00:15:23 Donna Misciagna: I’m joining you from Tucson, AZ. I am a high school math teacher.
00:15:50 Mary Pittman: I am joining for Broomfield, CO and I math director.
00:21:34 Kevin Dykema: probably less overwhelming and gets them engaged right away
00:21:46 Mary Pittman: provides some great conversation starters
00:22:06 Chelsea Carstensen: Builds a foundation of structure and 3d soids
00:22:07 Melisa Hudson: Requires some thinking and inquiry
00:23:02 Jayme Lorenz: Here is the link to the resource: https://www.nctm.org/Classroom-Resources/Illuminations/Lessons/Tetrahedral-Kites/
00:23:02 Elizabeth Stoerkel: They could explore with the straws and triangles.
00:25:26 Melisa Hudson: Did you never build one with 9 smaller tetrahedrons?
00:26:01 Mary Pittman: loving the self-similarity, such great questions you can have around this idea and fractals
00:26:49 Mary Pittman: making use of structure comes to mind right away
00:27:51 Elizabeth Stoerkel: how solids combine together to create new solids
00:28:07 Kevin Dykema: perseverance- might not be successful immediately
00:28:42 Melisa Hudson: How the volume of a figure increases as opposed to how the area of a figure increases
00:28:56 Mary Pittman: express regularity in repeated reasoning, how many tetrahedrons are needed for the next larger tetrahedrons
00:29:26 Robin Michnick: Did they ask about exponential growth?
00:29:35 Mary Pittman: Reacted to "Did they ask about e..." with ☺
00:31:15 Mary Pittman: that was my next question.. how did they fly?
00:31:17 Robin Michnick: How long did it take?
00:31:44 Mary Pittman: 💟
00:34:23 Mary Pittman: What were the biggest ahas mathematically for students?
00:34:37 Melisa Hudson: How long were your math blocks? I have 45 mins.
00:35:21 Mary Pittman: that makes sense, 3-D is not done enough in schools, we pretend 2-D pictures is enough to understand 3-D. love that
00:36:27 Elizabeth Stoerkel: Alexander Graham Bell was interested in the tetrahedron. At the Alexander Graham Bell Historic Site in Canada, there are several examples of the tetrahedron kite including a tetrahedron kit airplane.
00:36:38 Mary Pittman: Reacted to "Alexander Graham Bel..." with 💟
00:36:46 Melisa Hudson: I once had a dyslexic student in geometry who couldn’t distinguish the lines on a 2-D picture. This activity would have been great for him!
00:36:50 Chelsea Carstensen: Replying to "that makes sense, 3-..."

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00:38:01 Jayme Lorenz: Here is the link to the resource: https://www.nctm.org/Classroom-Resources/Illuminations/Lessons/Tetrahedral-Kites/
00:39:07 Joseph Bolz: https://docs.google.com/presentation/d/17H04IZFLzvqaqZQkOfTEswA30gaWs9WyqzgeZyVVFcQ/edit?usp=sharing
00:39:48 Jayme Lorenz:

https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/June2023_64191.pdf
00:42:14 Mary Pittman: thanks so much for sharing!
00:42:16 Angela: Thank you.
00:42:21 Chelsea Carstensen: Thanks, joe!
00:42:24 Kathy Rubendall: Thank you!
00:42:27 Melisa Hudson: Can you drop the tiny url into the chat?