

The kids (2nd & 3rd graders) knew most of the stuff about angles and triangles. I reviewed it all with them. I don't they understood what a radian angle was. I tried to explain it as  $360 \text{ degrees} = 2\pi \text{ radians}$ , but I don't think they grasped it. I don't remember learning about that stuff until trig in high school. The project was good, and I think it fit well with the lessons.

The lesson went well. Some of the 5th and 6th graders did already know most of the material, but they still were pushed to think. The one part they had trouble with was the Pythagorean Theorem, but they worked through it and that is exactly what we wanted. The activity was good. The tower project was not as organized as it could have been, but the kids had fun with it and I think, at the very least, they learned about the importance of cross bracing.

The 7<sup>th</sup> and 8<sup>th</sup> graders went through the material pretty well. They started to get lost in the moment of inertia section so we only touched on it briefly. Maybe in the future there could be an example that goes along with that section. The kids build some very sturdy towers that were much better than we were expecting.

The high school kids were pretty quiet and there were only a few of them. I think they got a little lost in the notation of vectors so next time keep things like sigma for summation out of the lesson. The shear and moment diagram would have been way too hard if we would have had time so I will just delete it from the lesson. I think they went through basic derivatives and integrals pretty easily. Their towers were not very well designed. I don't think they were thinking about surface area and other basic concepts. That was probably our fault.