

Description: Early Algebra Ideas Involving One Variable: Clip 5 of 11, Solving Equation 4 Parent Tape: Early Algebra Ideas Involving One Variable 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 3
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Time	Speaker	Transcription
	Davis	Anybody get any numbers for number four?
	Jeff	I have it down for like five minutes.
	Bobby	We finished.
	Davis	Four. [Off camera: Four. Everybody, come show us would you? Okay, yeah well it could be otherwise. So what have we got? We've got sixteen minus, how much is this? Fifteen times four?]
	Jeff	Yeah then why has it been down for the last eight minutes already.
	Michael	Then what is it?
	Brian	Oh!
	Milin	I got a different one.
	Student	Oh, we are on number nine.
	Student	What is it a one?
	Student	I got a second answer.
	Stephanie	Seven won't work. Neither will eight. Maybe we should go holler at Amy [inaudible]. We should check it out.
	Davis	So what have we got?
	Michael	Fifteen minus.
	Michelle I	We are on the next page.
	Jeff	What is it? What is it?
	Michelle I	It's four. Look on the board.
	Jeff	I ought to smack you.
	Michael	I'll do the last one and when I get it, I'll tell you.
	Jeff	I'm gonna do seven.
	Michael	I'm doing eight.
	Michelle I	I guess I have five and six.
	Student	I'm gonna check three.
	Milin	I got a different number.
	Davis	Yeah, how much is that? Is sixteen minus sixty?
	Student	Forty-four.
	Michelle I	Forty-four.
	Davis	Uh, it is going to be negative something.
	Student	Negative forty-four.

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Jeff Thirty-six.
 Student It can't be negative though.
 Stephanie It can't be four then.
 Milin That can't be right. That can't be that.
 Stephanie We have to go by work.
 Jeff Which one has to be higher than seven.
 Milin I got a different one and I know it's right.
 Michelle I [inaudible] we gave you the answer because you said you want to work with us and then [inaudible].
 Student Number ten.
 Stephanie Let's try three.
 Jeff This one is five. Nine is number five.
 Michael One times one.
 Davis Can I get everybody's attention for a second? Uh, we need to figure out how much is sixteen minus sixty, how much is that?
 Student Two.
 Jeff It's eight.
 Student Forty-four.
 Student Negative forty-four.
 Student Forty-four.
 Student Negative forty-four.
 Jeff This is five and that's eight.
 Davis Negative forty-four. Everyone agrees with that? So then when I do this, when I put four in I get sixteen minus sixty, is that right? [Off camera: Davis writes $16 - 60 + 26 = 0$] plus twenty-six. When I say that is equal to zero, is that true or false?
 Student False.
 Jeff I'll do five and eight and we'll be done pretty quick.
 Michelle I What did you get for six and seven?
 Jeff I don't know. I didn't do them yet.
 Davis Okay, so we don't want four, alright? [Off camera: Davis erases 4 from each box.]
 Jeff What are you laughing at?
 Davis Somebody got another number you would like to try.
 Michelle I Stop it Jeff.

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Milin Two.
 Michael I'm doing number ten.
 Jeff We already got nine and ten dimwit.
 Michelle I We do?
 Jeff Yeah. Eight is ten and five is nine.
 Romina What, are you always right?
 Brian That's, that's.
 Michael I'm gonna do the last one on this page.
 Jeff We'll all work together first or we'll work separate because Shelly always comes up with.
 Michael Let's do number eight first.
 Davis Hum, Milin said put in two. If I do that, I've got four
 Jeff What are we on?
 Davis Four minus thirty [Off camera: Davis writes $4 - 30$], how much is that? How much is four minus thirty?
 Students Negative twenty-six.
 Student Is number five, five?
 Matt Negative twenty-six.
 Davis [Off camera: Davis writes $4 - 30 = -26$] Negative twenty-six. So when we say four minus thirty plus twenty-six equals zero is that true or false?
 Jeff I've got eight. I called eight.
 Michael Yeah, I'll do six that's all.
 Student True.
 Student True.
 Ankur I've got number five.
 Davis Okay so let's
 Stephanie It works?
 Davis Let's put that in that was two, [Off camera: Davis writes $\{2, _ \}$] huh two.
 Student Are you done?
 Student You probably did all of the answers, didn't you?
 Student Most of them.
 Davis There might be another number,