

STUDENT: Like 6 to 8.

AMY BURKE: So Anthony, can you say what you're doing right now so that Ivan can do it too, because he can't see what you're pressing.

STUDENT: So what I just pressed, I went to the wrench up here in the corner.

STUDENT: The graphs setting.

STUDENT: The graph settings, go to graph settings.

STUDENT: Yeah, what about it?

STUDENT: Go to that, and put it on projector mode.

STUDENT: Projector mode? Uh huh.

STUDENT: And then take off the minor grid lines.

STUDENT: Minor grid lines off.

STUDENT: Are the x -values from here to here?

STUDENT: All right.

AMY BURKE: So Karla's asking about the x -values. So you're thinking from where to where?

STUDENT: 6 to 8.

AMY BURKE: 6 to 8? Do you guys think the x -values going from 6 to 8 will capture all the data?

STUDENT: No.

STUDENT: Do you know what I'm talking about?

STUDENT: No, because you're still missing other parts of that.

STUDENT: So 1 to 10.

STUDENT: Yeah, 1 to 10.

AMY BURKE: What do you think about that?

STUDENT: 1 to 10.

AMY BURKE: Okay.

STUDENT: 1 to 6.

AMY BURKE: All right.

STUDENT: And then what could we do for the y ?

STUDENT: 263.

STUDENT: 10. Can you start at 10 and go up to 800 [inaudible] and then count by tens? Could that be it?

STUDENT: Connected?

STUDENT: Maybe it should be the--

STUDENT: To what number?

STUDENT: I think they're all positive.

STUDENT: Orange? What number you want to go up to?

STUDENT: Up to 800.

STUDENT: We're going to ... Because maybe we did it the wrong way, so we're going to try the [inaudible].

STUDENT: There's two dotted lines.

STUDENT: I don't think it's [inaudible].

STUDENT: Wait a minute.

STUDENT: I think it's put a negative [inaudible].

STUDENT: No, that's--

STUDENT: Wait, did I put a negative? Yeah, I did.

STUDENT: Dude, can you manage here to put them in order?

STUDENT: Oh, we forgot this step.

STUDENT: Oh. There's 1 to 10, right?

STUDENT: Yeah.