Connecting Different Solutions to Each Other

CORI MORAN: So ladies and gentlemen, what are you noticing about the graph of their equation?

STUDENT: It's a parabola.

CORI MORAN: It's a parabola? Why do you think it's a parabola?

STUDENT: The x square makes it a parabola.

CORI MORAN: The x square makes it a parabola? Because we were using two of the same numbers?

STUDENT: [INAUDIBLE]

CORI MORAN: The length times the--

STUDENT: Width.

CORI MORAN: It sounded like you guys had said, that was that length times that width. And then we were able to get out what term for that because of that?

STUDENT: x squared.

CORI MORAN: The x squared—that was also in Aidan's equation here, right? We're actually seeing the x squared here. Do you think we would get an x squared here? What operation could we use to see if they were equivalent? What could we do to see if they were equivalent here to here? So on this one here, if we're looking at May's equation here and we're-- our May's group's equation here, and we're looking at the group four's equation here, how do you think they're related?

STUDENT: [INAUDIBLE] yeah, that would be different rows.

STUDENT: [INAUDIBLE]

STUDENT: Oh, they're just not-- but this one's not combined yet. You know, you have to, like, multiply them.

CORI MORAN: I would have to multiply them?

STUDENT: Yeah.

CORI MORAN: John, you want to go up there and show it?

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STUDENT: So I'm going to do this-- erase this x, make it 1 and then x, and then distribute that to, like, x. That's what I thought.

CORI MORAN: So John, what property did you use?

STUDENT: [INAUDIBLE] property.

CORI MORAN: And what are you guys noticing there?

[STUDENTS TALKING INDISTINCTLY]

STUDENT: It's the same thing [INAUDIBLE] equal.

CORI MORAN: All right, so ladies and gentlemen, I do have an assignment as you walk out so that you can kind of really solidify these patterns.