AMY BURKE: Send your resource manager over here to grab just two Chromebooks -- you're going to share with your partner, okay? So please grab two Chromebooks and follow along. Facilitators, will you make sure that you're moving your groups into step four?

STUDENT: Okay, oh the *x* and *y* are probably the cut size and the volume.

STUDENT: Yeah.

STUDENT: All right, so it starts off with 6.

STUDENT: 5.

STUDENT: Tell me the numbers as it goes down.

STUDENT: For cut size?

STUDENT: Yeah. So, it starts with?

STUDENT: Then it's 5. Then it's 6, 7, 5, then it's 2, and then it's 7, 9, 8, 7, 3, 8.

STUDENT: Wait, what's before that?

STUDENT: 7, 9, 8.

STUDENT: 2, 7, 4, and 3.

STUDENT: 8.

STUDENT: All right, and then next you got to read out -- let's do -- what do you do for one?

STUDENT: 3, 8, 5, 7 and 3, 8, 5 and then it's 741, 48 -- yeah 4, 748, 9, 63.

STUDENT: 63?

STUDENT: Yeah.

STUDENT: What are the numbers?

STUDENT: What, like that? Those numbers?

STUDENT: Wait, but how would you do that?

STUDENT: Pick a different table.

STUDENT: [inaudible]

STUDENT: Huh?

STUDENT: [inaudible]

STUDENT: Wait, so how would we put the data in? Wait, what?

STUDENT: The cut size and then whatever the volume is.

STUDENT: The length of the sizes, the weight, and then the ...

STUDENT: Oh, oh wait no, you just put the cut size and then volume at the end, right?

STUDENT: Yeah.

STUDENT: Yeah, okay, I got you. 6 ...

STUDENT: Go in order, go to like 9.

STUDENT: That number up there, that's -- Anthony ...

STUDENT: 6. The cut size, right?

STUDENT: For which one?

STUDENT: The first one.

STUDENT: 6.

STUDENT: The first one is for length?

STUDENT: No, for cut size.

STUDENT: Just what I said, I said 6.

STUDENT: 6? All right, and then the second one.

STUDENT: Yeah, the first one is 6, 5.

STUDENT: 5.

STUDENT: 2.

STUDENT: 2.

STUDENT: 7, 3, 4.

STUDENT: 7, 3, 4.

STUDENT: Wait, wait, 2, 7 ...

STUDENT: 3, 4, 9, 8.

STUDENT: 3, 4 ...

STUDENT: 8.

STUDENT: 8, 9?

STUDENT: 9, 8.

STUDENT: 9, 8, all right, I got it all. All right, now it's 5, 4, 6.

STUDENT: Is the cut size and then y is going to be the volume, so -- but like up there, the first one is 6, then the second one is 5. Type it.

STUDENT: 5, 4, 6.

STUDENT: 2, 7, 8.

STUDENT: So, this is all in *x*'s.

STUDENT: Yeah, *x*'s are the cut size.

STUDENT: 3, 4, 9, 8. They're not in order.

STUDENT: Yeah, they're not in order, it doesn't matter, it's just going to make a scatter plot.

STUDENT: Oh yeah, you right, you right.

STUDENT: So, it doesn't have to be like a going up thing.

STUDENT: Hey, can I see the table?

STUDENT: Hold on ...

STUDENT: He's almost done, yeah, we only have like two more. So, you got the *x* already, right? Oh, what? That's not right, hold up.

STUDENT: Oh yeah, wait, it's all on the line.

STUDENT: Oh no, it's just ... Wait, what? I'm confused. Like because the increase is so ... Wait, why is it like that? Where is it? What? Why is it just going straight up?

STUDENT: It's because one of them is 63? Or I did. Maybe it's the wrong order.

STUDENT: Huh?

STUDENT: Maybe we had to set it in order. That wouldn't affect it, right?

STUDENT: No. Okay, that's ...

STUDENT: 6 like ...

STUDENT: No, because why, why is it like that? See, if it was right it would be, like … because it's on the *x* axis, right?

STUDENT: Maybe because you can barely see it, yeah, because it's zoomed out so it all looks the same, in the same area maybe.

STUDENT: Wait, are you doing -- are y'all experiencing the same problem?

STUDENT: Yeah, it's all straight, because it's going straight up, right?

STUDENT: Yeah.

STUDENT: Yeah, that's not right. Is it because of the ...

STUDENT: Maybe if it's like closer, you know?

STUDENT: That doesn't work ... What? That's so weird. Hey, Ms. Burke?