

| line number | curriculum | Task 1 | Task 2 | Explanation |
|-------------|------------|--------|--------|---|
| 202 | | | | |
| 203 | | | | t draws attention to problem 1 on handout; t erases $f(x) = 2x + 4$ |
| 204 | C GFS | | | base salary problem- #1 of handout |
| 205 | C GFS | | | t waves handout |
| 206 | C GFS | | | t reads text in part 1a. of handout |
| 207 | C GFS | | | |
| 208 | C GFS | | | |
| 209 | C GFS | | | |
| 210 | C GFS | | | |
| 211 | C GFS | | | |
| 212 | C GFS | | | |
| 213 | C GFS | | | |
| 214 | C GFS | S CED | | Hank states a rule $x \cdot 4.10$ - connect rule to real situation |
| 215 | C GFS | S CED | | |
| 216 | C GFS | S CED | | |
| 217 | | S CED | | Bret writes $24 + 4.10x$ |
| 218 | | S CED | | Hank writes $24 + 4.10x$ |
| 219 | R CED | | | does $24 + 4.10x$ make sense? |
| 220 | R CED | | | |
| 221 | R CED | | | |
| 222 | R CED | | | |
| 223 | R CED | | | |
| 224 | R CED | | | Bret explains in terms of base plus additional amount per hour; Hank is pointing to what is on the paper. |
| 225 | C GFS, CED | | | second part from curriculum materials |
| 226 | C GFS, CED | | | |
| 227 | C GFS, CED | R CED | | what does x represent |
| 228 | C GFS, CED | R CED | | |
| 229 | C GFS, CED | R CED | | |
| 230 | C GFS, CED | R CED | | |
| 231 | C GFS, CED | R CED | | after Bret says line 218, Hank writes "x = number of hours" then " $24 + 4.10 x$ " |
| 232 | C GFS, CED | | | |
| 233 | C CED | | | relationship bet. the 2 qs; researcher pointing to 2 different qs (1ai and 1aii) on paper, to Bret who nods yes |
| 234 | C CED | | | |
| 235 | C CED | | | |
| 236 | C CED | | | |
| 237 | C CED | | | |
| 238 | C CED | | | |

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|-----|-------|------|------|--|
| 239 | C CED | | | |
| 240 | C CED | S DP | | what do you do to get the number of hours?; as Bret is talking, he writes expression $(a - 24)/4.10$ |
| 241 | C CED | S DP | | |
| 242 | C CED | S DP | | Bret appears to point to the first question on paper. |
| 243 | C CED | S DP | | |
| 244 | C CED | S DP | | |
| 245 | C CED | S DP | | |
| 246 | R CR | | | verify that the rule generated is right |
| 247 | R CR | S PE | | put in a number for x; |
| 248 | R CR | S PE | | |
| 249 | R CR | S PE | | Bret starts writing for $1ai$; $x = 2$ as test for equality of rule. |
| 250 | R CR | S PE | | |
| 251 | R CR | S PE | | Bret writes the value of the inverse for 32.2 which is $(a-24)+4.10$, then 8.20 , then 2 |
| 252 | R CR | S PE | | |
| 253 | R CR | S PE | | |
| 254 | R CR | S PE | | |
| 255 | R CR | | | |
| 256 | R CR | R PE | | |
| 257 | R CR | R PE | | put in 2 for x |
| 258 | R CR | R PE | | |
| 259 | R CR | R PE | | Hank points to $1ai$ and $1aii$; test rule for $x = 4$ |
| 260 | R CR | R PE | | |
| 261 | R CR | R PE | | |
| 262 | R CR | R PE | | |
| 263 | R CR | R PE | | |
| 264 | R CR | R PE | | |
| 265 | R CR | R PE | | |
| 266 | R CR | R PE | | |
| 267 | R CR | R PE | | |
| 268 | R CR | R PE | | Hank writes $24+4.10x4$, then $24+16.40$, then 40.40 then Hank writes $16.40/4.10=4$ |
| 269 | R CR | R PE | | |
| 270 | R CR | R PE | | |
| 271 | R CR | R PE | R DP | what did you do?; |
| 272 | R CR | R PE | R DP | |
| 273 | | | R DP | |
| 274 | | | R DP | |
| 275 | | | R DP | |
| 276 | R CED | | R DP | what does forty forty mean? |
| 277 | R CED | | R DP | |

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|-----|-------|------|------|---|
| 278 | R CED | | R DP | |
| 279 | | | R DP | Hank points to answer to 1aii |
| 280 | | | R DP | |
| 281 | C CED | | | how are the two rules related to one another?; researcher points to the last q on Bret's page |
| 282 | C CED | | | |
| 283 | C CED | | | |
| 284 | C CED | | | |
| 285 | C CED | | | use i-o language to describe inverses |
| 286 | C CED | | | |
| 287 | C CED | | | |
| 288 | C CED | | | |
| 289 | C CED | | | |
| 290 | C CED | | | |
| 291 | C CED | | | |
| 292 | | | | |
| 293 | R IO | | | what do you call it when the output is the input and the input is the output |
| 294 | R IO | | | |
| 295 | R IO | | | |
| 296 | R IO | | | |
| 297 | R GFS | | | can you make up another rule and an inverse |
| 298 | R GFS | | | |
| 299 | R GFS | | | |
| 300 | R GFS | R DP | | describe how you get paid |
| 301 | R GFS | R DP | | |
| 302 | R GFS | R DP | | |
| 303 | R GFS | R DP | | |
| 304 | R GFS | R DP | | |
| 305 | R GFS | R DP | | |
| 306 | R GFS | R DP | | if you knew how much you got paid how could you figure the number of hours? |
| 307 | R GFS | R DP | | |
| 308 | R GFS | R DP | | |
| 309 | R GFS | R DP | | |
| 310 | R GFS | R DP | | |
| 311 | R GFS | R DP | | |
| 312 | R GFS | R DP | | |
| 313 | R GFS | R DP | | |
| 314 | R GFS | R DP | | |