

Description: Early Algebra Ideas Involving One Variable: Clip 6 of 11, Trying to Complete Truth Sets for Equations 2 through 8 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 6
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Time	Speaker	Transcription
	Davis	Now, there is one we never did get another number for back up here. I think maybe Jeff was talking about it a few minutes ago. But did we ever get the second number for this problem?
	Ankur	Maybe there is no second number.
	Davis	Well, there might be
	Ankur	Might be.
	Jeff	Oh dur.
	Stephanie	Oh, I'm sorry it's not two. It can't be two. I lost my eraser. My eraser is gone. It's like not here anymore.
	Loud Speaker	Mr. O'Brien.
	Male voice	He is not in the room right now.
	Jeff	You have no respect.
	Student	Look.
	Student	No, another number for number two.
	Davis	Yeah, well we can also do another problem here.
	Student	Four.
	Davis	I guess we can go on. Just.
	Bobby	Four. I know four.
	Davis	Four. Would some people check out four for number two? See what happens when you put four in the box.
	Student	Sixteen.
	Jeff	But it's got to.
	Michael	We did that one already. No more. One answer is enough. I almost did number six. [inaudible]
	Ankur	No it doesn't work.
	Jeff	I think I got eight. I think I got eight.
	Michael	You finished six?
	Michelle I	As soon as you people figure out another problem [inaudible]
	Student	Number five is five.
	Brian	Oh!
	Jeff	Six times two.

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Davis And somebody was telling me a number for this one.
Student Two.
Student Five.
Michael Three. Six is three.
Jeff I got it.
Davis Five. Is that alright? If I put five in, I've got twenty-five
Jeff That's six. Eight is six.
Davis Minus thirty that much would be
Student Negative five plus five.
Davis Negative five and then plus five would be zero.
Stephanie You got number six.
Jeff Is it right?
Student That's wrong.
Jeff Make sure. I'm almost positive.
Stephanie We've got one for number six.
Davis For number six.
Student We've got one too.
Davis Okay, I'm going to erase something here.
Ankur The first one. We got both of them.
Jeff Is it right? Did you guys try it?
Davis Can I erase this stuff up here?
Michael I didn't try.
Matt We have one for everyone.
Student You have one for everyone?
Ankur I have two for everyone.
Student Yeah, it does.
Davis Huh, which one is it Stephanie?
Stephanie Number six.
Davis Will you dictate the problem to me please. It's box times box minus.
Stephanie Uh, blank times blank.
Jeff You don't understand.
Stephanie Minus seven times blank equals plus twelve equals zero.
Davis [Off camera: Davis writes $(x) \square (7x) + 12 = 0$ and $\{3, _ \}$] Wait, box times box minus seven times box plus how much?

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Stephanie Plus twelve.
Davis Twelve equals zero and you got a number for that?
Stephanie Three.
Davis How about three for that?
Michael What's number seven?
Student I'll do number seven.
Davis Does that work? Did anybody check that?
Brain Yeah, it's right.
Jeff What's eight? Seven is eight.
Davis You've got another one for this problem here. [Off camera: Davis points to number 6]
Brian Yeah, number six.
Davis Okay and how about that would somebody
Jeff I got it. It's four.
Davis Check four for this and see if it works.
Jeff I checked it out. It's four boys.
Davis You checked it out and it does work. [Davis wrote {3,4}]
Okay. Okay.
Jeff It's four because I'm so smart.
Davis Okay. Hum, anybody got anything for number six yet?
Jeff Six, three. Three.
Davis Three.
Jeff Three.
Student Three and four.
Davis Okay, let's try that. Can I maybe erase this one here?
Stephanie That means I have to go lower.
Davis I don't want to erase that one because we are still arguing about that one but.
Ankur Number six is the one that you just did.
Michelle I What is number five?
Student Number five, we got five.
Davis Yeah, right so it is number seven that we want.
Thank you. It is number seven that we want.
[Off camera: Davis wrote $(x) - (12x) + 20 = 0$]
Stephanie Twelve, eight.
Student That is right.

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Student Two.

Student It's three and two.

Jeff Four. Seven?

Michelle I No seven is two.

Davis Have you got numbers for this?

Student Is that number seven?

Student Yeah.

Davis Uh, that is number seven.

Student Two.

Davis Hum, anybody check two on this one?

Student Two.

Student Yeah, two.

Davis Does it work? [Off camera: Davis writes 2 in the brackets {2, _}] Two. Yeah and it works. Hum, well okay.

Jeff Can we do some more stuff with the glass pieces. I like how Stephanie she had such an important job.

Davis We've got some, so we've got some where there are two numbers and some where there is only one number.

Stephanie What?

Jeff Holding that bag.

Ankur Maybe there is two and we just didn't get them.

Davis What can I say? You are right.

Student I'll do seven.

Ankur Maybe.

Davis Maybe there are two and maybe we didn't get them.

Stephanie Maybe.

Ankur But there is a chance that there isn't two.

Stephanie Yeah, I know they already got that.

Jeff Yeah.

Davis Anybody prepared. I need to get some of these erased so we get some more space. Has anybody settled any of these others yet?

Jeff Just erase them all that's all.

Students I've got them all.

Student We got everyone.

Michael We got every single one.

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Davis Hum, nobody has found another number for this or another number for this or another number for this and as Ankur says there could be a very good reason for that. There might not be another number for those.

Jeff So then why did you put two spaces?

Ankur Maybe there is.

Student Maybe there isn't.

Student Why can't he tell us the correct answer?

Student Yeah until we figure it out.

Jeff You just waste our time, you are just wasting it. We are just rotting until someone comes along and POW its all over.

Davis Yeah, Okay. Anybody get any numbers for these missing ones? Well, let me, I'm going to erase this one okay because we agreed on these two numbers for this? [Off camera: Davis erases #6] let's see what are we down to now. We are down to we just did seven, right? So now we are down to number eight. [Off camera: Davis writes $(x) - (12x) + 32 = 0$].

Brian I have eight.

Student Four.

Bobby I have eight.

Student We are done.

Jeff Maybe ten. Ten times ten is twenty it's sixty.

Davis We need a discussion on ethics.

Milin Brian four doesn't work.

Brian Huh.

Milin Four doesn't work.

Davis We need a discussion on ethics and morality for a second.

Brian For eight, yes it does.

Milin No it doesn't. I tried it already.

Davis We need a discussion on ethics and morality. Suppose somebody discovered a really neat secret way of doing this, should they tell or should they keep it a secret?

Jeff I'll keep it a secret.

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Milin I'd tell.
Jeff Actually, I would tell because then I would get the recognition for everyone would know I solved it because I am very smart.

Ankur You'd get your name in the history.
Michael Yeah, we can't invent nothing.
Ankur Jeff.
Milin Yeah, he knows the secret.
Jeff You know what Mike. I'm gonna name my invention [inaudible]. My invention is the self dreading.

Davis Okay, now, uh, did we get any numbers for number eight yet?

Student Yeah.
Student Yeah.
Jeff Yes. We have two holes.
Stephanie Okay, hum, four.
Davis Has anybody checked that? [Off camera: Davis writes {4, _}] It pays to have and you agree that it works?

Brian Yeah I did.
Davis And you agree that it works?
Brian Yeah.
Romina Yeah.
Brian Sixteen, hum minus forty-eight and that is negative forty-eight.

Davis Okay. Did anybody get any more numbers for this?
Brian Okay guys, let's get a move on.
Jeff Come on guys, let's go.