. What do you think about that? What did they understand? What part got mixed up? What do you think? Tina?

STUDENT: I don't think they understand it because if you look up at the vocabulary up there it says scalene has all sides different lengths. The isosceles thing because two of the sides are equal.

HILLARY LEWIS: What did you want to add?

STUDENT: It's kind of similar to Tina's, but it's like what she was saying that they didn't understand that it was supposed to go in isosceles because all sides ... there are two sides that are the same, but if you're looking at scalene all sides should be different. But for number two, there are two sides the same and it's also supposed to go as isosceles.

HILLARY LEWIS: So we are hearing a couple of you saying isosceles. Bennett, you have another thing to add?

STUDENT: Like those two sides on the top, that left one and the right one, those two. You can tell that they are not the same as that bottom side, but maybe they were rushing through it or something and at first look they thought those two sides were actually different. They couldn't actually tell that they were the same because they do look like a little bit different from maybe a certain angle or something. That's maybe what they thought, but I think it should be an isosceles.

HILLARY LEWIS: So maybe this student thought maybe they were all different, but ...

Bennett: Maybe they had like the content right and then it seemed like they were just a little different. Maybe they were just rushing through it.

HILLARY LEWIS: Do you ever rush through work and look at it wrong? Sometimes?

So I'm hearing a number of you. We've agreed it's obtuse and a number of you are saying isosceles. Is this ... Are you telling me it goes …? Amanda, do you have one thing to say about that?

STUDENT: I think it is supposed to be isosceles. From my point of view, the top two sides are the same and the bottom one is different. An isosceles triangle, two of the sides are the same and one side is different. That's why I think it is isosceles.

HILLARY LEWIS: That's why you think it is isosceles. Well, Juju and Max, and then we're going to move on to something else. Okay, go for it.

STUDENT: I think he already got mixed up because maybe he just didn't see what the triangle could be in a different angle.

HILLARY LEWIS: Even we wanted to turn it around and look at it a little differently. Is that what you're referring to?

STUDENT: Yeah, because if you turned it the other way ...

HILLARY LEWIS: Turned it what other way? The way we had it?

STUDENT: No, that way.

HILLARY LEWIS: That way?

STUDENT: Yeah, it would be acute, but ...

HILLARY LEWIS: Would it? What do you mean?

STUDENT: It would be in acute because it's almost 90 degrees.

HILLARY LEWIS: Tell me what you mean. What is acute?

STUDENT: Less than 90 degrees.

HILLARY LEWIS: Okay. So, point to where are the acute angles on a triangle.

STUDENT: If you put it here, the point is going more that way and it would be a full 90 degrees.

HILLARY LEWIS: Max, I said you got to go next. Did you hear what Jun said? Did you want to add on to it?

STUDENT: You might have left it at a different angle, not like us. It's hard comparing ... Like to me right now it looks like the bottom side is a bit bigger than the top right side. To me a bit, like a tiny bit. A tiny bit to me ... So he might have ...

HILLARY LEWIS: This right side?

STUDENT: No, the bottom looks a bit shorter than the right side. Just a bit. He might have got confused by that so he put it in the scalene, but actually if you turn it around they all look the same, so it can be put back into isosceles.