

<b>Description: Early Algebra Ideas Involving Two Variables: Clip 8 of 18, Sharing Secrets for Tables 2 through 5</b> <b>Parent Tape: Early Algebra Ideas Involving Two Variables</b> <b>Date: 1993-10-01</b> <b>Location: Harding Elementary School</b> <b>Researcher: Robert B. Davis</b>	<b>Transcriber(s): Spang, Kathleen</b> <b>Verifier(s): Yedman, Madeline</b> <b>Date Transcribed: Fall 2010</b> <b>Page: 1 of 2</b>
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Mike [Writes  $(\square \times 10) + 7 = \Delta$ ] Yeah, I got number four, number four is easy

Mike [Points to numbers under box and then to the box of his equation.]  
[Inaudible]

Milin [Takes sheet of blank paper] Mike, explain it to me, write down on the paper.

Mike [Pushes paper away] No.

Mike [Takes paper back. Turns back to first page of worksheets. Copies chart for problem #2. Points to the chart he just drew, talking to Milin, writes on paper but it cannot be seen, and then erases the whole thing.] [Mostly inaudible]

Milin [Takes paper, draws empty box and triangle chart, and gives it back to Mike.]

Stephanie OK, the secret is that the first number in the triangle row, if you put that in this place right before the equal sign it it'll work all the time, so you just have to take the first, the first number in the triangle row and put it before the equal sign.

RBD Thank you. We'll take the paper back. Who else has a secret you're ready to tell to the camera, you're not going to tell the whole world, but you're going to tell the camera?

Student Oh, OK.

Michelle I Um, for here you subtracted like seven minus five, and you got two, and that's what you added on for each next thing.

Ankur The difference for each between each two numbers we put that in the first column, in the first, here right here for number two and on the second one we just figured it out that.

RBD That was very nice. You did that work also on this problem down here.

Michelle I Yeah, because see four minus one is three, and then that's how we got the three there.

RBD OK, that's very nice, that's a very important idea. Thank you.

RBD OK, Amy-Lynn. You and Bobby are going to say what you did. Let's set it down and Roger's going to get it on the camera here. And I can change these around if you want me to. All right. Now here's the microphone for whoever's talking.

Amy Lynn I don't know. All right, well we, the five here we use it as a plus number. Over here, like the one over here, we use it as a plus number. And then the seven we used it as a plus number.

RBD OK, now you have another number, how did you find that other number? You used the two here and the three here how did you find that?

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Bobby Minus the seven for five and the plus six.  
RBD Can you show me? Point.  
Bobby See seven, if you add the five, you take it away from there and one times two  
RBD So you're saying this seven here, is that correct?  
Bobby If you minus that from the first number and that's how you get the times sign.  
RBD OK, you're saying you subtracted the five from the seven.  
Bobby The seven from the five.  
RBD You subtract seven from five and I think you get negative two.  
Bobby Oh, OK, then five from seven.  
RBD OK, that's very nice. That's very nice, those are very important ideas.  
Student You got number six, you got number six.  
RBD Anybody else have a secret you want to say to the camera?  
Student No we know it.  
RBD You know it, you know it all no point in telling everybody he knows it.