

Description: James and Ariel pose "James' problem" and explain their rule for problem 1 Parent Tape: Early algebra: Investigating linear functions, Series 3 of 7: Graphing and sharing Guess My Rule problems, Clip 7 of 7 Date: 2005-11-03 Location: Frank J. Hubbard Middle School – Plainfield, NJ Researcher: Carolyn Maher	Transcriber(s): Yedman, Madeline Verifier(s): Tripathy, Sadhwvi Date Transcribed: Spring 2009 Page: 1 of 2
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Time	Speaker	Transcription
00:00	Ariel	Guess his rule yall
	R1	Which rule is this?
	Ariel	His
	R1	Before we do that, I'd be happy to do that. But will you explain to us what was different about your rule with number 1?
	Ariel	I ain't do no rule, did number three.
	R1	You did number three? Why were you interrupting Brandon's?
	Ariel	Because that's how I did number one.
	R1	Okay, so lets...(cuts out and returns to both boys at projector)
	Ariel	(writing out equation $5 \times 2 = 10 + 1 = 11$) One equals eleven. There you go. Five times two plus one equals this, eleven.
	R1	Does that would for all of those?
	Ariel	Yeah, zero times two is zero, plus one is one. One times two is two plus one is three. Two times two is four plus one is five. Three times two is six plus one is 7. And four times two is 8 plus one is nine.
	R1	Okay, how could we write that rule in general? How would you write that out?
	Ariel	Oo. There you go, times two plus one.
	R1	What does that equal?
	Brandon	What does it equal?
	Ariel	That's that rule
1:22	R1	We are taking there about x and y
	Ariel	I made that too big
1:29		<i>Cuts to another clip of Ariel writing on board.</i>
	R1	What do you guys think of the rule they got there?
	Class	I think it's right
	R1	How is that different for what you did Brandon?
	Brandon	The reason why its different is because they multiplied instead of adding what we did. It's the same thing, but they just multiplied it like its two times...excuse me. It's two times zero, which equals zero of course everybody should know. And then add one.
2:03	R1	Alright, I need everybody to give Ariel and James your attention because they have a new guess my rule they would like you to try. Alright, everybody look up front there. You might even want to grab a scrap sheet of paper on your table and copy this down.
	Brandon	I already got it.
	James	What is it?

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Brandon Times two plus three
 James Wrong
 Brandon But you could do it! Times two plus three
 James Zero times two is zero, plus three that's three. (Repeats himself)
 Brandon I said plus one.
 Ariel Can I tell them? Hold on give them a chance, before they give up, cause they will.
 R1 Our goal is to come up with some sort of a rule, a relationship between the x and the y. So what Brandon showed us was a great example of rule. X times two plus one. But that does not work for this set of data. What I'd like for everybody to spend the next few minutes doing excuse me guys.
 Ariel Can I give them a clue?
 R1 No, no clues. This is a guess my rule that everyone has to work on next. I would like you to come up with a rule for this, go ahead and draw yourself a graph for it if you'd like.
 Brandon I think I got it
 R1 This is a rule I want you to try, if you think you got it write it down on a sheet of paper for me and be prepared to show me that it works. James and Ariel come here I've got another challenge for you.
 Ariel Oh, it easy.
 James *Talking to Brandon about his problem.* Zero plus one, plus three?
 Brandon No, not like that. I know how the rules go. Plus one on the X axis and plus three on the y axis.
 Ariel James come on
 James *to Brandon:* no.
 Brandon That what it look like
 James: No, too bad