DAVID FOSTER: The last column is really interesting in a number of ways. Obviously, the two that are empty, why are they empty? Which you sort of talked about. Was there any discussion about triangle B and G and how they're -- why they're both in there? And why there's two in there, but none of the others have two, just that idea.

HILLARY LEWIS: There was some conversation. I think it was with the, yeah -- I think it was, I don't think I made this up, that they were the same ...

PETA ROBINSON: The same, but one was bigger.

HILLARY LEWIS: Yes. Same but one was bigger. Yeah.

PETA ROBINSON: They would reference G is bigger than B, but all three have acute -- all three angles of those triangles are acute, and all three sides of each individual triangle are all equal, so it has to be equilateral acute, so both of them have to go in there, but G's is bigger than B.

SPEAKER: ... in the wrong place?

HILLARY LEWIS: Actually, I'm starting with the poster that they -- the one with the triangles that -- up there now. And ask them to regenerate those definitions, and I'm going to fill those in. Also, last week I meant to label that we had these -- how we describe the sides of the triangle and this was the angles, how we classify by angle, and I forgot to do that last week. So that's something that we're going to talk about today, and I'm going to try to remember to get those labels on there. And that -- so we're going to do that before moving into the re-engagement piece where I will -- is this what you're getting at?

SPEAKER: Yeah.

HILLARY LEWIS: Where I will be placing -- I have models of triangle one and triangle two that I'll be placing up on the second chart for them to analyze the errors and what kinds of wrong answers and the correctness and the incorrectness of the possibilities. Did I address what you were ...

SPEAKER: Yes.

HILLARY LEWIS: Okay.

SPEAKER: We passed out the task, the MARS [Mathematics Assessment Resource Service] task and then the extension that the students will do today so that people have an opportunity to do this themselves now, before the students come in. So take a look at this on both sides. This will help you anticipate what you think students might do. Evidence, things that you think they'll understand as well as misconceptions they may have. And then we're also going to pass out the lesson plan for you to have a chance to look through.