

Description: Introduction to Guess My Rule
Parent Tape: Early algebra: Investigating linear functions, Series 1 of 7: Guess My Rule introduction and Ariel and James with problems 1-3
Location: Frank J. Hubbard Middle School – Plainfield, NJ
Researcher: Carolyn Maher

Transcriber(s): DeLeon, Christina
Verifier(s): Yedman, Madeline
Date Transcribed: Spring 2009
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Time	Speaker	Transcription
0:00	R1	We're going to play a game. And the game that we're going to play is called.
0:06	Ariel	Guess my rule.
0:07	R1	You know the game? Guess my rule?
0:09	Brandon	Yea he told us.
0:11	R1	He told you that you were going to play the game or that you had worked on that game already?
0:14	Brandon	No, he told us.
0:16	R1	He told you which?
0:18	Brandon	That we were going to play Guess My Rule.
0:19	R1	Ah, okay, fine. So uh, the game goes as follows: I am going to think in my mind of some rule...
0:32	Dawud	And then you got to guess it.
0:33	R1	You're going to try and guess it, but do you know how you're going to try and guess the rule?
0:36	Brandon	Yea, we're going to be working with numbers.
0:38	R1	You're going to be working with numbers, that's right. And I'm going to, I'll mention a number and I'm going to give you a number and I'm going to tell you what my rule does to that number. That is, I'm not going to tell you the rule, but I'll tell you the result. Okay, ready for it? My rule takes the number...
1:05	Brandon	You can't tell us what the rule is!
1:06	R1	No, no. I'm not going to tell you the rule. I'm going to tell you what my rule does. Okay.
1:10	Brandon	Oh.
1:12	R1	You ready? Let's see, there are five of you here. Okay, here's my rule, you ready for it? Since there are five of you, the first number that my rule is going to work on, is the number five. And what my rule does to number five, it does some things to it, and what comes, the result... You ready for the result? Thirteen.
1:46	Dawud	Is it... Oh, I know what to do.
1:48	R1	Oh, oh. Hold on.
1:48	Ariel	... He just added eight.
1:50	Dawud	Just add the eight.
1:52	R1	Don't, Don't say what you think the rule is.
1:56	Dawud	Then how are we supposed to know...
1:56	R1	So, the first number was what?
1:58	Brandon	Five, and then...
2:00	R1	And it gave you?
2:01	Brandon	Thirteen.

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2:02 R1 Okay. So, now your job is to give me a number and I will tell you what my rule will do to that number. Alright, but I don't want you to try and guess the rule just yet.

Dawud Three! Three! Three.

2:15 R1 So, Dawud said three, and my number... my, what do you think my number is going to do to three?

2:26 James It's going to make it into eleven.

2:28 R1 You think it's going to make it into eleven? Nope, my rule takes the number three and makes it seven.

2:35 Ariel So, how do you get thirteen from the five? Oh, I get it...

2:39 R1 Well, you have to guess my rule.

2:41 Ariel I get it! But, like for every...

2:42 Brandon ...I know your rule!

2:46 R1 Hold on. Okay, so what are the two results we have so far.

2:48 Brandon Alright, five and thirteen.

2:50 R1 Five to the thirteen. Alright, I'm going to write this down for you. So far... [Makes a chart divided into square and triangle entries, with square numbers of five and three, and triangle numbers of thirteen and seven, respectively] So you can mention another number and I'll tell you...

3:02 Yonny I know they both, they're both higher...

3:04 Dawud Six.

3:06 R1 Okay, Dawud said... What number did Dawud just say?

3:09 Dawud Six.

3:10 Yonny Wait, I want to say a number, he said one. Can I say four?

3:11 Brandon Don't say a number, guess the rule!

3:12 R1 Excuse me. One person at a time. Dawud said six. What do you think my rule is going to do to six?

3:21 Brandon I know!

3:25 Dawud Look, Look, Look. When you had...

3:25 R1 Tell me what you think, if we have six, what do you think is going to happen to six?

3:30 Dawud It's going to go six to twenty-four.

3:34 R1 Does everyone agree?

3:35 Brandon I think six is going to go to ten.

3:36 R1 You think six is going to go to ten?

3:37 Dawud Cause, look. We made five, we made five with eight, we made seven with four. So six, it will be twenty-four.

3:45 James Mhmm. Mhmm.

3:47 R1 Does anyone else have a guess?

3:48 Brandon I say ten, I say ten.

3:52 Dawud It's going to be twenty-four, then thirty-six.

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3:54	R1	Hold on, he says it's going to be more than thirteen? Why does he think that?
3:57	Yonny	Fifteen.
3:58	Ariel	Cause, cause the first one is five and like I think that you keep on adding on, cause the number... Like three you added it on four, for five, its matching the five you added on eight. It depends on the number, that's how much you add on.
4:11	Yonny	It's eight. It's going to be eight.
4:14	Brandon	I think it's going to be ten.
4:15	R1	Alright, is everybody ready? I'm going to write down the number. [Writes down sixteen]
4:17	Ariel	I knew it was ten!
4:19	Brandon	What are you talking about, 'it's ten'?
4:20	Ariel	Look, cause 5 was at an eight, then you added two more and for like number 3 it was four. And if it was four, you would add a six. And for five you would add eight.
4:31	R1	Ariel thinks that the rule is, any number that I put here [holds up the chart to the class], under this column [the square column] is that right? He says that any number I put in this column, you do what, Ariel?
4:48	Ariel	Well, like, it would depending on that number you would add two on to what you did to the last one, right. Like, cause five you added eight, and for six you added ten. So, and for three you added four. Wait, yea, four. So it would be, eight then four, then ten. So, like five is just one number lower than six and it was eight. And since the six is ten, so I figured it would go by each number, add two.
5:16	R1	Yea? Let's try one other number. Let's try one other number. James, would you like to pick a number to try?
5:25	James	Eight.
5:26	R1	Alright, James says eight. What number do you think my rule is going to give back for eight?
5:32	Ariel	Eight? Umm... Hold on.
5:33	Brandon	Eighteen!
5:34	Yonny	Nah.
5:36	R1	Think carefully. Look at all the numbers. [Walks around with the paper]
5:37	Christian	Could I see that paper?
5:39	R1	I'll hold on to this.
5:42	Ariel	Oh, I got it, I know I got it... It's twenty-two!
5:44	Brandon	Eighteen!
5:46	Ariel	Twenty-two.

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5:46 James Twenty-two.
5:47 Brandon How did you get twenty-two, Ariel?
5:49 James Add two.
5:51 Brandon What you talking about, 'add two'? Oh, I found a dollar.
5:54 Yonny It would be funny if I got nine. No, it's seventeen.
5:56 Ariel It would be funny if you were wrong. I think it's twenty-two.
5:58 R1 Alright, I'm going to put on the overhead the numbers that we already have. Okay, can everyone see what I'm writing?



6:08 Ariel I know, like, a way to represent it too. Like, the square is the numbers going in, like, the triangle, it goes into like a say a factory and it comes out the triangle number.
6:18 R1 Alright, would everyone hold on a second? I'd like everyone to hear what Ariel just said.
6:23 Yonny Let Ariel talk.
6:25 R1 Okay, Ariel, go ahead.
6:26 Ariel Alright, so like, the square could be the number you're putting in and it can say like, it can go to like the factory, or something like that and it come out the number in the triangle, triangle number. Square number and triangle number.
6:40 R1 Okay, so did you hear what Ariel said?

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6:43	Yonny	Yup, he's mad smart.
6:44	Brandon	No, he talks too fast.
6:45	R1	Dawud, could you tell us what Ariel said?
6:47	Dawud	Umm, I didn't hear him.
6:50	Brandon	He talks too fast.
6:51	Dawud	Can you repeat that again, please? Can you repeat that?
6:53	Ariel	The square could be like a type a number, and then when it goes into, say, like a factory or something like that. It would come out the triangle type of number.
7:03	Brandon	So, square is a number and triangle is a factor? Is that what you trying to say?
7:07	Yonny	Look, look. It's like the square, is like the bigger kind of shape, and then the like triangle goes into the square to make...
7:17	Dawud	It keep on multiplying by four.
7:19	R1	Is that what you think?
7:20	Dawud	Look, that's eight, four, then twelve. So, that's eight, four, twelve...
7:23	Brandon	You mean adding? You mean adding? You mean factors of four?
7:29	Dawud	Yea.
7:30	Ariel	No, it's not!
7:31	Brandon	He means factors of four.
7:35	R1	Alright, here goes the number.
7:36	Dawud	So, that's that's going to be eighteen. No it's going to add up by eighteen. No, it's going to be sixteen.
7:39	Ariel	Look at the five, look at the five. It's twenty-two!
7:44	Yonny	It's twenty-two!
7:48	Ariel	It's twenty-two.
7:49	James	Twenty-four. Twenty-four.
7:52	Ariel	Twenty-two! [All the students are shouting out numerical answers and then R1 writes down the answer to 8 on the overhead]
7:52	Ariel	Told you it's twenty two!
7:54	James	How is it twenty-two?
7:57	R1	Okay, I am going to ask Christian to give us a number. Christian, give us a box number. [Students whisper to Christian to pick four]
8:09	Christian	Mmmmm, four? [R1 writes 4 down on the overhead chart under the square column]
8:20	Brandon	I know what that is!
8:21	Ariel	Four? That's easy, that's...

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8:22 Dawud It's going to be twenty-four. It's going to be twenty-four! Twenty-four! Twenty-four!

8:24 Brandon Eight! Eight!

8:27 Ariel Ten. It's ten.

8:29 Brandon Thank you. [nods to Ariel]

8:31 Yonny Oh, yeah it's ten, yeah.

8:33 Dawud Twenty-four.

8:34 Ariel Cause, you're going to add six. Cause, for five you added um..

8:37 Dawud But, how..but how are you going to go

8:39 Brandon Wait, so it's minus another two...

8:40 Dawud ...minus four, six

8:42 Ariel Cause for the five you had thirteen, and then the six you got eighteen, you just added um 'what's your name' to this one and 'what's your name' to that one.
[R1 writes ten on the overhead in the triangle column, corresponding to the four entry in the square column]

8:47 Yonny The number is ten.
[Everyone shouts out ten]

8:53 R1 So how's Ariel doing this? [students are chatting amongst themselves] Well, let's see on the next, on the next go-around. Excuse me. Ariel? I want on the next go-around, for you to be quiet. Don't tell us what the [unclear] You, you think of it and we're going to see if everyone else gets it. Okay? [R1 writes a 0 under the square column]

9:27 Brandon Zero? Zero is zero.
[Some students shout out answers and others chat]

9:34 Dawud Zero. Zero. Zero.

9:37 Christian Put another zero on the side. Put zero.

9:41 Brandon No, no, no, no, no. Don't put zero.

9:43 Christian Come on, Brandon.

9:44 Brandon You be quiet.

9:45 Dawud It's zero.

9:46 Yonny No, two.

9:47 Brandon No, it's not. It's two.

9:47 R1 My, my rule says... [Writes down negative two on the overhead under the triangle column, corresponding to the zero entry in the square column]

9:49 Dawud It might be four.
[Both Yonny and Brandon shout out that it's two]

9:51 Yonny Negative two.

9:52 Brandon I told you it was something two. Ohhhhh. I told you it was something two. Oh, that relates to our [unclear]

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10:02 R1 Have you guessed, have you guessed my rule yet?
10:04 Ariel I did.
10:04 Brandon Yeah, the rule is by two.
10:05 R1 What do you think the rule is? [Gesturing towards Ariel]
10:07 Ariel I think from zero... No, I didn't.
10:09 Brandon I got your rule.
10:10 Dawud Two, two, eight, eight.
Ariel Zero done messed up my whole thing. Look, this is what I
thought: So, for four you added six, for five you added eight, for
six you added ten, I mean.... twelve. Wait, yeah yeahyeah.
[Dawud is frustrated that Ariel cut him off]
10:25 Dawud Look, can I guess? It's eight, and then it goes, then it goes eight.
Then it go twelve. Then it go... um, I think it's supposed to be by
adding four, then add eight, then it add four, and then it add
eight.
10:38 Yonny I think that the total you get, it adds by two
10:41 R1 Okay, well, let's try another.