

**Activity 1 of Lesson 3:
*Discussion of Video 1***

Discuss in Groups:

1. What do you like about Kate and Christopher’s work?

2. Are you convinced they are reasoning proportionally? Why or why not?

Task and Transcript are on the Back

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Task the students worked on: Make the red car go the same speed as the blue car, when the blue car travels 10 miles in 4 minutes.

Partial transcript of the main things that were said:

Kate: If that was 20 in 8 minutes, that would work.
 Teacher: What do you think about that?
 Christopher: Yeah, it'll go the same speed
 Kate: For that says, that means that it'll take, for 10 miles, it takes 4 minutes. So if you want to double it, you have to double both of them.
 Christopher: [Runs the race on the applet] I think I did it again! [He records 20 miles in 8 minutes in their table.]
 Teacher: Can you find more? Before you try, talk about it together.
 Christopher: 40 and 16 [He enters both numbers into the applet]
 Kate: That works. You're just doubling it.
 Christopher: Yeah. It's just doubling what we just did. [Runs the race on the applet.] So same speed and yeah! [He records 40 miles and 16 minutes.]
 Kate: Now you could make this 15 [enter 15 for the distance]
 Christopher: Would that work?
 Kate: [Enters 6 for the time] And it's 6 minutes
 Christopher: No...yeah that would work. [Runs the race in the applet]. Yep. That works. [Records 15 miles in 6 minutes in their table.]

Dis.		Min.		fast	Slower	a.f.	a.L.
L	F	4	4				
10	5	4	2	==		F	L
10	20	4	8	==		L	F
10	40	4	16	==		L	F
10	15	4	6	==		L	F

Dis. Means Distance
 Min. Means Minutes
 L is the Lamborghini
 F is the Ferrari
 a.f. means "arrives first"
 a.L. means "arrives last"