In this study, we examined how elementary students co-constructed knowledge about angle concepts through a body-based task. We worked with pairs of third and fourth grade students, ranging in age from eight to eleven years, who collaboratively completed a 20-minute interview, and individually answered questions on a pre- and post-test. We then used the pre- and post-tests to measure whether students’ understanding of angle concepts changed as a result of the task. In this poster, we will present preliminary findings regarding learning gains, as well as an analysis of two students’ interactions during the interview.