

Activity 2 of Lesson 1: Analyzing Student Thinking Continued

Task 2: Let's keep working with this faucet that dripped 6 ounces of water in 8 minutes. How many ounces dripped in 40 minutes? This time can you do it in your head, or is there a way to just think about it without using a math formula?

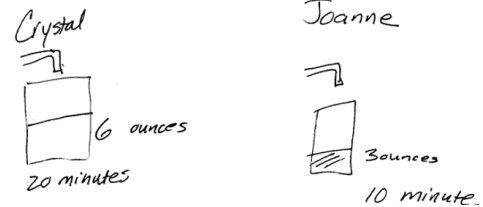
Bonita: I can't do it in my head, it's, it's...

Interviewer: What if this was a 16 instead of a 40? How many ounces in 16 minutes? Could you do it in your head then?

Bonita: Um, I have problem with thinking of these, like, in, in my head. I don't come up with answers really quick, I have to, like either, get a calculator, or write it down.

Task 3:

Crystal placed a bucket under a faucet and collected 6 ounces of water in 20 minutes. Joanne placed a bucket under a second faucet and collected 3 ounces of water in 10 minutes. Were the faucets dripping equally fast or was one dripping faster than the other?



Bonita: Crystal's is slower cos' it took its time. It was like, really slow, and it got behind.

Interviewer: OK.

Bonita: Oh, wait, I've got it backwards. I'm thinking that this one (points to Crystal's faucet) was faster

Interviewer: OK, how come?

Bonita: 'cos in 20 minutes it got 6 ounces, and, yours, um, it took 10 minutes to gain 3 ounces of water.

Interviewer: So when you're saying this one's going faster, are you looking at all four numbers or just some of them?

Bonita: I'm comparing 20 to 10 and 6 to 3. So, all four of them.

Interviewer: And is it because these are bigger numbers than these that it's going faster?

Bonita: Yeah.

Questions to Discuss in Groups:

1. Do you think Bonita is reasoning proportionally? Why or why not?

