Line	Time	Speaker	
1	00:00	R1	This is very interesting, have you seen other tables like this right? What happens here?
2		Ariel	This is minus eight
3		R1	This is negative eight, negative five, negative two, one, four, seven. Is this increasing or decreasing?
4		Ariel	it's
5		R1	The y value,increasing or decreasing
6		Ariel	The y value, is increasing
7		R1	Are increasing right, by how much is each value increasing?
8		Ariel	Three.
9		R1	Three, okay and here to go from this from this entry to this entry it increase by how much (pointing down y column).
10		Ariel	From here to here (pointing from x column to y column) zero minus eight is that, one minus..
11		Ariel	I got it already it's going to go eight, six, four.
12		R1	Why?
13		Ariel	Cuz zero minus eight is negative eight, one minus six is negative five, and two minus four is negative two, so it's gonna go eight, six, four then it would go hold on, eight six four, two , three , so it comes up to three, what? Cuz here it's subtracted two and it came out to this, here they do nothing it comes out to same, and here they added two it came out to seven. So it would be..
14		R1	So you add, subtract
15		Ariel	You subtract, till it be the same then you add two. No but wait if you follow the rule, you see that the next thing will be minus two six minus two will be four. Seven you would leave the same as seven.
16		R1	Why? So this values are increasing, decreasing or staying the same (pointing to x column)
17		Ariel	So it's subtracts, stays the same and adds
18		R1	When do I know that I have to subtract and when I have to add.
19		Ariel	Well you'll see depending on the, you know you're subtracting when the number comes out smaller, and you see the pattern it subtracts, it stays the same, adds two.

Description: Clip 4 of 6: Beginning work on Guess My Rule problem 5 Parent Tape: Early algebra: Investigating linear functions, Series 4 of 7: Guess My Rule problems 4 & 5 Date: 2005-11-03 Location: Frank J. Hubbard Middle School – Plainfield, NJ Researcher: Carolyn Maher	Transcriber(s): DeLeon, Christina Verifier(s): Yedman, Madeline Date Transcribed: Spring 2013 Page: 2 of 2

			So then you'd go – subtracts, stays the same, add two. Subtract, stays the same, add two. Subtract, stays the same, add two.
20		R1	Negative eight, from negative eight, the y goes from negative eight to negative five. As x increases the negative eight goes to negative five. Negative five goes to negative two. Negative two goes to one.
21		Ariel	It's adding three.
22		R1	Adding three right,
23		Ariel	Adding three, adding three, adding three, adding three, adding three, so this should be like ten this should be thirteen like I wrote, and this should be sixteen like I wrote.
24		Ariel	Ok eight times two is sixteen. Seven plus six is..
25		R1	Where is the eight, where is the rule?
26		Ariel	I see the y value is increasing, by three.
27		R1	Increasing by three, so can you find any rule such that I just give you a value for x and you say y value, you say the corresponding value for y.
28		Ariel	Inaudible
29		R1	Yeah like that something like twenty two, can you come up with a coorespodning value for twenty two, (inaudible) without completing the table.
30		Ariel	Haa no that's hard. Well umm well, oh hold up twenty two is increasing by three...it might be forty two. Might be forty two, let me complete the table. (works on table) no that's wrong, cuz if two is negative two.. (inaudible)
31		R1	You're finding the value for what?
32		Ariel	Twenty two, its fifty eight.
33		R1	Fifty eight? Yeah that's true, fifty eight