

Description: Combining a six step ladder with a two step ladder Parent Tape: Early algebra, investigating linear functions, Series 5 of 7 Date: 2005-12-15 Location: Hubbard School Researcher: Professor Carolyn Maher	Transcriber(s): Baldev, Prashant Verifier(s): DeLeon, Christina Date Transcribed: Spring 2008 Page: 1 of 3
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Speaker Transcription

- R3 So you're saying... Let's go one last time. So for one twenty-five, what did you do? You went back to what?
- Ariel One twenty-four.
- R3 Then, what did you do next?
- Ariel I did half of one twenty-four.
- R3 And you got what?
- Ariel I got sixty-two.
- R3 [pointing to the paper] Sixty-two, this is it. Then what did you do with that sixty-two.
- Ariel Two, right?
- R3 Sixty-two.
- Ariel Yeah, I know, sixty-two. I subtracted two and since I had already done ... You subtracted two from what?
- Ariel From sixty two.
- R3 Ah, huh.
- Ariel Since I had already done how many rods sixty has, I just went back here, [pointing to the paper] look here, it is one hundred and ninety-eight rods and I made one for two and it gave me eight rods and then I added eight rods to one hundred and ninety eight.
- R3 Is that right? Let's see... very well. So you are saying you added eight to what?
- Ariel Eight rods to my other rods one hundred ninety-eight.
- R3 Let's think so you are saying going from sixty to sixty two, you added eight rods, right, is that what you are saying?
- Ariel Yeah, What?
- R3 You said ... basically, you are trying to tell me that ... you are trying to find for sixty-two.
- Ariel Yes.
- R3 You went down to sixty, right?
- Ariel Yeah.
- R3 You know how many are in sixty and you are adding two ladders, right?
- Ariel [nodding] Yeah.
- R3 Is that what you are saying?
- Ariel A ladder with two steps so I counted ...

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R3 So is it like you are saying you had eight so how many six has?

Ariel [looks at R3]

R3 Let's do the same idea with eight ... six? So if you moved down to six, how many six has? A ladder with six, how many rods it has? Can we build it?

Ariel [starts constructing a ladder]

R3 We know two has eight, right?

Ariel Yeah.

R3 But six, how many six has?

Ariel [stops constructing the ladder] Eight times three ...

R3 [pointing to the unfinished ladder that Ariel is constructing] Let's actually do it.

R3 [pointing to the rods on the table] Can you put for six?

Ariel [continues constructing the ladder] Six steps?

R3 Yeah.

Ariel Oh my God!

Ariel [continues constructing the ladder] Have mercy on me.

Ariel [continues constructing the ladder and sings]

Ariel [forgets to put a step] Oh, messed up.

Ariel [puts a step and continues constructing the ladder and sings] Ta, ta, ta.

Ariel [completing the ladder with six steps] There you are, happy?

R3 So how many steps do we have?

Ariel Six.

R3 And how many do we have?

Ariel [starts counting the rods by tapping with his pen] One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

R3 Twenty.

R3 [pointing to the a paper on the table] Can you write it down somewhere?

Ariel [writes 20 on the paper]

R3 So, you are saying for eight you got how many, a ladder of two has eight, is that what you are saying? A ladder of two, how many do they have?

Ariel Yeah.

R3 So you write eight, you get what?

Ariel Twenty-eight.

R3 So, let's see whether eight has twenty-eight.

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Ariel [starts to construct a ladder and then stops] Wait a minute, I have twenty-six.
R3 So then what we are going to do?
Ariel Go to my rule, minus two.
Ariel [writes and smiles] Twenty-six.
R3 [smiles] I am finding hard to follow.
Ariel I need to go home. [continues to do something with the rods]
Ariel [counting the rods in the ladder he had constructed] Here we go, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five.
Ariel [does not say aloud the last rod he counted] Ooh, Ooh, I am right. I am right, twenty-six.
Ariel [sings] Tut, tut, toon. I got to be out of here.
R3 Alright so, let's go to one twenty-five, how did you get then?
R3 [pointing to the papers] You said sixty and then you added eight? So is this right or wrong?
Ariel It is right.
Ariel [pointing to the work he did in the papers] I did the same thing for this how I did this and it is right. I just did it right now. I'm right.
R3 You always subtract that two, where does it come from? What does it have to do with the ladder?
Ariel With the ladder?
R3 Hmph.
Ariel Because James, I don't know how he did it, but I do it because James was right, so I told you.
R3 No, you subtract two, in your rule you always talk about subtracting two.
Ariel Because before when I would just multiply by two and then I noticed that I was wrong. I was off by two, so I just starting subtracting two or well he noticed [pointing to James] but ...
R3 But you would do that for any number, whether it is odd or even, you do all that?
Ariel No, just ... Wait, yeah, yeah, yeah, odd or even and then for een, anh, anh, een, aa.
R3 Ok, so thank you, this was very nice.