

MALLORY WILLIAMSON: I'm curious to see for some of you guys, what was some observations that we made? Ciara, can you share with me what was an observation you noticed?

STUDENT: The three by six sides. The three by six sides.

MALLORY WILLIAMSON: Okay, so we noticed that there are three cubes by six cubes, okay? So that would be an array that would equal 18. So thumbs up if a lot of your group noticed that particular observation. And we had some good conversations about, okay, well, is this the top of the box? Is there anything behind it? The answer to that is yes and yes. It's not a trick question because if I actually turned the box right side up, which is the original place we saw it, those cubes would fall to the bottom, if there was nothing there, okay? It's not a trick question, I promise. All right. It's a brand new box. Okay. So if you would flip your paper over.

And one thing I want to show you guys is another illustration on the screen. And before I do that, we used our one for assessment and that first estimate is just based off of sight. We saw something on a screen and we came up with an estimate. We don't really know if it's close or not. But now that you guys have 18 as a number to work with, I want you to once more, make a second estimate on how many sugar cubes are in the box. And a lot of you have already gone in that direction. So I'm going to give you a couple more seconds and then report each group and see how that's changed. It's okay for this round. It's just an estimate, okay? So use the data that I just gave you and create a second estimate of how many cubes are in the box. Go. Okay. What was you gu—what's going to be your estimate—second estimate?

STUDENT: We estimated 90.

MALLORY WILLIAMSON: So using 18, how are we getting—going from 18 to 90?

STUDENT: We multiplied it by five.

MALLORY WILLIAMSON: So you think that the height of the box is five cubes? Okay. So that would be your second estimate, okay? You don't necessarily have to do anything right now. I just wanted an estimate. What I hear you saying is, we think there's 12 layers of 18 or the height is 12. Okay. So what was you-all's estimate?

STUDENT: 160 to 200.

MALLORY WILLIAMSON: So how are we going from 18 to 160?

STUDENT: We thought that instead of five because that would be shorter than, um, the length—

STUDENT: Width of the box.

STUDENT: The width.

MALLORY WILLIAMSON: Okay.

STUDENT: We were thinking—so we made it into nine.

MALLORY WILLIAMSON: Like the nine would be the height? So what's 18 times 9?

STUDENT: 162.

STUDENT: 162.

MALLORY WILLIAMSON: So go with 162 as your estimate, okay?

STUDENT: Okay.

MALLORY WILLIAMSON: This, this is the range. I just want you guys to go with the 162, okay?

STUDENT: Okay.

MALLORY WILLIAMSON: All right. Group 1, what was your second estimate now that we have new information? Group 2, what was your second estimate?

STUDENT: 180.

MALLORY WILLIAMSON: Group 3?

STUDENT: 216.

MALLORY WILLIAMSON: Group 4?

STUDENT: 216.

MALLORY WILLIAMSON: Group 5?

STUDENT: 162.

MALLORY WILLIAMSON: All right.