STUDENT: If it's a dead end, why would we put that on our thing? Why can't we just say, like --

STUDENT: Okay, so, you know we can, like, say, we tried finding a conclusion for every type of situation, but then we looked at Heather's --

STUDENT: And then did [inaudible].

STUDENT: But then we looked at the Heather page, and --

STUDENT: Then figured out what the --

STUDENT: Yeah.

STUDENT: -- missing variables.

STUDENT: And like, from there -- so we tried finding --

STUDENT: And this 99, and see how much it changes. And then, so then we'll write what that made us think. There's an orange marker.

STUDENT: Where?

STUDENT: Just right there. Okay. So you should write, extra two data points. Or, I don't know.

STUDENT: Wait, what?

STUDENT: And then so, this -- we'll use this one and then this one. I don't know how you want to label it. Like, extra data points.

STUDENT: Okay.

STUDENT: Yeah.

STUDENT: Extra.

STUDENT: Good. And then, use a different color. Here's a red one. And then, so just, like, the wide diameter -- so just write *W*, *N*, *S*, *R*.

STUDENT: Like, when we made the graph for --

STUDENT: Do we need to? Should we? Like, not the whole thing. Just these two. Should we write, just like, *W* equals, *N* equals?

STUDENT: Just do, like, yeah, just do *W* equals, *N* equals.

STUDENT: Okay, so, *W* equals -- *W* equals 100. *N* equals 99.9.

STUDENT: Should I do it below?

STUDENT: Yes. *S* equals one. And then, like, I guess on -- should we write it below? Or over here?

STUDENT: Just do it below.

STUDENT: Okay, right below.

STUDENT: Well, wait, are we going to write --

STUDENT: *R* equals 1,000.

STUDENT: -- right here?

STUDENT: Yeah, because I was just going say, like -- eh, that's good. A thousand.

STUDENT: Okay, and then, with purple, right there.

STUDENT: Why do we have to switch colors?

STUDENT: Because, it needs to be pretty.

STUDENT: Okay, what am I writing?

STUDENT: The next one is -- so *W* equals a hundred.

STUDENT: Here?

STUDENT: Yeah.

STUDENT: Sorry, I need to --

STUDENT: Okay.

STUDENT: *N* equals 99. S equals one. *R* equals 100. And then with this, we say what we came up with was -- the -- like, how do we want to say, like, this affects this greatly?

STUDENT: So, can I do, like, a little arrow here, and then say, like --

STUDENT: I don't know.

STUDENT: Should we do that with arrows?

STUDENT: We could just, like, write "the relationship between the --

STUDENT: What if I use a highlighter?

STUDENT: -- wide and the narrow diameter affected the roll radius greatly."

STUDENT: Significantly.

STUDENT: Astronomically.

STUDENT: Astronomically. Significantly.

STUDENT: So, this and this, and then this and this.

STUDENT: Should I just like, circle the whole thing?

STUDENT: How do we want to do this? How about we write it first, and then we can figure it out?

STUDENT: I would just write it. I would just write it.

STUDENT: Okay, write it to the side. Okay, so, "the narrow radius compared to the" -- wait, don't -- don't write this yet. So, "compared to the wide radius affects it greatly"? Or, like, significantly?

STUDENT: Yeah, the narrow radius, I would write the difference makes [inaudible]. "The narrow radius compared to the -- in comparison to the wide radius, had a significant effect on the roll radius."

STUDENT: Roll radius. Great. Oh, it's the narrow --

STUDENT: Diameter, that's what it is.

STUDENT: Oh yeah.

STUDENT: Just cross it out. Write over it. It's okay.

STUDENT: We -- so we don't know the roll radius until we calculated -- until we calculated this. We, however, before were assuming that

MOLLY MCNINCH: All right, so within --

STUDENT: -- we got a new roll radius.

MOLLY MCNINCH: -- the next six minutes you guys should start be putting your posters up --

STUDENT: I get it.

STUDENT: So should we just say the equation?

MOLLY MCNINCH: -- because it's almost done, it's almost there.

STUDENT: Yeah.

STUDENT: Do you want to write it?

STUDENT: Write it?

STUDENT: Yeah, say like -- really big, and just say, like, that's the equation. And it's -- just, yeah, like that.

STUDENT: I'm going to draw Gerry's equation, and then be, like, "from Gerry's equation."

STUDENT: Okay.

STUDENT: You could draw, like -- also draw an example of, like, the wide diameter and the narrow diameter, how -- did you already --

STUDENT: Just draw pictures?

STUDENT: Yeah.

STUDENT: Yeah, okay. I'll do that.