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problem by asking the students to plug into a "magical" formula that will hopefully deliver the "right" answer. So what do the students learn from doing this example? When you are confronted with a problem like this, what you need to do is come up with the right formula, do the arithmetic correctly, and make sure you get the right answer. (This problem gets a D-. It misses the boat as to what the Standards wants students to do.) The focus of this chapter should have been on how to create mathematical models by interpreting data. For example, here is a computer program that is generating some mystery data. (The rectangle is hiding the "formula.")

```
to mystery :number
output [          ]
end

print mystery 7
15
print mystery 3
7
```

What will the mystery output be for each of the following:

```
print mystery 9    Output:
print mystery 0    Output:
print mystery -6   Output:
```

Describe the relationship of the mystery output with the number you enter. What is the "formula" that relates this data?

Get together with another student. Type in your own mystery procedure. (Don't let the other student see your procedure.) Give him or her 5 chances to figure what your procedure is.

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On another page in the text, students are asked to write a program that will determine the circumference for a given diameter of a circle.

Continued on next page

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