

SPEAKER: During the discussion part, there was like a core group of kids who were very involved. One of the neat parts about that is some of them had a pretty strong understanding and some of them didn't, and that back and forth was, I think, helpful.

There were also some kids who sort of were checked out during that period. I'm wondering if some of that is the misunderstanding that ... that you mentioned at the beginning with sides and angles, but I also wonder if some of it was the challenge of understanding -- just seeing the shapes at a distance versus having shapes in front of you, and also if maybe the jump to measurement didn't happen because for so long, trying to identify them just based on seeing the shape they can't manipulate versus being able to actually measure and being able to actually manipulate it. I wonder if that would have helped some of the kids who weren't able to connect with the beginning part.

SPEAKER: I think it's good that there are still people who want to make comments and questions that are being generated, which is one of the things that we always hope for in lesson studies, that more questions are generated and more conversation wants to happen. As painful as it is, we're going to stop the conversation now to respect people's schedules today and David, I would ask you to go ahead. Comment on the lesson.