

ANTOINETTE VILLARIN: So I'm now going to give you the actual prompt. It's going to be on purple paper. There is two parts. Part one is first on purple. When you get it, I'd like you to read part one, and then start to solve part one with a strategy that you'd like to share with the class, okay? So, um, there is graph paper if you need it. There are rulers in the middle if you need it. There are supplies all in your group tray as you need it, 'kay? Take two minutes and three seconds to quietly read part one and begin a starting strategy for how you might approach this problem.

STUDENT: Thank you.

ANTOINETTE VILLARIN: Okay, you're welcome. [inaudible] was this the extra piece of paper. I think I gave you guys extra. Okay. All right, again, so take two minutes and three seconds to read part one and then go ahead and begin to solve the problem. Ready to share at least your starting point with the problem. There are also rulers, so if any of you need rulers.

All right, as you are working, um, I'd like you, when you are ready, to share with your partner what the question is asking you to do in part one, and what your starting strategy is. Okay? So as soon as you're ready to talk to your neighbor, what is part one asking you to do, and what is your starting strategy -- what are you doing first? Answer that first couple of questions for part one, okay? I give you one minute to think about that, and then be ready to share with your partner.

All right, I'm going to ask everybody really quickly to put your pencil down, okay. Put your pencil down. All right, turn and talk to your partner and tell your partner what is part one asking you to find, and what are you doing first as you're all quietly working. 'Kay? So turn and talk to each other. What is part one asking you to find, and then what is your starting strategy, what are you doing first as you are quietly working, 'kay? Go ahead and share with your neighbor.

[students talking]

STUDENT: It says draw and label the quadrilateral -- qua -- quadrilateral on the graph paper --

STUDENT: Yeah, that's what I'm doing.

STUDENT: -- to show the two fences.

STUDENT: How'd you get straight lines?

STUDENT: Yeah, so we basically like plot the points of the, like, what it says here and then we have to connect the points and then find the midpoint of the shape.

STUDENT: What is that? I don't know. What is that?

STUDENT: A.

STUDENT: A and ... what's that?

STUDENT: B.

STUDENT: Wait, do we connect the points?

STUDENT: No -- they shouldn't be straight.

ANTOINETTE VILLARIN: 3, 2, 1.

STUDENT: Okay.