

LET'S

# COLLECT LAUHALA



STEMD<sup>2</sup> Research & Development Group  
Center on Disability Studies  
College of Education  
University of Hawai'i at Mānoa

<http://stemd2.com/>

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Ne'epapa Ka Hana Seventh-Grade Mathematics Resources

**Let's Collect Lauhala**  
*Student Activities*

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Preview Release

Project Director

Kaveh Abhari

Content Developers

Robert G. Young  
Justin S. Toyofuku

Creative Designer

MyLan Tran

Publication Designer

Robert G. Young

Send questions/comments to [rgyoung@hawaii.edu](mailto:rgyoung@hawaii.edu)

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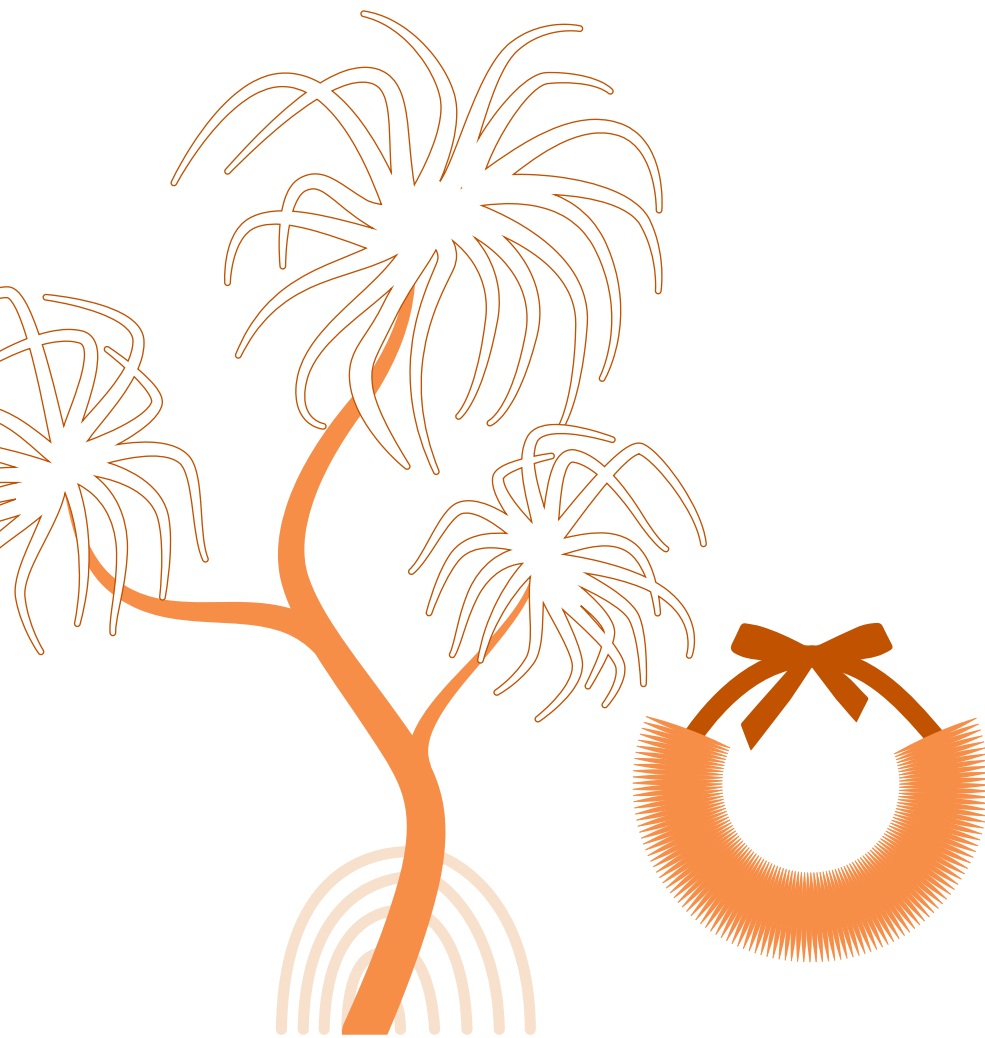


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# Unit 1: The Number System



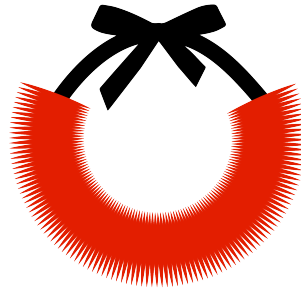
SBAC alignment for *Unit 1: The Number System Activity 1*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 A: Analyze proportional relationships and use them to solve real-world and mathematical problems.
Content Domain:	Ratios and Proportional Relationships
Standard(s):	<b>7.RP.3</b> Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
DOK:	2



## Unit 1: The Number System Activity 1

Kaiwi is a hunter and during his last hunt he caught a number of invasive ducks. Kaiwi sells the duck feather for \$20 per bird. Many of Kaiwi's buyers use the feathers to make lei hulu (feather lei).



Lei hulu

Kaiwi also offers the following deal.

Buy 3 birds and get the 4th bird for 75% off.

Let's buy 4 birds using Kaiwi's deal. The sales tax in Hawai'i is 4%. How much money do you save by using the deal versus paying full price for the 4 birds? Show your work and justify your answer.

- (a) \$15.00
- (b) \$15.60
- (c) \$14.40
- (d) \$5.20

SBAC alignment for *Unit 1: The Number System Activity 2*

Claim(s)	<p><b>Claim 3: Communicating Reasoning</b> (primary claim) Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p> <p><b>Claim 1: Concepts and Procedures</b> (secondary claim) Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>
Assessment Target(s):	<p>3 A: Test propositions or conjectures with specific examples.</p> <p>1 D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>
Content Domain:	<p>Expressions and Equations (primary domain)</p> <p>The Number System (secondary domain)</p>
Standard(s):	<p><b>7.EE.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p> <p><b>7.EE.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p><b>7.NS.2</b> Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p>
DOK:	3

## Unit 1: The Number System Activity 2

Keoni, Pua, and Kealoha are helping to build a replica (exact model) of a traditional hale for a museum. They are providing the bark of a hau plant. This bark can be used to make rope, mats, and cloths.

- Keoni will bring 40% of the hau needed.
  - Pua will bring 0.35 of the hau needed.
  - Kealoha will provide the remainder of the hau.
1. Kealoha thinks that she will need  $\frac{1}{3}$  of the hau needed. Is she correct? Use mathematics to justify your answer.

2. Together, Keoni, Pua, and Kealoha will provide 4000 feet of hau bark. How many feet of hau will Keoni, Pua, and Kealoha provide each?

(a) Keoni will provide  feet of hau bark.

(b) Pua will provide  feet of hau bark.

(c) Kealoha will provide  feet of hau bark.



## Unit 2: Ratios and Proportional Relationships

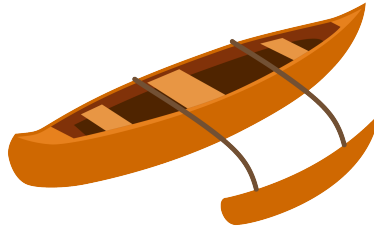


SBAC alignment for *Unit 2: Ratios and Proportional Relationships Activity 1*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 E: Draw, construct, and describe geometrical figures and describe the relationships between them.
Content Domain:	Geometry
Standard(s):	<b>7.G.1</b> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. <b>7.RP.2</b> Recognize and represent proportional relationships between quantities.
DOK:	2

## Unit 2: Ratios and Proportional Relationships *Activity 1*

Two builders are drawing a large wa'a (canoe) that they saw at the Bishop Museum.



Wa'a

- The first builder drew the wa'a on a sheet of paper that is 10 inches wide and 4 inches tall. To fit the drawing on the paper, the builder had to use the scale of 1 inch =  $\frac{8}{5}$  yards.
- The second builder drew the wa'a on a sheet of paper that is 5 inches wide and 2 inches tall.

Which ratio represents the scale of the second drawing? Show your work to justify your answer.

- (a)  $\frac{1}{2}$  yard to  $\frac{8}{5}$  inches
- (b)  $\frac{8}{5}$  yards to  $\frac{1}{2}$  inch
- (c)  $\frac{4}{5}$  yard to  $\frac{1}{2}$  inch
- (d)  $\frac{4}{5}$  yard to 1 inch

SBAC alignment for *Unit 2: Ratios and Proportional Relationships Activity 2*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 A: Analyze proportional relationships and use them to solve real-world and mathematical problems. 2 C: Interpret results in the context of a situation.
Content Domain:	Ratios and Proportional Relationships
Standard(s):	<b>7.RP.2</b> Recognize and represent proportional relationships between quantities.
DOK:	2



## Unit 2: Ratios and Proportional Relationships *Activity 2*

Kekoa has been tracking the growth of a 'ohe (bamboo) in his backyard and he has made a graph representing the height,  $y$  in centimeters, and the weeks  $x$  he has been tracking the 'ohe. The graph is a straight line through the origin and the point  $(1, 9.5)$ .

Which statement **must** be true?

- (a) It takes the 'ohe 9.5 weeks to grow 1 centimeter.
- (b) The relationship between  $x$  and  $y$  is **not** a proportional relationship.
- (c) The 'ohe grows 9.5 centimeters per week.
- (d) The graph crosses the point that is 1 unit above and 9.5 units to the right of the origin.



## Unit 3: Expressions and Equations

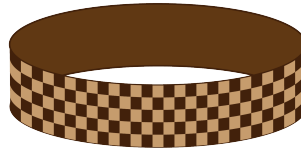


SBAC alignment for *Unit 3: Expressions and Equations Activity 1*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 A: Analyze proportional relationships and use them to solve real-world and mathematical problems.
Content Domain:	Ratios and Proportional relationships
Standard(s):	<b>7.RP.2</b> Recognize and represent proportional relationships between quantities.
DOK:	2

### Unit 3: Expressions and Equations *Activity 1*

Aunty Lani uses lauhala to weave bracelets. The amount of lauhala she uses is proportional to the number of bracelets she weaves.



Lauhala bracelet

Aunty Lani uses  $22\frac{1}{2}$  lauhala leaves to make 10 bracelets.

Which equation represents the relationship between  $h$ , the number of lauhala leaves she uses, and  $b$ , the number of bracelets she makes?

- (a)  $h = \frac{4}{9}b$
- (b)  $h = 2\frac{1}{2}b$
- (c)  $h = 2\frac{1}{4}b$
- (d)  $h = 10b$

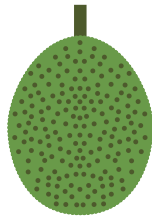
SBAC alignment for *Unit 3: Expressions and Equations Activity 2*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Content Domain:	Expressions and Equations
Standard(s):	<b>7.EE.4</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
DOK:	2

### Unit 3: Expressions and Equations *Activity 2*

Kawika is an expert in making rope from coconut fibers. He wants to trade some of his rope to get some 'ulu (breadfruit) and some mai'a (banana). His neighbor is willing to trade these fruits with Kawika at the following rates.

- One (1) 'ulu for 1.04 meters of rope.
- One (1) pound of mai'a for 0.72 meters of rope.



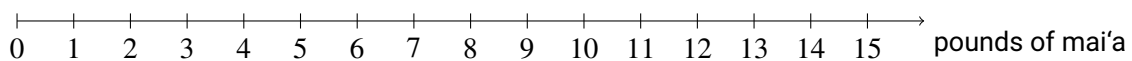
'Ulu



Mai'a

1. Kawika can trade **up to** 10 meters of rope with his neighbor. Kawika decides to trade some rope to get two (2) 'ulu and will trade some of the remaining rope to get some mai'a. Write and solve an inequality that represents the **pounds** of mai'a,  $m$ , that Kawika can get after he traded for the 'ulu.

2. On the number line below, draw a graph that represents the number of pounds of mai'a that Kawika can buy.



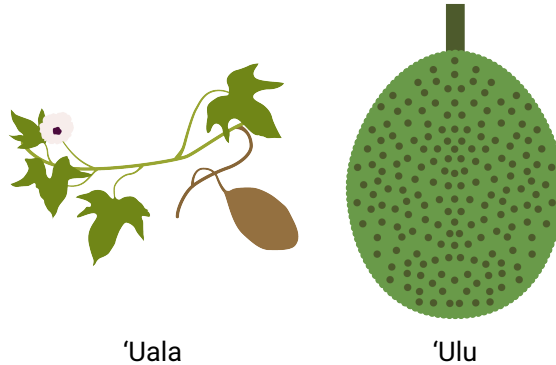
## SBAC alignment for Unit 3: Expressions and Equations Activity 3

Claim(s)	<p><b>Claim 2: Problem Solving</b> (primary claim) Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</p> <p><b>Claim 1: Concepts and Procedures</b> (secondary claim) Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</p>
Assessment Target(s):	<p>2 D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).</p> <p>2 A: Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.</p> <p>1 D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>
Content Domain:	Expressions and Equations
Standard(s):	<p><b>7.EE.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p><b>7.EE.2</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, <math>a + 0.05a = 1.05a</math> means that "increase by 5%" is the same as "multiply by 1.05."</p> <p><b>7.EE.4</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>
DOK:	2



### Unit 3: Expressions and Equations *Activity 3*

In traditional Hawaiian life, it is very common to trade or donate extra supplies to your neighbors. Suppose that your village produces a lot of 'uala (sweet potato), and a neighboring village produces a lot of 'ulu (breadfruit). The two villages regularly trade pounds of 'uala for numbers of 'ulu at a constant rate.



This year, the 'uala in your village grew rapidly so your village decided to give 20% more 'uala than normal.

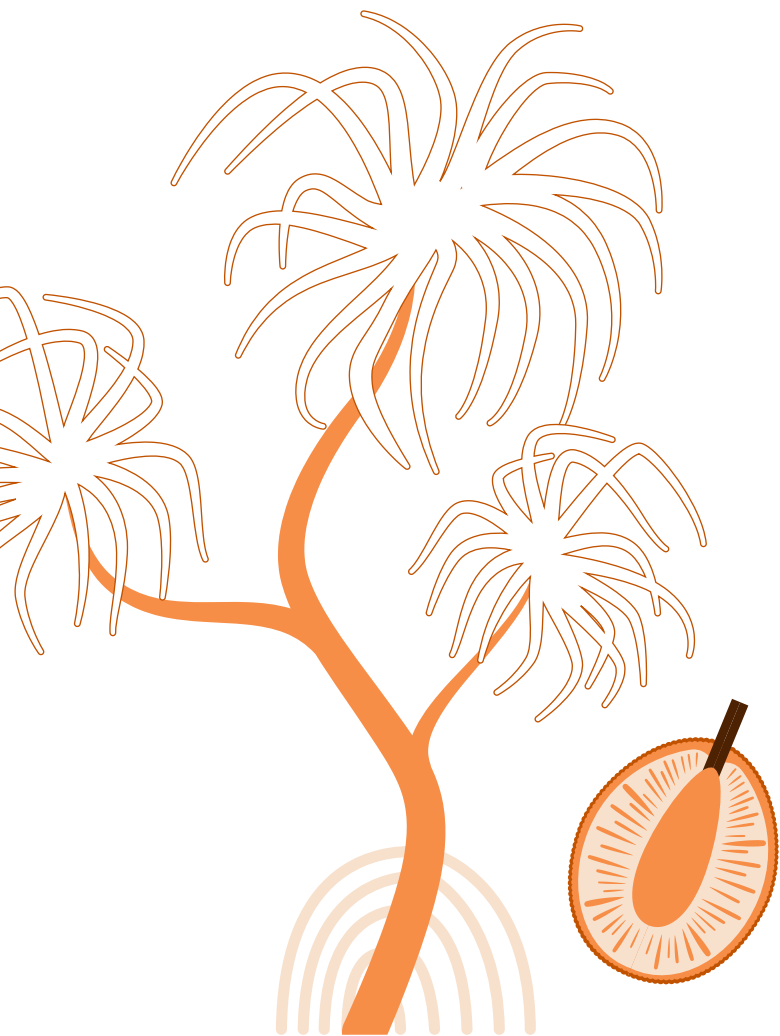
1. Let  $x$  be the weight, in pounds, of 'uala that is normally traded for one (1) 'ulu fruit. Write an expression that can be used to find the number of pounds of 'uala that would be traded for an 'ulu now.

A friend from the neighboring village came by and gave you an 'ulu. You gave him 3.72 pounds of 'uala, because that is the new rate for an 'ulu.

2. Write and solve an equation to determine how many pounds of 'uala, your friend would have gotten last year for the 'ulu.



## Unit 4: Geometry

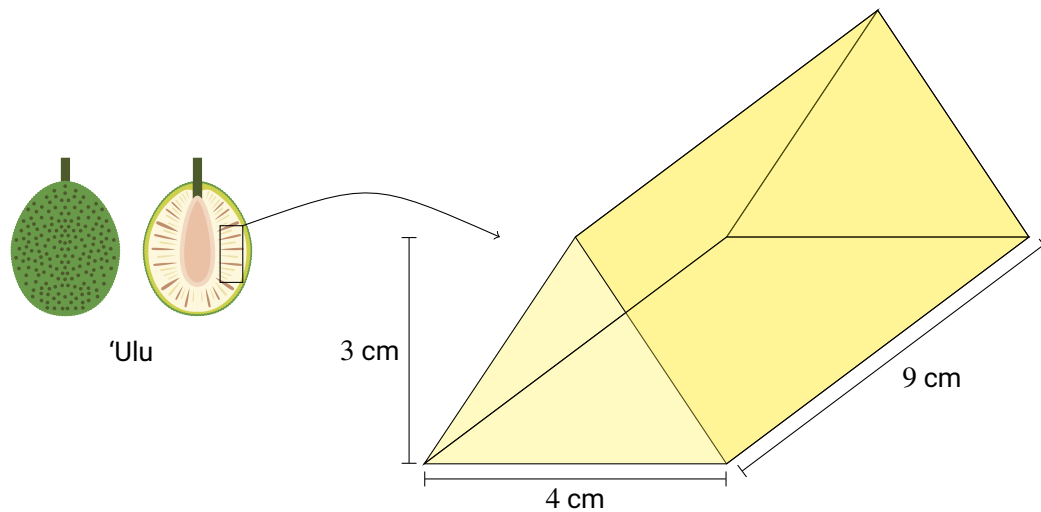


SBAC alignment for *Unit 4: Geometry Activity 1*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 F: Solve real-life and mathematical problems involving angle measure, area, and volume.
Content Domain:	Geometry
Standard(s):	<b>7.G.6</b> Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
DOK:	2

## Unit 4: Geometry Activity 1

A piece of 'ulu (breadfruit) was cut into this triangular prism before cooking. The triangular face of the prism has a base of 4 centimeters (cm) and a height of 3 cm. The length of the prism is 9 cm.



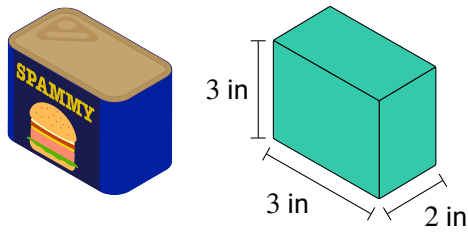
What is the volume, in  $\text{cm}^3$ , of this triangular prism?

SBAC alignment for *Unit 4: Geometry Activity 2*

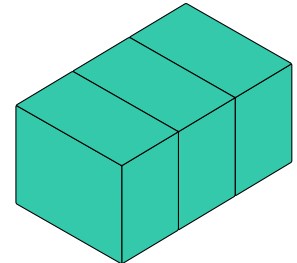
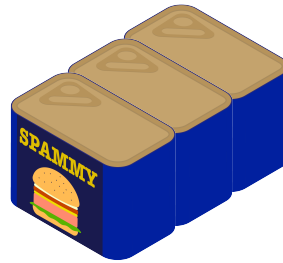
Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. 1 E: Draw, construct and describe geometrical figures and describe the relationships between them.
Content Domain:	Geometry
Standard(s):	<b>7.G.6</b> Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
DOK:	3

## Unit 4: Geometry Activity 2

Your cousin left Hawai'i to go to college, but she is homesick so you decide to send her a care package. You line up a row of her favorite lunch meat to form a rectangular prism. Each can is 3 inches (in.) long, 2 in. wide, and 3 in. tall, and the cans are lined up so that their largest faces touch. Then you wrap the prism of cans in lauhala leaves before sending it to her in the mail. You have enough lauhala to cover a rectangular prism with a surface area between 181 and 191 square inches.



Can of meat



Rectangular prism of cans

1. What is the maximum number of cans you can use to create a rectangular prism that you can wrap with the lauhala? Draw the new prism and label its length, width, and height in inches.

2. Find the surface area of the prism that you drew.

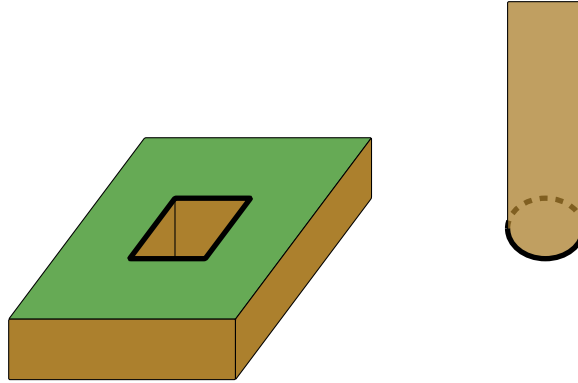
SBAC alignment for *Unit 4: Geometry Activity 3*

Claim(s)	<p><b>Claim 2: Problem Solving</b> (primary claim) Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</p> <p><b>Claim 1: Concepts and Procedures</b> (secondary claim) Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</p>
Assessment Target(s):	<p>2 A: Apply Mathematics to solve well-posed problems arising in everyday life, society, and the workplace.</p> <p>1 F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>1 I (Gr 4): Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p>
Content Domain:	<p>Geometry (primary)</p> <p>Measurement and Data (secondary)</p>
Standard(s):	<p><b>7.G.4</b> Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>
DOK:	2



### Unit 4: Geometry Activity 3

While building a hale, the main posts are buried deep into the ground to make the hale stable. We have dug a square hole in the ground and we are going to stick a cylindrical pole into this hole. The opening of the hole is perfectly square and the cross section of the pole is a perfect circle.



The hole has a perimeter of 40 inches, and the diameter of the pole is exactly the width of the hole. How many inches longer is the perimeter of the hole compared to the circumference of the pole? Show all work necessary to justify your response. Use  $\pi = 3.14$ .

SBAC alignment for *Unit 4: Geometry Activity 4*

Claim(s)	<b>Claim 2: Problem Solving</b> Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
Assessment Target(s):	2 F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. 2 A: Analyze proportional relationships and use them to solve real-world and mathematical problems.
Content Domain:	Expressions and Equations
Standard(s):	<b>7.EE.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. <b>7.EE.2</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05." <b>7.EE.4</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
DOK:	2

## Unit 4: Geometry Activity 4

*A calculator is needed for this activity.*

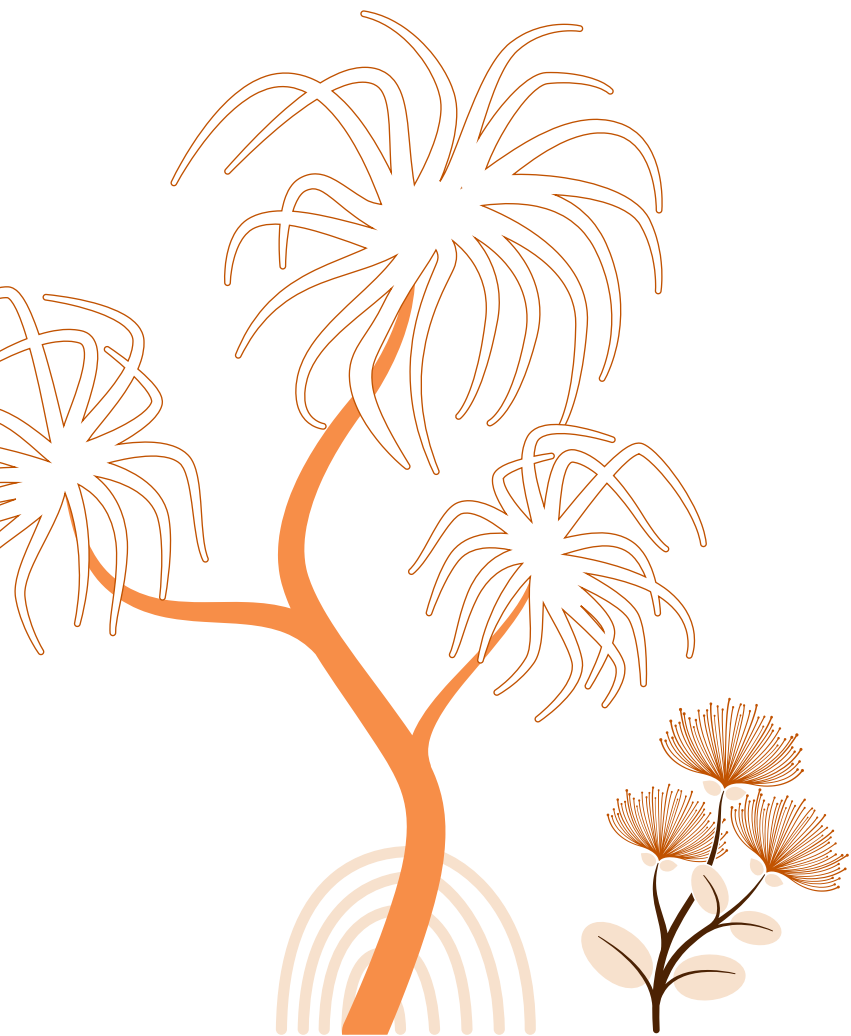
A master wa'a (canoe) maker found a tree that he wants to cut down and carve a wa'a from. The circumference of the tree is  $28\pi$  inches.

1. The cross section of this tree is a perfect circle. What is the area of the cross section? Show all work necessary. Use  $\pi = 3.14$  and round the final answer to the nearest hundredth.

2. If the wa'a maker needs a tree with an area that is 20% larger, what would the radius of this tree be? Round your answer to the nearest hundredth.



## Unit 5: Statistics and Probability



SBAC alignment for *Unit 5: Statistics and Probability Activity 1*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 G: Use random sampling to draw inferences about a population.
Content Domain:	Statistics and Probability
Standard(s):	<b>7.SP.1</b> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
DOK:	3

## Unit 5: Statistics and Probability Activity 1

Kumu Lehua wants to teach a lei-making class after school. Before the start of her class, she asks a random sample of 40 students in her school to identify the type of material they would like to use to make the lei. There are 300 students at her school. Kumu Lehua's data is shown in the table below.

Student Lei Preferences	
Lei Material	Number of Students
Hulu (feathers)	5
Pūpū (shells)	4
Kukui nuts	3
'Akia berries	2
Ti leaves	10
Pūkiawe leaves	3
Pala'ā ferns	0
Maile vines	4
'Ilima flowers	4
Pikake flowers	5

Which **one** of these four statements is **best** supported by the data? Explain.

- (a) Exactly 25% of the students at Kumu Lehua's school want to make lei with ti leaves.
- (b) There are no students at Kumu Lehua's school that want to make a lei with pala'ā ferns.
- (c) There are probably more students at Kumu Lehua's school that want to make lei with ti leaves than with hulu (feathers).
- (d) There are probably more students at Kumu Lehua's school that want to make lei with hulu (feathers) than with pūpū (shells).

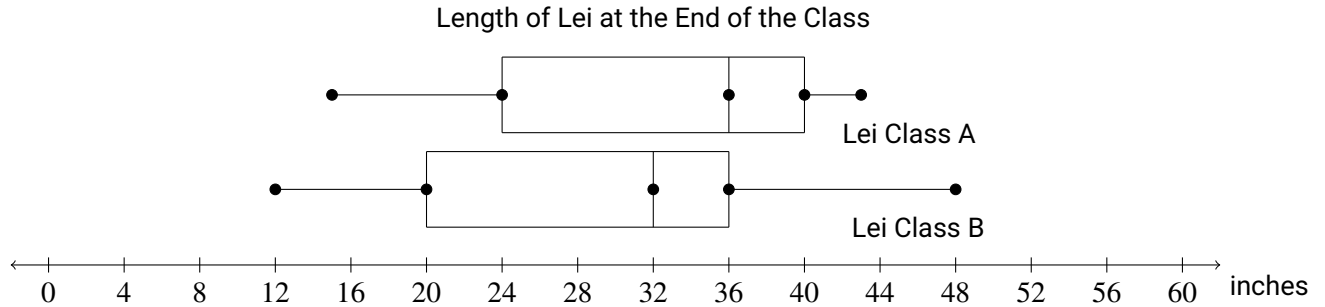
SBAC alignment for *Unit 5: Statistics and Probability Activity 2*

Claim(s)	<b>Claim 1: Concepts and Procedures</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 H: Draw informal comparative inferences about two populations.
Content Domain:	Statistics and Probability
Standard(s):	<b>7.SP.4</b> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
DOK:	2



## Unit 5: Statistics and Probability Activity 2

There are two lei-making classes at local middle school. In each class, there are students who are experienced lei makers and students who are beginners. The length of each student's lei at the end of the class is summarized by the box plots below.



The kumu of the lei-making classes concluded that there was more variability in the length of the lei made by Class A than Class B. Which statement is true about the kumu's conclusion?

- (a) It is valid because the median for Class A is greater than the median for Class B.
- (b) It is valid because the interquartile range for Class A is greater than the interquartile range for Class B.
- (c) It is invalid because the maximum value for Class A is less than the maximum value for Class B.
- (d) It is invalid because the range for Class A is less than the range for Class B.

SBAC alignment for *Unit 5: Statistics and Probability Activity 3*

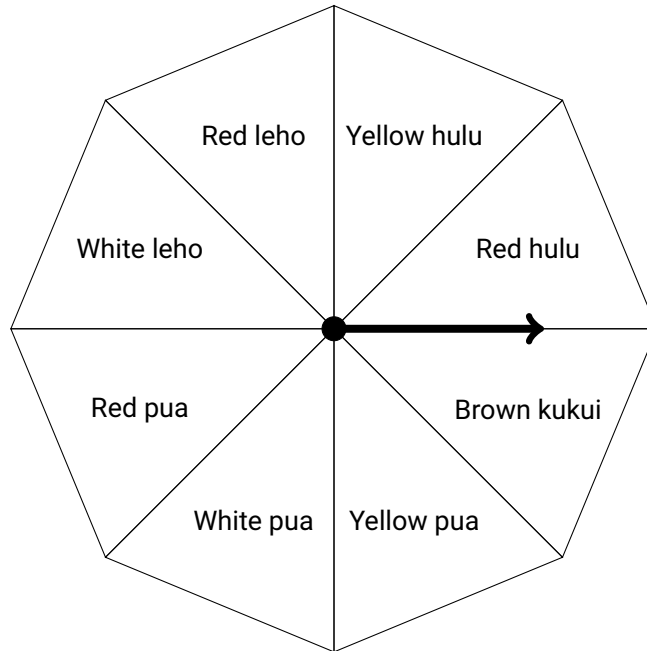
Claim(s)	<p><b>Claim 3: Communicating Reasoning</b> (primary claim) Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p> <p><b>Claim 1: Concepts and Procedures</b> (secondary claim) Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</p>
Assessment Target(s):	<p>3 E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is.</p> <p>3 F: Base arguments on concrete referents such as objects, drawings, diagrams, and other actions.</p> <p>1 I: Investigate chance processes and develop, use, and evaluate probability models.</p>
Content Domain:	Statistics and Probability
Standard(s):	<p><b>7.SP.5</b> Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p><b>7.SP.7</b> Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>
DOK:	3

## Unit 5: Statistics and Probability Activity 3

For a lei class, each student will be given a box of supplies to make a lei from. The boxes will be given out at random and they contain different supplies. Here are the possible contents of lei supply boxes:

- Red hulu (feathers)
- Yellow hulu (feathers)
- Red leho (sea snail shells)
- White leho (sea snail shells)
- Red pua (flowers)
- White pua (flowers)
- Yellow pua (flowers)
- Brown kukui nuts

To receive a box, the students will have to spin the spinner on the board below.



1. One student, Ka'ula, claims that he is likely, but not certain to get something that is red. Explain why Ka'ula's claim is **not** correct.
2. Another student, Kalei, claims to know which box he is likely, but not certain to get. If Kalei's claim is correct, what could his claim be?

