

MALLORY WILLIAMSON: All right, here's the last image that I'm going to share with you. So, on the back, this is where you're starting on the back.

MALLORY WILLIAMSON: So I already see some people recording the information, which is important.

MALLORY WILLIAMSON: Interesting, so I think we're still going back to the fact that we feel like we're right or wrong. And those are estimates. The important part now is to understand the first—the first estimate that we had, is how—Why do we think that? So, you guys got 10 in height; was that close?

STUDENT: Yeah.

MALLORY WILLIAMSON: Yes, it was because you had 10 cubes in height and the actual dimensions were 11.

STUDENT: So do we copy this 12? [inaudible]

STUDENT: We do 10 over 12?

MALLORY WILLIAMSON: You all are talking about the other group?

STUDENT: Yeah.

MALLORY WILLIAMSON: Okay, then that's not necessarily something that should bother you, it's not about other groups, it's about how are you getting to the answer with your team. Okay.

MALLORY WILLIAMSON: Okay, this is an important part of this step. What we're going to do is, I'm going to give you chart paper. And I'm going to release one photograph at a time, so normally we do a lot of this pre-planning, pre-collaboration, pre-brainstorming before we put together our final presentation, okay? So what I want you to do is I want you to, just like we did in class, on our final presentation, is break apart your presentation into three acts. So if I showed you the first clip, I'm going to then give you a picture of what I showed you on your presentation paper, and I want you to draw strategies, show some kind of work as to how you got your first estimate, okay? There's some sort of reasoning that takes place. You can't just say, "I looked at it and I guessed," right? And then I'm going to release the second act to you that you can put on your presentation. How did you come up with that second estimate? And then the final act, the third act, will be the third thing that I provide for you for your presentation chart paper, okay? You may use marker but I ask that before you use marker, you use—?

STUDENTS: Pencil.

MALLORY WILLIAMSON: Pencil so that way we be careful about our mistakes, okay? So if one team member can go get the chart paper on the back table and you can go ahead and start putting together your presentation for act one.

STUDENT: Don't put it all the way up in the corner, because we need some space for our names, so like.

STUDENT: Like right there.

STUDENT: Yes.

STUDENT: What about you? Or you could—Or you could just do it all on one.

STUDENT: No, she said we have to do act one, two, and three on one chart paper.

MALLORY WILLIAMSON: So if I were to use this on our paper, what kind of strategies can I show somebody to kind of connect the dots between what I see and your answer of 65? Because I can't just say 65 sounds reasonable by looking at it. There's something that you think about, whether it's the width of the box, the height of the box, shape of the cube, to help you get 65, okay? So that's something that you guys can draw on, beside, or next to it.

STUDENT: I thought, like, 65-ish, 'cause, like, I thought, like, this was going to be, like, 4 wide by 3 wide.

MALLORY WILLIAMSON: Okay, so that's something that you can talk about by drawing an arrow or just underneath saying, "I believe that the width was going to be about 4 wide."

STUDENT: And we talked also, it would be, like, 48 or, like, 2, like backwards if that—It would be like two so—

MALLORY WILLIAMSON: That's exactly what I want you to write down, okay? So make sure some of those thoughts come out on your chart paper, okay? So if y'all want to glue this down, you can put your thoughts beside it, if you don't want to necessarily draw on it.

STUDENT: Mm-hmm [affirmative].

STUDENT: If the last unit was 10 [inaudible].