

Connecting Student Work to the Goals of the Lesson-Part 1

- 1 Mrs. Mossotti: So what did you think at first, and then what did you do?
- 2 Daejhor: What I thought at first was I had looked at the price of just one ticket. And then
3 we timesed that by four. But we got like \$34, which was a lot of money and it
4 wasn't even on the graph. So, what I did was I took my ruler. I drew a line on,
5 and I made sure I lined it up with the points, and I saw that every time it went
6 up it either was in-between or on point. [points to the board to show in between
7 or on the point]
- 8 Mrs. Mossotti: Okay so I'm going to go back for a second. Somebody in the audience, what
9 did he first get?
- 10 Students: 34.
- 11 Mrs. Mossotti: Serenity?
- 12 Serenity: 34.
- 13 Mrs. Mossotti: And why did he change his answer and think, oh, it's not 34 anymore?
- 14 Binti: It's not on the graph.
- 15 Mrs. Mossotti: What do you mean it's not on the graph?
- 16 Binti: He said 34 is too big. So he said it wasn't on the graph.
- 17 Mrs. Mossotti: What do you mean it's too big? (5 second pause) Keep going. There's lots of
18 numbers on this graph. Why is 34 too big? Somebody can-- Nietzsche go
19 ahead.
- 20 Nietzsche: 34 is too big because the highest the graph goes up to is 14.
- 21 Mrs. Mossotti: Okay so the graph goes up to 14. We're getting something like 34. So you
22 didn't immediately draw that, Daejhor. You estimated. How did you estimate
23 before you drew that line? Somebody besides you explain what Daejhor did.
- 24 Mya: All we did was start from-- what's this? Because one tickets equals like \$8.50.
25 So we just drew the line, and then we saw that each ticket was going up by
26 fifty cents. So where's 4? 4 is \$10.