

HILLARY LEWIS: Let's move on to our next activity. I have a handout for you. This is the one where you're gonna get to use pencils, and rulers, and you know what, I'm just gonna stop talking for a minute and let you grab your pencil and your ruler.

As soon as you have your pencil and your ruler in front of you, will you look up at me so I know you're ready? I want to thank ... Let's see what table looks ready? This table's looking ready. This table's almost ready. Thank you. Eyes on me when I know you're ready, and you have your pencil and your ruler.

I'm gonna hand out this worksheet. On this worksheet there are a number of different shapes on here. Do you see that?

STUDENT: Yep.

STUDENT: Mm hmm. [affirmative]

STUDENT: Yes, I do.

HILLARY LEWIS: You're gonna be ... you're each gonna get your own worksheet, but you get to work with your partner and talk about it. It's not a test. You're not doing it alone. You're going to use your straight edge and the pencil to draw lines within -- let me put this down -- within the shapes to create triangles. Okay?

You use your straight edge, you use your pencil, and make triangles within these shapes. When you make a triangle I want you to label it. If you make an acute scalene triangle, just label it in there. I do want to tell you before I pass this out, those top two figures, they are a square and a rectangle.

Oh, and what does a teacher always tell you to do when you first get a piece of paper?
[crosstalk] Yeah. That's right. Make sure your name's on it. So make sure your name's on it.

STUDENT: Wait.

HILLARY LEWIS: Yes?

STUDENT: I have a question.

HILLARY LEWIS: Yes.

STUDENT: Can you make tinier triangles?

HILLARY LEWIS: Can you?

STUDENT: No, no, like ... Do you have to. [crosstalk]

HILLARY LEWIS: I didn't say you couldn't. I didn't. What makes sense? I heard somebody call my name. Yes, Max?

STUDENT: I have a question.

HILLARY LEWIS: Yes, sir.

STUDENT: This is a triangle like this, and this is a triangle ... How do I label the big one?

HILLARY LEWIS: [inaudible] How many words is it gonna have?

STUDENT: Two.

HILLARY LEWIS: Two. When you label, they're gonna have two words?

STUDENT: Yeah.

HILLARY LEWIS: Okay.

STUDENT: It looks like ...

STUDENT: Triangle two.

STUDENT: Wait ... [inaudible] Okay.

STUDENT: I made one, two, three, four, five, six, seven ... I made eight triangles.

STUDENT: Wait, Natasha.

STUDENT: Yes?

STUDENT: Wait. [inaudible] Would that be a right angle?

HILLARY LEWIS: No, leave the line. It's still a triangle.

STUDENT: Okay.

HILLARY LEWIS: Leave the line. What kind of ...

STUDENT: Scalene.

HILLARY LEWIS: Scalene. Okay. Once you're done labeling it scalene ... Kinds of triangles. I have a challenge for you. Oh, we're not done. Don't worry. It's not a race. It's okay. I want you to look at the triangles you've created. Have you made a right isosceles triangle? We're looking for a right isosceles triangle. Look at your paper. I want to know -- and you can mark your little right isosceles triangles with something, maybe a little star or a dot or something -- my question for you is, which of these shapes can you make ... From which of these shapes can you make a right isosceles triangle?

If you made one right isosceles triangle in one figure, in one of those shapes, can you make a right isosceles triangle in another one? How many different shapes can you make a right isosceles triangle? Work with your partner on that. [crosstalk] Yeah, work it. It's not by yourself. Yeah.

STUDENT: All of mine are right isosceles. I have no clue how that happened.

HILLARY LEWIS: They're all right isosceles?

STUDENT: Yeah.

HILLARY LEWIS: The next question might be more of a challenge. What about the shapes you haven't touched yet? Can you make a right isosceles out of those?

STUDENT: Do you have to name all of these?

HILLARY LEWIS: As many as you are able. If they are the same, then you don't need to label them all the same.

STUDENT: They're all the same.

HILLARY LEWIS: Okay, then just label it once.

STUDENT: This one's not.

STUDENT: This is an obtuse angle.

STUDENT: That one's not a right angle.