

AMY BURKE: I'm super curious. Aren't you guys? Let's check it out. So ... because of our time in the class I've pre-cut ...

AMY BURKE: ... Resource manager to head over near the Chromebooks and grab one set of tape, please? You're just going to build the pre-cut ones that I have.

AMY BURKE: Will you guys please go ahead and build the box and then send your recorder reporter up here to fill in, what is the cut size, what is the length, the width, the height, and the volume of what you are building right now, okay? And what are each of these measurements in terms of? I want to talk about units quickly. The cut size? What are the units that we're using for that?

STUDENTS: Centimeters.

AMY BURKE: Centimeters. Okay. How about the length? What are we counting there?

STUDENTS: Centimeters.

AMY BURKE: Again, centimeters. How about the width? What are we counting there?

STUDENTS: Centimeters.

AMY BURKE: Centimeters ... The height?

STUDENTS: Centimeters.

AMY BURKE: And the volume?

STUDENTS: Centimeters cubed.

AMY BURKE: Centimeters cubed. Interesting. Okay, great! Cool. Will you build that very quickly and then send your recorder reporter up here ... with the actual box? Thanks.

STUDENT: I think the cut size is a four-by-four because if you could count it, there's four boxes here. There's four here, they are both coming out. It'd be a four-by-four square. So that's the cut size. Then, I'm not sure about the length though. I'm not sure if it would be this, so that's the full length and everything, right? This right here. Is that the full length then?

STUDENT: Shouldn't we build it first? Tape it and then let's figure it out.

STUDENT: I was going to do it [inaudible].

STUDENT: So, what are you doing, measuring all of them?

STUDENT: Yeah.

STUDENT: He's counting the length and width so he can find the volume of the square.

STUDENT: We're just doing a bunch of comparisons for this —

AMY BURKE: So get it taped, counted up, and then we'll get it up here quickly. Thanks guys.

STUDENT: Could you have seven cut, and try nineteen from seven and twenty-five from seven?

STUDENT: Oh yeah.

STUDENT: Did you get it?

STUDENT: Yeah.

STUDENT: Let me see this. So, the height is one, two, three, four, five, six, seven. The width is one, two, three, four, five. And then five, ten, eleven. All right. Yeah.

STUDENT: So what do we notice? All right, so we notice that it was cut by an eight-by-eight on the corners. What do you notice about the side heights?

STUDENT: Not sure.

STUDENT: Wow, look at that.

STUDENT: Aye, lit.

STUDENT: Why are you guys using so much tape?

STUDENT: I don't know, I thought it would be easier if you just get the whole thing done in one go. But now that I think about it, it would be easier if we just did like —

STUDENT: I'll tape the next one.

STUDENT: Yeah we need —

STUDENT: I drew 225.

STUDENT: Yeah guys, collaborate.

STUDENT: Thirteen by twenty-five, right? 325 not 295 —

STUDENT: You said thirteen? It's fifteen.

STUDENT: Yeah, it's fifteen.

STUDENT: Oh yeah, I'm tripping, I'm tripping.

STUDENT: I already calculated it.

STUDENT: You calculated it? What did you get?

STUDENT: Huh? How? It's ...

STUDENT: Seven times seven times seven.

STUDENT: What? At first, I did fifteen times five. This is what I did. I did fifteen times five, which gave me seventy-five. Then I multiplied that by nine. What?! Did I do it wrong? Hold on.

STUDENT: Because, you know, when you just see everyone else's, it looks so much bigger.

STUDENT: Where's the second base?

AMY BURKE: Will you send your reporter recorder up to put the info up, please?