Time	Speaker	Transcription

0:00 R1 [confusingly] Ok. So let's give them the third one.

[G6 hands them the Guess My Rule Problem 3 sheet:

X	Y
0	1
1	4
2	7
3	10]

Brandon I got skills. [repeats a few times and looks at the Guess My Rule Problem 3 sheet] Ahh, this is easy! By one on the X axis, by three on the Y axis. Uhh, I got skills.

Brandon [to Yonny] Didn't I tell you I got skills? [says aloud twice]

Brandon [turns around and shouts to R1 who is in the background] Finished! Told you we got skills like that.

R1 Now, I'm going to ask you the same question for twenty.

0:30 Brandon Oh, man, I hate twenty. Why does twenty have to be twenty? [toYonny] Don't you hate twenty? Why does it have to be twenty? [starts writing something on the paper.]

[Brandon writes the following on the Guess My Rule Problem 3 sheet:

The rule is the number go up by one on the X-axis and by three on the Y-axis.]

[Brandon laughs and talks with other students who are in the background and then extends the Guess My Rule Problem 3 table as follows:

X	Y
0	1
1	4

2	7
3	10
4	13
5	16
6	19
7	22
8	25
9	28
10	

1:36	Yonny	Twenty-nine, so it is going to be forty-nine for the next one. Twenty-nine.
	Brandon	It's not going to be twenty-nine. It's got togo up by three.

[Brandon continues to extend his table:

10   31

Brandon writes on the side:

10

+10

20

+31

51

	Brandon	Ten plus ten is twenty, plus thirty-one is fifty-one. Finished, and we got twenty. I wonder if they noticed. [stands up and goes to R1]
	Brandon	Excuse me. Finished and we did the twenty.
2:16	R1	OK, so show me how did you come up with it?

Brandon   So far what we think, that we know is that.Alright, on the X-axis it goes up by one. On the Y-axis it goes up by three. And then we, to get twenty, we take the ten and we did what we did the last time, we did ten plus ten equals twenty plus the number of ten, that matches up by ten, and then we add by thirty one, and so it was twenty plus thirty one which equals fifty one. And we got it, so um the number that twenty matches up with is…

R1   Fifty-one? I don't know whether I believe that…

Yonny   Well I think I believe it's sixty-one.

Brandon   It's sixty-one?

Yonny   Well I think it's sixty-one.

3:08   R1   Why do you think it's sixty-one?

Yonny   Because in the previous ones, it said like twenty is divisible by four, it went up to forty so the answer was kind of like the answer was kind of like double, but now the answer came up to thirty one, so I think it should be double of that, to get sixty-one.

Brandon   Oh, alright, OK.

Yonny   Sixty-one.

Brandon   OK now, now since I did this, means you got to go up to twenty. I'm not going to…

3:37   R1   Yonny, So why don't you guys figure out what twenty is going to be? Whether it is going to be fifty-one or sixty-one?

[Brandon continues to extend the table as follows:

9	28
10	31
11	34
12	37

13	40	
14	43	
15	46	[continues on the side.]
16	49	
17	52	
18	55	
19	58	
20	61	

3:58	R1	Do you think it's going to be fifty-one?
		[Brandon shakes his head no]
	R1	No? Why do you say that? Why do you say that?
	Yonny	Like at 18 it's going to be fifty-one.
	R1	Why do you say you don't you think it's going to be fifty-one?
4:08	Brandon	Cause, it's going up by three this time not by um...
		[Yonny is singing while Brandon writes on the paper]
	Brandon	Nope, it's not fifty-one, it's probably sixty-one, like you said.
	Yonny	[Yonny yawns] I'm tired.
	Brandon	Nope, it's not fifty-one.
	R1	Yonny, did you put today's date and your name on each one of those?
	Brandon	Yup, it's sixty-one brother. We still got it right, since you said it sixty-one. We got it right now, shut up.
		[Brandon goes up to R1.]
5:05	R1	[in the background] OK, can I have everyone's attention? We are at the end of today's session and I know that each group worked very hard,

		this is very good. We have more problems, but we are not going to have that opportunity today, but we start tomorrow's session by talking about what we did today. Please write your name and today's date and we will continue tomorrow. OK.
		[G6 collects their papers. G6 and Brandon have a discussion about his work while R1 is speaking to the class]
5:31	Brandon	Ten plus ten equals twenty.
	G6	Right. And then why you add thirty-one here?
	Brandon	Because that matches up with ten.
	G6	And why you choose this one? [pointing to a number on the paper]
	Brandon	Because it's the best one that gets up to twenty, quicker than any other one, instead of by five.
	G6	So, why you don't choose five?
	Brandon	Because, it take too long. It takes too long.
5:53	G6	It takes longer. So this one is easier. Exactly.