

## Calling Plans Part 2

Teacher: Elizabeth Brovey

District: Pittsburgh Public Schools

Grade: 8

Clip 2

- 1    *Teacher:*        What patterns do you see?
- 2    *Student:*        Kind of like, 11 . . .
- 3    *Teacher:*        One at a time. Tell me what pattern you see.
- 4    *Student:*        Like, .11, .12, .13, .14.
- 5    *Teacher:*        So, .11, .12, .13, .14 ...put that into words. What's happening to the rate when  
6                                you do that?
- 7    *Student:*        It's going up by 1.
- 8    *Teacher:*        It's going up by ...it's increasing by 1 cent. Right?
- 9    *Student:*        By 11 cents, by 12, 13...
- 10   *Teacher:*        Okay, now I want you to look at what Jake said. You add one cent per minute.  
11                                What's the other thing he said? What's the other thing he said here, Dejuan.
- 12   *Student:*        Subtract 50 cents from the monthly fee.
- 13   *Teacher:*        Subtract 50 cents from the monthly fee. Look up there. What's happening?
- 14   *Student:*        It decreased by 50 cents.
- 15   *Teacher:*        It's decreasing by 50 cents. Stephanie.
- 16   *Student:*        You can also add the ...the um . . .
- 17   *Teacher:*        Do it. That's what I was going to do next. You're the best. Go ahead.
- 18   *Student:*        You can add company B to that.
- 19   *Teacher:*        You could add company B to that. Do it. Tell me.
- 20   *Student:*         $Y = .7x + 2$
- 21   *Teacher:*        You see that?

- 22 *Student:* Yeah.
- 23 *Teacher:* Now.
- 24 *[Crosstalk]*
- 25 *Student:* .09 and then \$2.50, 2 point 50.
- 26 *Teacher:* What would be true of all those equations? What's true of all of those  
27 equations? Go ahead, Jake.
- 28 *Student:* Um, they all intersect at \$7.
- 29 *Student:* Yeah.
- 30 *Teacher:* They all intersect at . . .
- 31 *Student:* \$7.
- 32 *Teacher:* \$7 and ...
- 33 *Student:* 50 minutes.
- 34 *Teacher:* 50 minutes. Why does that work?
- 35 *Student:* 'Cause you do  $y = .13x - 50$ .
- 36 *Student:* That's what I was going to say, too.
- 37 *[Crosstalk]*
- 38 *Teacher:* Okay, I'm going to write that down. Like this?
- 39 *Students:* 15.
- 40 *Student:* .15.
- 41 *Teacher:* .15x.
- 42 *Student:* Yeah.
- 43 *Teacher:* Could you . . .
- 44 *Student:* Then we could pay the company 50 more cents.
- 45 *Teacher:* The questions here are, can you do this? .15x – 50 cents? Can you do this? The  
46 next question is: why are you saying you can do it? And if you can, what would it  
47 mean for the company?

- 48    *Student:*        They're losing money.
- 49    *[Crosstalk]*
- 50    *Teacher:*        They give away 50 cents, it doesn't work? I want to know why it worked. Why do  
51                        all of those work? Why are they all working?
- 52    *Student:*        'Cause they all have the same product.
- 53    *Teacher:*        'Cause they all have what?
- 54    *Student:*        The same product.
- 55    *Teacher:*        The same product? What do you mean?
- 56    *Student:*        They were like, the same, um ...
- 57    *Teacher:*        Why are all of these coming out to the same? How are they all coming out to the  
58                        same?
- 59    *[End of Audio]*