

ANTOINETTE VILLARIN: All right, perfect. I'm going to need a third person to read this, and then we're going to see if we can come up with some questions based on just the story prompt that you've heard. Okay? Is there anyone that wants to read this out loud?

STUDENT: No.

ANTOINETTE VILLARIN: Ben? Go ahead. Thank you.

STUDENT: Whitebeard's Treasure. Whitebeard, the notorious pirate of the West Bay, buried treasure on Tiki Island over 200 years ago. Archeologists recently discovered a map showing the location of the treasure. The location has generated quite a bit of media attention, much to the dismay of the archeologists. In order to allow both the media and archeologists to work together, officials have decided to erect two fences around the location. One fence encloses the actual area where the archeologists will work. Another fence surrounds the enclosed dig -- dig area, allowing the media access to the site.

ANTOINETTE VILLARIN: Okay, thank you. Okay, so quietly for one minute, I'd like you to come up with a math question that you think I might ask, or might be asked in a math class. And go ahead and write that down next to the third read on your handout. All right, when you're ready, I'd like you to share your question with your partner. Okay? I will come around and look at some of your questions and listen in on some of your questions. And then, instead of listing all the questions that we come up with, since you have it written down, I'll have a reference for it. I will call on three people to actually list some of the questions out. Okay? So, you're gonna turn and talk to each other with the purpose of sharing your question. And then, I'd like your product to be a mental note to be ready for me to call on you, so that if I call on you, you can tell me the question you either said or a question you heard that you'd like to share with the class. Does everybody understand that? Okay. Go ahead and share your question.

STUDENT: So, I said, "If the archeologists' fence is 20 feet by 50 feet and the media's fence is 10 feet away on all sides, what are the dimensions of the media's fence?"

STUDENT: I put: "If the entire [inaudible] and the second fence must be two times larger than the big side, what is the perimeter of ..."

STUDENT: What else?

STUDENT: I'm not sure, I think it depends on how you --

STUDENT: What else would there be? Besides ratios of the perimeters and the areas, we could find --

STUDENT: So like, would this be it and then they go around it? Well, that's what I thought.

STUDENT: Well, I -- They expect you to define more details while --

STUDENT: Are we assuming this is a circle or a square?

STUDENT: That's just like --

STUDENT: A fence?

STUDENT: A fence.

STUDENT: A circle. Yeah, Ben. Ben --

STUDENT: Sure, sure. A fence. Okay.

ANTOINETTE VILLARIN: One. Okay, um. So, I'm gonna call on a few people randomly and ask you for your questions. If I don't get to your question, you do have it written down and I'll get to see that when you guys turn this paper in later, okay? All right, um, Claire. Could you share either your question or a question that you heard your group say?

STUDENT: My question is: "What is the area between the first fence and the second fence?"

ANTOINETTE VILLARIN: "What is the area between the first fence --" Oops. [laughs] Okay. "First fence and second fence?"

STUDENT: Yeah.

ANTOINETTE VILLARIN: Okay. All right. And when you say area between the first fence -- [crosstalk]

Oh, face! Thank you. [laughs] When you say the area between the first fence and second fence, what do you -- What do you mean? Like --

STUDENT: It means like the area that the archeologists are like allowed to walk in.

ANTOINETTE VILLARIN: Okay. So, the difference between the two? Okay, good. Thank you. All right, Chenrui -- Thank you, Claire. Can you read me either a question you wrote --

STUDENT: What's the --

ANTOINETTE VILLARIN: Or someone that you heard? Okay.

STUDENT: This says: "You can't really solve any of the problems that -- without having to first assume something." I assumed that the first square was, say, 12 feet away from the larger square made by the fence.

ANTOINETTE VILLARIN: Okay. So can you read --

STUDENT: And --

ANTOINETTE VILLARIN: Can you read it in the question?

STUDENT: Yeah. "Assuming the larger square is 12 feet from the smaller square, what is the difference in area of the squares?" It's basically --

ANTOINETTE VILLARIN: Okay. So, say that again. Assuming the larger square --

STUDENT: Is 12 feet --

ANTOINETTE VILLARIN: Is 12 feet.

STUDENT: Larger.

ANTOINETTE VILLARIN: Larger.

STUDENT: Than the smaller square.

ANTOINETTE VILLARIN: Than the smaller square.

STUDENT: What is the area.

ANTOINETTE VILLARIN: What is the area.

STUDENT: Between the squares?

ANTOINETTE VILLARIN: Between the squares?

STUDENT: Yeah. Basically, it's like Claire's.

ANTOINETTE VILLARIN: All right, kind of like Claire's. But you're now giving it kind of a parameter --

STUDENT: Yeah.

ANTOINETTE VILLARIN: -- since we don't have enough information in the problem given. Okay. Thank you, Chenrui. Okay. And then the last one is -- Kiara, can you either read your question or a question that you heard your group share?

STUDENT: Um. "What is the ratio of the two fences?"

ANTOINETTE VILLARIN: "What is the ratio of the two fences?" Nice, okay. And when you say "ratio," what are you looking at? Areas? Are you looking at length?

STUDENT: Um. Areas.

ANTOINETTE VILLARIN: Areas, okay. "What is the ratio of the areas of the two fences?" Okay, good. Okay. So, I'm gonna leave these up here, just like we always -- [crosstalk]

Oh, gosh! I always do that. I'm sorry. I probably should've written it out instead of typed it, because I'm not a good typer.

STUDENT: [inaudible]

ANTOINETTE VILLARIN: Oh, did I mess up? [crosstalk] Oh, twos. Thank you. [laughs] Thank you.

All right, so I'm going to leave these up here like we always do. And if we finish our prompt early, these are some questions that you can start to look at. If we don't finish this lesson and it continues into Monday ... then I will, um, list some of the questions that I'm seeing on your paper. Okay?