AMY BURKE: Which is yours?

AMY BURKE: I'm going to ask you now. The next prompt on the worksheet has you taking a look at this table, which includes the actual open-top boxes and asking you to write down what do you notice from this table and what do you wonder about this table? So, you are invited right now to talk aloud or to take a moment maybe first to write your own observations and then to share.

AMY BURKE: Will you take maybe three minutes together to write down what you notice and what you wonder now that we have some data?

STUDENT 3: I have a question. What is this word?

AMY BURKE: I don't even know what that is. It's from Ms. Grevious's class. I'll take these guys back up.

STUDENT 4: -- has the most volume with 798 cubic squared and then nine has the least with sixty-three cubic squared that's kinda, and then it shows that these ones are a lot higher than the other ones are. They have a lower base or ... the width is a lot smaller, or length is smaller than the height. You get what I'm saying like that?

STUDENT 5: Just wondering is, like, they're all from the same paper, but they all have different volumes.

STUDENT 4: Yeah. I think it's because of the cut size. That's a good question though.

STUDENT 6: Okay, I wonder.

STUDENT 7: What are you wondering?

STUDENT 6: Why does ... I wonder why does the bigger numbers have the smallest volume. What did you guys put? What do you wonder?

STUDENT 8: What do I wonder? Oh yeah. What I put was basically what we just solved or concluded which was the bigger ... the bigger, like you say, the length and the height, the greater the volume.

STUDENT 9: So I wonder if the cubic volume that is shown on the table will be grafted onto graphing, plot form into like, a parabola, almost.

STUDENT 10: Can you repeat that first part?

STUDENT 9: So, I wonder if the cubic volume that is shown on the table will be grafted into, like, a parabola or something?

STUDENT 10: Parabola?

STUDENT 8: I think so, yeah.

AMY BURKE: I know that you guys have noticed and wondered certain things about this data set. Will you please make sure that you've answered the questions about -- from the table, from the table. What's the maximum volume, and what is the cut size that gives us that maximum volume?

STUDENT 11: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21.

AMY BURKE: You want to fix something? Yeah that'd be great. Great. Ah, I see people taking away one of the questions. Yeah. There was a small error. So, it was a five before. Now it's a six.