

## Classroom Day 1

### Class Day One

Teacher: Okay. I want to start today by getting your help. I had an experience this weekend that's kind of embarrassing, but I'm going to share it with you and then I hope you could help me with it. I went to buy some tennis shoes and when I was in here last week I kind of noticed that a lot of you wear tennis shoes on occasion to school, so you kind of had experience buying tennis shoes. Well I went to the Lady Footlocker, have you all ever been to the Footlocker? They have like, I walked in, just like shoes stacked to the ceiling and so I told the person working there I wanted to buy a pair of tennis shoes. And the salespeople started asking me like a million questions about shoes and I didn't think about all that before I went. So, I kind of got embarrassed and decided well, I'm just gonna slip out of here and then come consult with you all and then maybe go back later. So, what I'm hoping you can do for me is help me generate a list of, I don't know, six, or eight, or ten things that I need to think about before I go buy a pair of tennis shoes, things that you would think about before you went to shop. So, do you kind of do this naturally before you buy tennis shoes?

Class: Yes.

Teacher: You have an idea, all right let's, see if you can help me with that, okay. Yes, sir.

Gionni: The first thing you can do, you can like calculate how much money you want to spend on a pair of shoes.

Teacher: Okay, so you're saying that I should think about, I should think about the cost. Okay, all-right, anybody have another one I should think about? Uh, yes ma'am, Megan.

Megan: The quality.

Teacher: The quality. Okay, another. Tina did you have your hand up?

Tina: Um, I was going to say kind of like quality, like the brand.

Teacher: Brand. And so, let me ask you this. Let me write this down first. Do you see quality and brand as being two different things?

Students: Yes.

Teacher: You're kind of not sure but maybe? Yeah, quality and brand are two different things. Okay, were you going to say something?

Student: I was going to say because the quality of the shoe is kind of the brand.

Teacher: But, but should I have both of those listed or are those two different things? Okay, they're enough different. Brian?

Brian: Size.

Teacher: Size. Yeah, definitely. Okay, yes Rob?

Rob: The style.

Teacher: The style. Now, I don't, what is the difference between the style and the brand?

Rob: Like, if you want like a basketball shoe or a running shoe.

Teacher: Oh, okay.

Rob: Types of shoes within the brands.

Teacher: Within the brands, they have different ones. Okay, Chris did you have your hand up? Okay, so let's go back here. Gionni, did you have?

Gionni: Yes, I was going to tell you about the difference between the style and the brand, just like Rob said he wanted a running shoe or a basketball shoe, but the brand of the shoe is like Jordans, Nikes, Reeboks.

Teacher: Ah, okay.

Gionni: Those are the difference, like Adidas.

Teacher: All right, so there's a bunch of stuff here. Is there another one? Let's come here.

Nadira: Comfort.

Teacher: Comfort. That's a good one, Nadira. Yes ma'am, Megan, another one?

Megan: The colors and how many outfits you have to go with them.

Teacher: The color. Okay, anybody think of another one that I might want to think about when I'm purchasing? You have one.

Megan: The number of outfits you have.

Teacher: Yeah, okay, but I'm just going to put that under color. Yes?

Gionni: The material.

Teacher: The material.

Gionni: Patent leather or you know...

Teacher: Say more.

Gionni: Patent leather or it could be like, in some places I've seen just leather shoes and like that and boots and stuff like that.

Teacher: Ah, okay, all right. The material. Okay, that looks like a pretty good list, what do you think? If I thought about all these, do you think I'd have it covered?

Students: Yeah.

Teacher: Okay, all right.

Teacher: So you're telling me if I took this list with me and I went to Footlocker, and I had thought about those things, I'd probably be in a better shape to buy shoes. But here's, here's my problem. I'm not sure which ones of those are the most important. You've got one, two, three, four, five, six, seven, eight different things up there, and so it seems to me you could really help me out if maybe you could put those in order, if you could rank those from the most important to the least important. Could you do that for me? So, yes, not right now but, I'm going to let each group. So, what I'm going to do is give each group a sheet of paper and a marker and I would just like for you to put the numbers one through eight and list the items beside it. Out beside number one that's the thing that you think of all of those is the most important, so when I go in that store that's the first thing I need to know about and then number two would be the second most important. Are you clear? Questions? Now, before you start doing this I want to talk to you just a minute, let's review what's, what is your job when you're working in groups? Who can raise their hand and tell me what your job is, yes ma'am, Tina, what's your job when you're working in groups?

Tina: Listen to like everyone in your group.

Teacher: Exactly, so if there's, if there's three people in your group then you want to let everybody in your group have a chance to speak and listen to everybody's opinion. And so everybody contributes to what's going on in the group. Okay. All right, let's get started. Pass these out.

Group 1 Nadira, Aleyna, and Brian

Nadira: So if it costs like a thousand dollars I would just go buy another shoe. You know, so cost. Okay, size.

Aleyna: Wouldn't you think that quality, I mean how good it is.

Nadira: That's true, so quality.

Brian: Uh, wouldn't quality go with cost, if you find a really good shoe it would cost more?

Nadira: Well, I know like some shoe, well usually the cost has to do with the name brand, but I mean there's some shoes, you know like the ... shoes

Aleyna: But quality, you want a good shoe. First you have to find a good shoe.

Nadira: So, that's not the same thing as cost?

Brian: Would you want to buy a shoe that's too small, that's really good quality or

Aleyna: But you're worried about the quality. If you think it's made good, you know if it's not made good then you won't worry about the size.

Nadira: That's true, too, so

Brian: But if it doesn't fit, why worry about the

Teacher: Okay, I can't hear you. Can you speak up so I can get, figure out how you're thinking about this?

Nadira: Okay, well we're working on the quality and the size right now, so it's number two is either quality or size.

Brian: We're trying to decide which one

Teacher: Ah, but you all agree that cost is number one.

Nadira: Right, because if there's a shoe and it costs like a thousand dollars for a pair of tennis shoes, you'd just go buy some regular shoe. You make it, you know, so first cost. And then either quality or size. I'd probably say quality because

Aleyna: Yeah that's true

Teacher: You agree?

Brian: Yeah.

Teacher: Are you just letting her convince you or do you really agree?

Brian: I'm convinced.

Teacher: Okay.

Group 2 Stephanie, Shevba, and Megan.

Megan: What do you think should go first? What do you think should go first?

Stephanie: The, um,

Megan: Cost, what about cost 'cause you got to know how much you gonna pay for it.

Teacher: How are you doing over here ladies, okay?

Stephanie: We're doing good.

Teacher: You are, you all agreeing pretty much?

Group: Um-huh.

Megan: Brand

Stephanie: Nah, size.

Megan: The cost and the brand. If I see, okay, Kswiss and then I might look at Kswiss, okay, and then I get the comfort and then I get the quality.

Stephanie: But if, no, but if an older person, she ain't gonna think this. The first thing she's gonna think about is the cost and then the quality. She ain't gonna look for a sport shoe, yeah, if it's a sport shoe or whatever.

Megan: 'Cause if we were paying for it we wouldn't be looking, all-right, okay, I think this is cute, we'd look at the cost first.

Shevba: Yeah, that works.

Megan: So cost, quality, comfort...

Group 3 Rob, Chris, and Alfred

Chris: Wouldn't the cost be first?

Rob: No 'cause cost.

Chris: Cost is cost.

Rob: You pretty much know what it costs.

Alfred: Wait, it depends on what kind of shoe.

Rob: Yeah, you want to know what kind, I say style first. Style. What you're going to do.

Teacher: Okay, you got a plan here guys?

Rob: Yeah, we're starting.

Teacher: You're starting, that's good.

Rob: Yeah, and material would be last.

Alfred: Color second, I know.

Chris: Wait, hold on.

Rob: Color?

Chris: No, no, no, no, no.

Alfred: Well you might do, you already know what style, you might as well figure out what color you want.

Rob: Chris. Chris.

Chris: What brand of shoe.

Alfred: Yeah, put brand. Yeah.

Rob: Number two, brand.

Alfred: Yeah, and color's third.

Chris: Hold on.

Rob: Well, sometimes I, sometimes I go to the place and I don't know what kind of color I want, I just figure it out when I get there, whichever color looks better.

Chris: Size, let's mark these off.

Alfred: There's one

Chris: Let's see, don't you think cost would come next?

Alfred: Yeah, yeah.

Rob: No, 'cause you don't usually think about cost.

Alfred: Yes you do.

Rob: You do?

Chris: Well, I don't think about cost. I don't know.

Rob: I just ask my parents.

Chris: I never think about the cost.

Alfred: I do sometimes.

Rob: Let's put that down as four.

Chris: These cost me one twenty-four.

Whole class

Teacher: Now, this is what you each decided. These are your ranked orders. Wow. I think I may have a problem. Do you see what's happening?

Rob: Everybody's is different.

Teacher: Rob, can you say that louder?

Rob: Everybody's is different.

Teacher: Yeah, everybody's is different, so huh, how do I know which one's going to be the most important?  
Nadira?

Nadira: Well first of all...

Teacher: Big voice.

Nadira: There's six of them, but three out of the six where cost go first, so cost goes first.

Teacher: Okay, so what I'm hearing you say is that we need to come up with a way, to come up with one ranked list. Right?

Rob: Majority rules.

Teacher: Okay, now wait a minute. Yes, Gionni?

Gionni: Okay, I was going to say that, like, that, like Nadira says, in most cases cost came out and I think I know why because the cost of the shoe, if it's kind of a middle priced nice, cost shoe then you can expect good quality and comfort and the style would be good and the color scheme would be great. You know what I'm saying?

Teacher: Okay.

Gionni: But if it's a cheap shoe, like the ones you get at Payless or something like that, you won't be comfortable, it would be like hard on your feet or stuff like that, they'd probably be ugly or stuff like that.

Teacher: Well, let me ask you to do something for me. Let me ask you to do something. Can you think of a way that you can take the information in each of these six lists and combine it and give me one list? Now if you can think of a way I don't want you to say it out loud because guess what I'm going to ask you to do, yeah I'm going to ask you to do it in your groups. So what I'd like for you to do in your groups is look at each of these because I think everybody's ideas are real important, so I want to treat each one of these six lists as being important. But I need some way to like mush all of that together into one ranked list. So, I'm going to give you another sheet of paper and you still have your marker and I'm going to ask you to come up with a way to come up with one list based on these six lists. Question?

Tina: Yeah, I have a question. I think it's also like the way you take the question, like, like some people put cost because they think like the question in a different way, like I was thinking like right when I walk into a shoe store and like I see all the shoes on the shelves and stuff, like I don't just walk straight up to any shoe and look at a price, you know, first I look for like one that I like and then I'll look at the price.

Teacher: Right, so I think that's what, I think you're exactly correct. If people were thinking about this differently and that's why we got different lists, but that doesn't help me solve my problem. When I go back to the store I need some help. I need some serious guidance with this. So what I'm asking for you is to take all of this and come up with a recommendation that gives me one list. Yes ma'am, question, Megan?

Megan: Are you more concerned with the price?

Teacher: Ah, no, okay, I want, what I want you to do is I want you to just take this information, what I actually am most concerned with is what you people think, 'cause you do this a lot and I don't ever do it. So, it's real important for me that we take into consideration that one group thought this was an order that was real important but another group thought this order was real important. So I want you to keep all of that information and somehow combine it

into one list. Do you understand what I'm asking you to do? Questions about what I'm asking you to do, Rob, another comment?

Rob: Well ...

Teacher: Now, don't tell a way.

Rob: I'm not, but, it would actually be better if you looked at our main idea, and thought about what you wanted 'cause what we do might not be what you want.

Teacher: You're exactly correct. And so what I'm asking you to do is make a recommendation to me, but right now I've got six recommendations and that's more than I can think about. So I just need one recommendation and then based on your recommendation I have to decide for myself, you're exactly correct. So I'm just asking you to help put these together in one list so that we have the, I have the recommendation from the class. Okay?

Group 1 Nadira, Aleyna, and Brian

Brian: There's two qualities, and only one on all the others,

Aleyna: There's two brands, right up and down from each other.

Nadira: Okay, so there's two.

Aleyna: It would be quality then comfort.

Nadira: But wait a minute. Okay quality is on two, brand is on two, go down the rest of the lists to see where they are. Quality is number four on the other one, brand is the one on that one, okay?

Brian: So you see quality and brand are tied up.

Nadira: Okay, comes first on that one, is higher on that one, it's higher on that one, so it would be quality.

Aleyna: Quality and then brand.

Nadira: Quality and then brand, right?

Aleyna: Yeah.

Brian: So what would it be?

Girls: Quality and then brand.

Nadira: Look at, look at, style comes before comfort in all of them. Look style, the first one style and then comfort.

Aleyna: Second one, that's the only one; well, look there's style.

Brian: You see there's two styles and two material for number five

Nadira: No, but look, okay, look, style is at number 2, material is at number five, style is at ...

Aleyna: Style, style, material.

Nadira: No, wait, wait, wait. Where's style on that one? Okay, style is number five, material is number six, style is number five, material is number six, style is number four.

Aleyna: Whatever.

Nadira: Style is number four, material is number eight. Yeah, so it would go next and then material.

Brian: So is number six going to be material?

Nadira: Well it depends on if ...

Brian: Yeah it's material.

Nadira: You're sure?

Aleyna: What are we missing?

Nadira: Color, color, color...

Brian: You know what we can do?

Nadira: It's material.

Aleyna: What's left?

Brian: Add up each one and then the one with the lowest number we would put down.

Aleyna: What's left?

Nadira: Material, color, and ...

Aleyna: Brand.

Nadira: Size, but size is at the bottom of a lot of people's lists.

Teacher: Write large folks, so people can see. What's your plan here?

Nadira: Size, size...

Aleyna: Majority.

Teacher: How did you get cost to be number one?

Nadira: Because three out of six number one was cost,

Teacher: I'm sorry, three out of six.

Nadira: Number one is cost. And then number two we got quality because quality is number two on that list and quality is number three,

Teacher: Okay.

Nadira: Number three and number two, and so it ...

Group 2 Stephanie, Shevba, and Megan

Stephanie: What are we doing now?

Megan: We got to see which one should go first compared to all of those, like if three out of six say cost, then you get cost. So what's the second one?



Stephanie: Hold on, two, two got brand and two got quality. So . . .

Megan: Two got brand, two got quality.

Stephanie: Yeah, one got comfort and one got style.

Megan: Okay, look at the third one and see what they have.

Shevba: Comfort.

Megan: So on the third one, what does it say on it?

Stephanie: Hold on.

Megan: No, wait a minute. The third one gets bumped down to the fourth, 'cause two of them . . .

Stephanie: The third one is size.

Megan: So the other one ends up as fourth because two of them, if, like, the first, the second one has comfort and style the same. So size would be bumped down to fourth, right?

Stephanie: No, wait a minute. No it won't, no it won't. No, 'cause maybe as we keep on going, something else might be quality.

Megan: Wait a minute. Wait a minute. I got an idea. What if she wants us to say the same thing?

Stephanie: No, give me this, you don't know.

Shevba: What if quality is two and brand is . . .

Stephanie: Listen, number two, no 'cause no one else is going to have quality, like, what is number four gonna have?

Shevba: Number four?

Stephanie: Did we say brand?

Shevba: No. I'm saying quality as two, like, for number two.

Megan: Look quality is already back up at number two, so put quality at two.

Stephanie: So how about color, quality, size, material?

Megan: I wanna work from the bottom up. What's number eight?

Stephanie: That's what I'm doing number eight.

Megan: Number seven.

Stephanie: Girl, that's what I'm doing right now.

Teacher: So how are you doing here ladies?

Megan: We're kind of confused.

Teacher: All right, so talk to me about what you're doing.

Megan: Okay, like number two it says quality and style.

Stephanie: No, brand.

Megan: Quality and brand.

Teacher: How did you get cost for number one?

Megan: Because three out of six said cost.

Teacher: Okay, so then you had a problem when you get to number two?

Megan: Right, because, like, in number two they're saying, okay, quality, and style, brand are the same, so I was thinking, okay, look at number three and see which one comes up. She's saying, no, the size 'cause the size came in at three automatically.

Teacher: Well, is there another way you might go about doing this?

Shevba: Look at the other brands like quality, look at quality out of all the other ones and see what number they're in.

Megan: Or do an average.

Teacher: An average, Megan just suggested an average. How could you, that sounds like a great idea. How could you average it?

Megan: Because, like, all of them you know, it comes out to six times six is thirty-six, so all of the numbers you know, take cost and if cost came in at number eight on one and number one.

Teacher: You'd add all those up?

Megan: Add them up

Teacher: And then divide?

Megan: Uh-huh.

Teacher: That's a great idea. How about doing it that way? Maybe you could split them up. Megan, you could do style and brand, and you could do, so you wouldn't all have to do all of them, okay? Do you want me to get you some calculators?

Megan: Sure.

Teacher: Okay.

Stephanie: Man, ninth grade gonna be hard. We can't even get passed this.

Teacher: Lost one on the way. Let me get you another one.

Megan: So out of six cost came in at one, I'm gonna do cost.

Stephanie: Look seven comes in quality, look quality came in, man put number seven quality.

Megan: Write this down. Cost. I'll do cost all right? Who's going to do size? This is what I was thinking, there's one, two, three, six, ten, fifteen, twenty-one, twenty-nine, thirty-six, okay. The cost is one plus one plus one plus whatever, whatever, you know the higher, well, the lower the number the better. So just don't divide period.

Stephanie: Will you show us how to do the first one?

Megan: Okay. Cost, cost came up three times as number one so one, one, one, okay what other numbers was cost at, you know like number two, number three, number four, number five, number six?

Shevba: It was three, no four.

Megan: What else, supposed to be two more?

Stephanie: Supposed to be two? Oh, so there's gonna be six of them.

Megan: Cost is ranked at number one three times. Cost is ranked at number four how many times?

Stephanie: Where'd you get number four?

Shevba: And number eight.

Stephanie: Number four.

Shevba: That one right there.

Stephanie: Yeah once.

Megan: It was ranked number eight and what else, one more number. Yeah, what else, three ones, eight fours, what else?

Shevba: Another one?

Teacher: How are we coming?

Megan: We're coming good now.

Teacher: You're doing good? Okay. So you're adding them up. Are you adding, is everybody adding, or are just you?

Shevba: She took my glasses so I can't see.

Stephanie: She's writing down for the group.

Teacher: Okay, are you gonna, then you're gonna take the average of these numbers?

Megan: We don't have to 'cause like if we get all six down, they're all gonna come out to different numbers.

Teacher: Right.

Megan: So all we have to do is line 'em up like twenty, twenty-one, twenty-two, twenty-three.

Teacher: Okay, all right. Okay. So I'm gonna try to rush you along. Would it be quicker if somebody read those out to you and you wrote them down?

Group 3 Rob, Chris, and Alfred

Alfred: All right, let's see. You know what we're gonna do, between cost and size, number one would be size because people have it in the top three, four, the first three and four has size.

Chris: It's not size.

Alfred: If you look at it, four of them has size and then three of them has cost, the first three.

Rob: One brand is number one, another brand is two, another brand is two and another brand is five, and another brand is four.

Alfred: I'm saying the first three though, size in the first one, two, three, size is . . .

Rob: Why don't you just figure out the size? You already know.

Alfred: See, she said...

Rob: Cost, whatever.

Teacher: Before you write anything, could you tell me what you're doing?

Rob: We're trying, everybody's trying to say size here 'cause three, three, three, and one.

Teacher: What if you added up those numbers, what would that give you? If you took size and added up . . .

Rob: Ten.

Teacher: Its rank on each one of those, wait, let me finish my question. If you took size and you added just number seven on the first one, it is three plus eight plus one plus three plus three, what information would that give you?

Rob: Okay, the more it, the more. . .

Alfred: That most of them had size in the first three.

Teacher: What would that total if I add it up? That total? What would that total be?

Rob: The more you get, the less, the higher, the lower it should be.

Teacher: Okay, so would that be a way to go about doing this? Can you do all that? So maybe you all could split them up and you could add all the brand, you could add all the size, you could do color.

Chris: So which one's the lowest?

Rob: Cost. You write these down.

Chris: Cost comes first.

Rob: Yep.

Alfred: Then it would be ah, brand.

Rob: Brand. Then style, then quality...

Alfred: It's between quality, quality and size, and then it would be comfort, and then color.

Rob: Then material.

Alfred: Color, material, done.

Group 4 Sherika, Gionni, and Caleb

Gionni: Add seven to five, 'cause size is ranked number five on the second list, right? So, you add seven to five and then add eight because size is ranked number eight on their list. Seven to five to eight, and then you add another three because three is where size is ranked on that list. Do you hear what I'm saying?

Caleb: Yeah.

Gionni: So each place that is ranked you add it up and then you get the sum and the lower it is the better.

Caleb: Oh, yeah, this makes more sense.

Gionni: So you understand now.

Caleb: Yeah.

Sherika: Now explain it to me.

Gionni: Okay, let me tell you, I'm going to show you again, okay. What you do, what do you want to take first? Which two?

Sherika: Style.

Gionni: You want style. And what else?

Sherika: Size.

Gionni: Okay, say you want to take style. Here's what you do. You add on the first list style is ranked number two, so you take two, and then on the second list style is ranked number five, so you take five, plus five . . .

Sherika: Okay.

Gionni: Style is ranked number five so you add five. And then on that list style is ranked number four so you add four, and then on this list style is ranked number one, so you add one, and on this list style is ranked number seven and then you press the equal button and you get the sum and the lower the number the better. So that means the lower the number the better recommended that it was.

Sherika: So this is, okay, style is number twenty-four, so that twenty-four should be like...

Gionni: You got to, you got to classify them by numbers. Like if cost was ranked, if cost got twenty-three, cost would be one before twenty-four.

Sherika: Okay, just write, okay write your all answers down, okay?

Gionni: Yeah, write the sum of them down.

Sherika: Okay, style is number twenty-four and I got size now.

Gionni: You get it now?

Sherika: Yes I get it.

Gionni: That's cool.

Sherika: Okay, let's get moving.

Gionni: I got material. Five plus six plus, seven plus eight plus. I think material was the worst ranked.

Teacher: You do? So did you get a big number or a little number?

Gionni: A big number.

Teacher: So a big number means bad?

Gionni: The bigger the number . . .

Teacher: Why is that?

Gionni: Because the lower ranked it is, the lower the people preferred it, like the lower the number the more it was preferred, the higher the number the less it was preferred. That's my theory.

Teacher: Okay, so if you got a big number, would that mean it was at the top of the list or the bottom of the list?

Gionni: It's going to be at the bottom of the list if you got a big number.

Teacher: Ah, okay.

Sherika: Then the next one is brand.

Gionni: Brand.

Sherika: Then it's style.

Gionni: Style. This is really easy. You just have to know how to do it.

Sherika: Then it's, quality first. Don't know where you want to put it.

Gionni: Size, quality. You knew quality was going to come close to this.

Sherika: Okay, wait a minute. Just making sure.

Gionni: What's ranked over twenty-five?

Sherika: Okay, we have, we have thirty-two.

Gionni: Comfort, what's next?

Sherika: Then we got color at thirty-third.

Gionni: Color. Next I'm working on this one.

Sherika: And then we have materials coming in last at thirty-six.

Gionni: Okay, now tell me in order, what came for color?

Sherika: Twenty. Color was twenty percent.

Gionni: Keep it coming.

Sherika: Brand is twenty-two percent.

Gionni: Style?

Sherika: Twenty-four percent.

Gionni: What was size?

Sherika: Twenty-five percent, and quality is twenty-five percent.

Gionni: Comfort?

Sherika: Thirty-two percent,

Gionni: Thirty-two percent.

Sherika: Color is thirty-five percent,

Gionni: Thirty-five percent.

Sherika: And material is sixty percent.

Gionni: Sixty percent. Now just to be sure we got . . .

Caleb: Now hold on, we got...

Sherika: Thirty-six, I mean.

Teacher: Just scratch it out, it's okay.

Sherika: Put thirty-six.

Teacher: Caleb, were you going to say something?

Caleb: No, I was just going to say there's like a little tie because they are both the same numbers.

Teacher: Yeah, they are both.

Gionni: Okay, now, now, I got, I got, I got a question.

Teacher: What's your question?

Gionni: In orders for us to do this, in orders for us to this, I think, I think it would be best is if I added all of them up to make sure it equaled up to 100 percent.

Teacher: Okay, so why don't you check that. Okay stop, you're already over a hundred.

Gionni: Uh-oh, so that means we got a problem.

Teacher: So let me ask you this, why did you decide to make these percents? How did you actually get these numbers? Like you added, what did you add to this thirty-six, where did this thirty-six come from?

Gionni: We added, we added every number that material was ranked.

Teacher: Then why would that be a percent, Caleb?

Caleb: He was thinking out of one hundred.

Teacher: Ah, I see, so maybe they're not percents.

Sherika: No, they're just figures.

Teacher: So maybe they're just numbers.

Gionni: Sorry.

Teacher: That's okay, that's all right. I like the way you did it.

Whole Class

Teacher: All right. I wanna start by asking this group over here, I put theirs up on the board, this is what they came up with and I'm gonna ask one of them or all three of them to come up and explain this. Do you want me to pick somebody or do you all want to come do it? All right, okay, come on. You're fine. Just wherever you want to stand. Okay, all right, big voice.

Jeff: All right. For number one we looked at every single one of these, like, brand which everyone had that, whatever, number one, and the majority of all those had cost, so for number one we put cost. So for every single one we put the majority. Like number two they all had the majority of quality.

Teacher: Do you have a question? You have a question for him, right?

Rob: Yes.

Teacher: Okay, good. Excuse me, let me interrupt. Thank you for listening. That's your job, while they're explaining, is for you to really listen and if you don't understand, a way to ask questions. So, thank you, Rob. Okay, go ahead and ask your question.

Rob: Um, how did you all get from the majority that cost was that when mostly cost only took up half of the majority, it only took up half, the rest of them was lower than three?

Nina: Because the others, they were like all different.

Jeff: Okay, you mean, say, quality had the same, same amount as the other ones, say quality had two out of all these and brand had two, that's what you're saying, is that right?

Rob: Yeah.

Jeff: Okay, um, we just took, we thought about what would be, um, more helpful to find out.

Teacher: Could I ask a question here? I think this group and this group did it the same, kind of the same way, is that correct? All-right, so did you agree, was your order the same as theirs or different?

Student: The first two are the same.

Teacher: The first two. What about here, ladies?

Student: The first two.

Teacher: Okay, all-right, Chris, big voice.

Chris: Um, how'd you get quality over brand as the second on the majority because they're both at number two, so how'd you get quality up there and brand at number six?



Jeff: I just explained it.

Chris: Can you explain it one more time?

Teacher: Yeah, one more time, big voice.

Jeff: Um, quality, I figured out which would be more important of quality or brand, 'cause the brand could be really good you know and everybody's wearing the same shoe but it might not be a very good shoe.

Teacher: Okay. So you're saying, so let me understand. You're saying that you have, quality was in number two two times and brand was in number two two times, so you understand that you had a tie, so he had to break the tie. So he put quality as number two, but what he's asking is how did brand drop down to six, if it was also tied for second place?

Jeff: Um, I didn't think about that part.

Teacher: Yes, ma'am?

Megan: We got ours a different way.

Teacher: You did yours a different way? Okay, all right. So you want to come, I think we have, thank you very much. Quickly, let's let you do your way. I'll put it up while you explain what you did.

Megan: Okay, for ours, we decided that out of thirty-six points that are possible, we decided that we could take, okay . . .

Teacher: They have their numbers, can I use theirs?

Megan: Sure, we thought we'd take each brand and we would add them up, so what we did is, like this one, we added up and cost came out to twenty because you added one plus one, plus I think three, four, and eight, and you got twenty. And that was number one because the lower the number, the higher it is up on the chart.

Teacher: Okay, stop right there. She just said something really important. She said the lower the number, the higher it is on the chart. Does everybody agree with that or does anybody disagree with that? Have a question about that?

Gionni: I agree.

Teacher: You agree with that?

Gionni: We did ours the same way.

Teacher: You did yours the same way. Okay, whoa, whoa, I dismiss, not the bell. Okay, I want you to leave your sheets on the table so I can collect them and we'll finish this tomorrow. We'll take up tomorrow right where we are right here. See you then.