

Description: Yonny and Brandon with problem 2
Parent Tape: Early algebra: Investigating linear functions, Series 2 of 7: Working on Guess my rule problems 1-3
Date: 2005-11-02
Location: Frank J. Hubbard Middle School – Plainfield, NJ
Researcher: Carolyn Maher

Transcriber(s): Yedman, Madeline
Verifier(s): DeLeon, Christina
Date Transcribed: Spring 2013
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Time	Speaker	Transcription												
0:00	R1	Alright well, I want to give you another problem.												
	Yonny	No, come on [speaks softly]												
		[R1 gives to Yonny and Brandon the Guess My Rule Problem 2 sheet:												
		<table border="1"><tr><td>X</td><td>Y</td></tr><tr><td>0</td><td>5</td></tr><tr><td>1</td><td>7</td></tr><tr><td>2</td><td>9</td></tr><tr><td>3</td><td>11</td></tr><tr><td>4</td><td>13]</td></tr></table>	X	Y	0	5	1	7	2	9	3	11	4	13]
X	Y													
0	5													
1	7													
2	9													
3	11													
4	13]													
	Brandon	Oh, I thought you were giving us a whole another problem. Come on, man!												
	Yonny	OK, I got the rule already.												
0:12	Brandon	Yah, I did too. Man, how are you going to leave us, man?												
	Yonny	It's the same rule as this one.												
	Brandon	Yah we solved it, because we are the only onesthat's on it.												
	Brandon	Alright the rule is, it's going up by one on the X side and it's going up by two on the Y side. Easy.												
	Yonny	I'm done.												
		[Yonny starts playing video games on the computer. Brandon is still working on the problem. They both get up and go somewhere. Brandon returns and starts writing something on the paper.]												
0:46	R1	How'd you guys do?												
	Brandon	Finished.												
	R1	Oh yeah, what did you guys come up with?												

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Brandon That, on this side, on the X axis, it's going up by one and on the Y axis it's going up by two.

R1 OK, and so if I give you a number for X. How are you going to tell me what number Y is going to be?

1:06 Brandon By adding it to this.

R1 For example, if X is seven.

Brandon Uh huh, seven [mumbles] Seventeen.

R1 You sure?

Brandon No, let me check again. You said seven, right?

R1 Umm.

Brandon [mumbles some numbers and then says] Yah, I'm sure. Yah, I'm sure.

R1 Now, remember the question I asked you about the last rule you came up with?

Brandon What?

R1 What happens...

Brandon For one hundred?

R1 Well before we get to a hundred, what about twenty?

1:54 Brandon Yonny get over here.

Brandon I got to write it.

R1 You got to write it all out, huh?

Brandon Yah.

R1 I wonder if you can find a different way of getting your rule, so that you don't have to write it all out?

R1 Why don't you take a look at your numbers in the table, and see whether or not you come up with another of getting it? OK?

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Brandon OK.

[Brandon starts working on the problem.]

2:48 Brandon I think it's going to be ... [pauses] never mind. Hold on.

Brandon Oh, no nono, I think I messed up. I skipped five, that's it.

[The camera focuses on what Brandon is writing. He has written the following:

X	Y
3	11
4	13
5	15
7	17
8	29
9	21

Brandon cancels everything he wrote after the pair $X = 5$ and $Y = 15$.]

Yonny Are you writing?

[Brandon writes on the side:

6	17
7	19

Brandon has already written: The rule is the numbers are going up by 1 on the X axis and up by two on the Y axis.]

Brandon Come on bro, help me fix this. I don't know this, he said to find twenty. You do it, I don't feel like doing it.

3:28 G6 Are you done?

Brandon No.

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G6 Because we have one more problem for you.

Brandon I mean, yeah, I'm done, but you're trying to make us do twenty again.

Yonny Found it?

Brandon No.

Yonny It's forty-three. No, do the next one. Do the next one.

Brandon It is forty-three.

Yonny No, do the next one, do the next one.

Brandon No it is forty-five.

Yonny OK, forty-five. Write it down.

Brandon Got it. It's forty-five. Yeah.

3:57 R1 OK, so you say it's forty-five, how did you come up with it?

Yonny Look cause here, cause here in the other one ...

Brandon Because, OK, look here. No here, let me tell you. Let me tell you. Look here, ten, ten, look in the other ones we did ten, but we did all the way it but I found out that if you add ten by ten would equal twenty right. And then you would do the twenty times two that would equal, I mean the ten times two, this ten, I mean like this ten by two, would equal to the twenty, and then the twenty by the answer of ten, twenty five, would give you forty five, because it worked in this one. So I thought it would work in this one too.

R1 So it worked here, show me how it worked here?

Brandon Here. OK, let me show you, ten...

Yonny So look like it goes by ten number ten...

4:44 Brandon ... ten plus ten equals twenty, alright. That's how you get this one [points to $X = 20$ in the Guess My Rule Problem 1 table] the X-axis. So the X-axis, then twenty plus twenty one equals. That's how I got it.

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[Brandon writes the following in his Guess My Rule Problem 1 sheet:

$$\begin{array}{r}
 10 \\
 +10 \\
 \hline
 20X\text{-axis} \\
 +21 \\
 \hline
 41 \text{ Y-axis]}
 \end{array}$$

5:08 R1 Hmm...so for the other guess my rule problem what did you think you got that?

Brandon Ten plus ten equals twenty. Plus twenty five equals forty-five.

[Brandon writes the following in his Guess My Rule Problem 2 sheet:

$$\begin{array}{r}
 10 \\
 +10 \\
 \hline
 20 \\
 +25 \\
 \hline
 45]
 \end{array}$$

R1 Hmm...and where did the twenty five come from?

Brandon From the answer of ten. From the Y-axis with that equals up, I mean, with the one that matches up with the ten.

R1 Umm, suppose we do it your other way and figure out what twenty would be?

Brandon Oh go all the way up?

5:43 R1 See whether or not...if you get the same result.

[R1 leaves Brandon. Yonny asks Brandon something about the game and they start talking about the game. Then Brandon starts writing the following:

