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| **Description: Ariel begins problem 4**<br>**Parent Tape: Early algebra: Investigating linear functions,**<br>**Series 4 of 7: Guess My Rule problems 4 & 5**<br>**Date: 2005-11-03**<br>**Location: Frank J. Hubbard Middle School – Plainfield, NJ**<br>**Researcher: Carolyn Maher** | **Transcriber(s): DeLeon, Christina**<br>**Verifier(s): Yedman, Madeline**<br>**Date Transcribed: Spring 2013**<br>**Page: 1 of 3** |

| Line | Time | Speaker | Words Spoken |
|---|---|---|---|
| 1 | 00:00 | R1 | James and Ariel, come here. I have got another challenge for you |
| 2 | | Ariel | Oh, that's easy. I got it, I got it. No, I don't. [Ariel works on the problem] Ohhhh I got it. It goes… add one. [Ariel writes something on his paper] I got it, but I don't know how to explain it. It's add one. Negative one goes to one, makes that. You add in one, wait a minute, no, no, oh yeah. Negative one is zero. This is one, this two, this is three, this is four (noting the difference between the y values). 0,1,2,3,4. [Ariel writes these numbers in between the y values] I'm done. Wait, um Miss? I'm done. |
| 3 | 01:13 | R1 | What's the rule? |
| 4 | | Ariel | It's going to keep on adding one to the y-axis thing. |
| 5 | | R1 | It's what? What is the rule? |
| 6 | | Ariel | I'm done. |
| 7 | | R2 | You're done already? |
| 8 | | Ariel | Yeah. |
| 9 | | R2 | Okay, write it down and explain why it works. And I'll be right there. |
| 10 | | Ariel | Oh, god. Lalalalala. [Ariel begins to sing to himself, while writing his solution on the paper] The next one would be eleven. |
| 11 | | R1 | When you did this, what did you mean by doing this? |
| 12 | | Ariel | Cause it goes from negative one to zero, and then one, and then two, and then three, and then four. Cause… |
| 13 | | R1 | So negative one goes to zero? |
| 14 | | Ariel | Yeah, cause here… No, that's wrong. I don't know that. But, I know this one. It goes one plus zero is one, two plus one is three, three plus two is five, four plus… it keeps on adding one to the y. Got it. |
| 15 | | R1 | Add one to the y? |
| 16 | | Ariel | Yeah, add one to the y. No, like, to the number. For like, it goes, for every number it goes up like this is plus two. |
| 17 | | R1 | So, I say zero. What do you say? |
| 18 | 02:32 | Ariel | Negative one. |

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| 19 | | R1 | I say one, what are you going to say? |
| 20 | | Ariel | One, (inaudible). |
| 21 | | R1 | Two, what do you say? |
| 22 | | Ariel | Three. |
| 23 | | R1 | I say three, what do you say? |
| 24 | | Ariel | Five. |
| 25 | | R1 | Five. So what is the rule? |
| 26 | | Ariel | And I noticed a pattern, I noticed the pattern too. It go, plus two, plus two, plus two. What? [Ariel gets distracted by another person calling him] |
| 27 | | R1 | So, I get two to the number that I give you? |
| 28 | | Ariel | To the number that you give me, like depending on the number. Like with starting out with one you add zero. Two, you add one. Three, you add two. Four, you add three. Five, you add four. [Ariel says this while pointing at his paper] I'm right, you're wrong. What is you doing, James? You haven't even solved it all. |
| 29 | 03:24 | James | I already know it. |
| 30 | | Ariel | No, you don't. |
| 31 | | James | Plus five times one, I mean, plus five minus one. |
| 32 | | Ariel | The rule is plus four minus one. No, it's not. It's plus three minus one. No, it's not. I got it. I don't really know how to say it, like how I did the other ones. I know it's add one to the y. [Ariel points to the y column of the chart] |
| 33 | | R1 | Negative one… Why did you write this zero next to one? [R1 points to the y value of 1] |
| 34 | | Ariel | Cause, it went in like… I see it as a factory,this line. [Ariel points to the column line dividing the x and y columns] It goes in an x number, it comes out a y number. 1 came out still 1 so it must be it didn't do anything to it, so its 0. |
| 35 | 04:13 | R1 | Okay, so in this case, to this number, you didn't add anything. Okay. |
| 36 | | Ariel | Yeah. So, 2 went in and came out 3, is 1. 3 went in and its 2, cause it came out 5. It's adding, I just added these and I saw that that's how its going. Like here… [Ariel begins to write the differences between the y values for his chart that weren't filled out before] This is: 5, 6, 7, 8, 9. There you go. |

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| 37 | | R1 | And here, its zero? What did you get for zero? [R1 points to Ariel's paper] |
| 38 | | Ariel | That, I still haven't figured out. I think it's zero plus negative one. Negative one. |
| 39 | | R1 | Zero plus negative one. |
| 40 | | Ariel | Yeah, it's negative one. That's what I think, I'm not really sure about that. |
| 41 | 05:14 | R1 | Okay, so you said that the rule is? |
| 42 | | Ariel | Add one to the y. I mean to the number, for like for how the number goes up you add one to what you're adding to. So, basically to the y. |
| 43 | | R1 | Add one, the rule would be add one to the y. |
| 44 | | Ariel | To the y. So, for every number… [Ariel is writing this on his paper] |
| 45 | | R1 | What is the number that you are given first? |
| 46 | | Ariel | Oh, yeah. The funny thing is that I solved it right away. Ask him. I solved it like in two seconds. |
| 47 | 05:46 | Yonny | Yo, how the heck he be playing video games, when I want to play video games? But she said that we can't play no video games? |
| 48 | | R1 | So, what if I say to you, for example eleven, what would you come up with? |
| 49 | | Ariel | Eleven? |
| 50 | | R1 | Yeah. |
| 51 | | Ariel | It would be twenty-one. |
| 52 | | R1 | Twenty-one? Why? |
| 53 | 06:03 | Ariel | Eleven, twenty-one. Because if you follow this it would be 10 [Ariel gestures to his chart with the differences of the y values filled in] |