

HILLARY LEWIS: How many of you were able to make a right isosceles in one of those shapes? Was anyone able to make a right isosceles in two different shapes? Oh, only a couple. See, I wonder if we can make it in two shapes. Was anybody able to make it in three shapes? You were able to make it in three shapes? [crosstalk] Okay.

What shape can ... You're still busily making those right isosceles triangles, aren't you? You made a lot, I know. If I can ask you to put your pencils down just for a moment. Look at your right isosceles triangles. Look at your right isosceles triangles. Was anyone able to make a right isosceles triangle from the square? Oh, a bunch of you were. You're able to make it from the square? Okay. Would anybody like to share their right isosceles triangle from the square that's up here on that camera?

I don't know, can you guys see the screen from over there?

STUDENT: Yes.

HILLARY LEWIS: No?

STUDENT: Sort of.

HILLARY LEWIS: Whoops. Kellen, would you like to share yours? Go ahead and bring it up here, and we'll put it up. I think we're gonna have to do it this way. Look at everybody and show them where your right isosceles triangle is. Right there. Tell them why you think that's a right isosceles triangle.

STUDENT: This is a right angle over here.

HILLARY LEWIS: Which is the right angle?

STUDENT: Here.

HILLARY LEWIS: May I borrow your pencil? You did that?

STUDENT: Yeah.

HILLARY LEWIS: Draw the box in on that right angle, so we can see what you mean. I wasn't clear. You know how I did this on the right angle? That little box, so that we can see that triangle. I see. Is he right? Is that a right isosceles?

STUDENT: Yeah.

HILLARY LEWIS: Are we okay with that? Any questions for Kellen about his right isosceles triangle?

STUDENT: No.

HILLARY LEWIS: Okay.

STUDENT: [inaudible] No questions.

HILLARY LEWIS: No questions. Okay. Thank you Kellen. Did anybody make a right isosceles out of the rectangle that's right next to that square? Anybody make a right isosceles out of that one?

STUDENT: [inaudible]

HILLARY LEWIS: Nia, you did? Did you want to share yours? No? Okay. Michela, would you like to share yours?

STUDENT: Yes. I ... [inaudible]

HILLARY LEWIS: Okay.

STUDENT: I first did a [inaudible], and then I made four boxes. [inaudible] all of them, and I made one, two, three, four, five, six, eight isosceles triangles.

HILLARY LEWIS: It looks like you have your right angles labeled.

STUDENT: I did that [inaudible].

HILLARY LEWIS: I see that. Any questions for Michela before I go on? Any questions for Michela?

STUDENT: I just ran out of time. Neel.

STUDENT: Technically, didn't you not use the actual rectangle?

STUDENT: What?

STUDENT: Technically, didn't you not use the actual rectangle?

STUDENT: No. I just made it [inaudible]. Max.

STUDENT: [inaudible], but I think the parallel [inaudible].

HILLARY LEWIS: Let's stay focused on the rectangle right now. Okay? Just the rectangle. Did you have something to say? You didn't have something to say about that, Max? Okay. Michela, can you show me how you know it's isosceles?

STUDENT: The reason this is an isosceles is that two sides have to be equal, and this side on this one ... Wait, wait. That side and that side is equal to that one.

HILLARY LEWIS: Wait, wait. Say that again. I couldn't tell.

STUDENT: I'm just gonna pick this one. This side on this one and that side are equal. Then, this side and that side are equal, and so on.

HILLARY LEWIS: You went way too fast for my brain. Did you guys see which sides she was talking about? Show us one triangle and the two sides that are congruent, so that ...

STUDENT: Okay. This one right here and that one -- wait, that one right there, and that one right there are both equal.

HILLARY LEWIS: What'd you guys think of that?

STUDENT: Yes.

HILLARY LEWIS: We agree with that?

STUDENT: Can I pick someone else to go next?