

Description: Early Algebra Ideas Involving Two Variables: Clip 3 of 18, Introduction to Guess My Rule Parent Tape: Early Algebra Ideas Involving Two Variables Date: 1993-09-30 Location: Harding Elementary School Researcher: Robert B. Davis	Transcriber(s): Spang, Kathleen Verifier(s): Yedman, Madeline Date Transcribed: Fall 2010 Page: 1 of 2
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RBD OK, can somebody explain what it is we're doing?

Students Guess My Rule

RBD Can you listen? Can you listen to Milin please?

Milin We're guessing, um, what's going to be the equation.

RBD Exactly right. This time we've reversed it, right? A minute ago we had the equation and we worked out the truth set. Now I'm going to tell you, on these papers here, I tell you the truth set and I want you to tell me the equation.

Students Oh. Oh. [Students look at the paper.]

Ankur Like that? [points to what RBD has written from earlier with box and triangle]

RBD Yeah. That's right. You've got it? If you've got it write it down, and come show it to me, would you? If you figure out what the equation is, write it down and you can show me.

RBD If you figure it out write it down. [Students begin talking amongst themselves. RBD sits but does not speak for a minute.] If you've figured out the equation, write it down and come show it to me.

RBD If you figured out the equation write it down.

Matt Can I just tell you?

RBD It's kind of hard to say an equation.

Matt It's sort of; I sort of found how you could make them add up.

Stephanie Wait, here's what I don't get though.

RBD Has somebody got an equation to show me? You have? Come show me. Come show me the equation.

Brian He wants me to show you. Excuse me. I'm coming through with an answer. [This group of five students gets up and goes to RBD.]

RBD [Brian is pointing to his paper. He is speaking to RBD but it is inaudible.] That's certainly an interesting idea. But now what is it that you're going to... We won't have time to do it today. What are you going to show me ultimately?

Bobby I got an idea.

RBD You've got an idea?

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Bobby [Points to the white board chart.] The times number, that you put there, you add it to the first number unless it's zero, and then you get your answer.

RBD That's certainly what you do.

Michelle I [Points to the white board chart to the 0,1 pair] See there's one in between there, then two, then three, then four. [points to each successive pair]

RBD Wait, wait. Can everybody sit down for a second? I want to make sure we agree... I want to make sure we agree on what we're trying to do here. What did we do the first time? I gave you an equation, right? [Pauses. Students quiet down.] The first time I gave you an equation and what did we do? We worked out numbers, pairs of numbers that would make it true, right? Now what are we doing now? I've changed it. What are we doing now?

Student Making equations

RBD Now I'm telling you the numbers that would make it true, I'm telling you the pairs of numbers that would make it true and you're going to tell me the equation. We probably won't have time for that today. We've really run out of time. [Discusses returning next day to do more of this.] Let's make sure everybody remembers. Would somebody say, what was the secret for this kind of equation? Let me tell you what mathematicians call this. This is known as a quadratic equation. We'll talk more about it someday. What's the secret that you have for this?

Ankur The two numbers, when you add them they give you the number on the left and when you multiply them they give you the number on the right.

RBD Thank-you.