STUDENT: Well, do the same thing but with different letters.

STUDENT: Yeah, just do the same thing except switch out the step right before it. So instead of A B C D, it's A B…B C A D.

STUDENT: Now we don't have a proof for that one over here.

STUDENT: I know but this is the same thing.

STUDENT: Just write the same thing except change that. Yeah, change the transversal. Are we going to rewrite it?

STUDENT: Yeah, we'll rewrite it. So the definition is here and basic is picture here; this is nicer.

STUDENT: Yeah and bigger.

STUDENT: So that's basic definition and conjecture…

STUDENT: I don't think I need this anymore.

STUDENT: Do like a rhombus.

STUDENT: Big?

STUDENT: Go like that and like this?

STUDENT: It doesn't really matter.

STUDENT: So write rhombus.

STUDENT: A big rhombus?

STUDENT: Yeah, so three space.

STUDENT: In capital letters or just...

STUDENT: And then we start the definition. The diagonals…start here. So "if the diagonals are at different lengths" and then comma and start there; and "they bisect each other at their midpoints."

STUDENT: I'm going to underline the "if then."

STUDENT: Hey Sage, after this we're done right?

STUDENT: Yeah, I think so.

STUDENT: Nice!

STUDENT: "Perpendicular to each other" and the next one. Then "a quadrilateral is a rhombus." Okay, so next do you guys want to do the conjecture first or make a diagram?

STUDENT: I think we should do it like she did.

STUDENT: Go with a diagram.

STUDENT: I think we should kind of do it like Ms. Humphreys did on the board – how it has the definition.

STUDENT: Of what?

STUDENT: Oh yeah, a parallelogram and then the diagram.

STUDENT: Okay, we can do that.

STUDENT: And put the proof over there.

STUDENT: Where is the definition paper?

STUDENT: It's right there. Yeah, put that over here and then we put the proof over there.

STUDENT: We have to summarize it – parallelogram is triangle…

TEACHER: You only have to...a parallelogram you can stop right there. That's all you have to do.

STUDENT: Oh, so a rhombus is a parallelogram in which two adjacent sides are equal; that's the definition.

STUDENT: Oh!

STUDENT: Are we doing it here?

STUDENT: Use a different color, use a different color.

STUDENT: Do you have a bigger ruler?

STUDENT: Oh yeah, I do – my foot long.

STUDENT: Yeah, foot long.

STUDENT: Don't, don't say anything. Don't get off topic.

STUDENT: Do you want me to make a star?

STUDENT: What?

STUDENT: Do you want me to make a star?

STUDENT: Yeah.

STUDENT: Do them all over here because we won't have too much space over there.

STUDENT: I just hope it doesn't get marker on it. This was in the box and I'm going to…

STUDENT: Are you writing it all out? So next…it's sticking.

STUDENT: Let me help you with that. It stuck to the table.

STUDENT: Where do you write the paragraph proof?

STUDENT: We're going to write it right over there.

STUDENT: I think we should write the proof on the back but this sticks.

TEACHER: You can always get a second paper.

STUDENT: Just write it?

STUDENT: So, let's sketch it out first.

STUDENT: How do you sketch it?

STUDENT: Just sketch out what Sage did. Just sketch it out exactly like what Sage did.

STUDENT: Here, here…

STUDENT: No, I'll just mark it.

STUDENT: Like stab through it.

STUDENT: I am.

STUDENT: Use Sage's pencil.

STUDENT: It's a natural pencil.

STUDENT: Leave a mark and everything.

STUDENT: I don't think that's a bad thing.

STUDENT: No, we'll use it as…

STUDENT: Wow!

STUDENT: There's a hole here; there's one there, there's one there and that one there. You know, let's just use the dots.

STUDENT: Yeah.

STUDENT: These ones are awesome too.

STUDENT: I'll get a second paper.
STUDENT: I'm going to outline.