

Connecting Student Work to the Goals of the Lesson— Part 2

- 1 TEACHER: So what were you guys able to figure out?
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- 3 MAE: So we took those little squares that we had, and we made the steps.
4 And then we rearranged them to make them easier to figure out how
5 many there were.
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- 7 TEACHER: So you rearranged your squares into a different shape?
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- 9 MAE: Yeah.
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- 11 TEACHER: What shape did you rearrange it into?
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- 13 MAE: And we made it so it was a step where it could be like, this number
14 by this number, to get how many squares there were.
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- 16 TEACHER: And I think that was actually something you guys were rearranging
17 into a rectangle, as well. So what was the pattern you were able to
18 notice, once you got your tiles in the right shape?
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- 20 MAE: OK, so for number 4, it would be 2 times 5 would get you the 10 for
21 how many cubes there were. For what I drew, there's the same
22 amount of like squares as there is for the other one, and they're just
23 like moved into a different shape.
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- 25 TEACHER: And how did you connect that 2 to the figure number of 4?
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- 27 MAE: Because the stage numbers is 4, so then we just were looking at it,
28 and we're like, oh, 2 is half of 4, so maybe that has something to do
29 with it.
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- 31 TEACHER: OK.
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- 33 MAE: And then we did the same thing for the 5.
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- 35 TEACHER: And how did you relate 5 to the stage number?
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- 37 MAE: It's 1 more than the stage number.
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- 39 TEACHER: What were you able to figure out then past there?
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- 41 MAE: Then we figured out the equation.
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- 43 TEACHER: And what did your equation look like? Can I actually have you
44 graph it on the Desmos here?