



# EXAMPLE

## SITUATION

Elvia wants to pick apples from the cheapest possible orchard. Palomar Orchard sells apples for \$6/lb plus the entrance cost of \$10. Santa Cruz Orchard sells apples for \$8/lb without an entrance fee. At how many pounds of apples is it better for Elvia to change from one orchard to another?

### Identify where they:

- Explain their ideas
- Clarify their ideas
- Support their ideas
- Evaluate and compare their ideas

What can the teacher do to help them improve their discourse?

## EXAMPLE 1

**1A:** So, what do you think this is about?

**2B:** Elvia is considering to places to decide, like my mom sometimes does in the store. What do you think?

**3A:** I remember the problem that we did yesterday with the two cars. They were driving at different speeds. That is like the two prices of the apples.

**4B:** Oh yeah! She made a picture of the lines that crossed.

**5A:** I think that is what we should do. It is when it changes.

**6B:** Why?

**7A:** Like here the two lines cross because they have different prices.

**8B:** Oh yeah! Like in the car problem.

**9A:** Yeah, but we can't just draw the lines without numbers.

**10B:** Why not?

**11A:** Because we should use the numbers in the problem. But they are not here. We have to look for them.

**12B:** Why don't they just give us the numbers?

**13A:** Let's make a table like yesterday. It had a lot of numbers.

**14B:** Oh yeah! We put how much on the left, and the price here. If we buy more, the price increases. So, the pounds is X and the cost is Y.

**15B:** That is just the price of the orchard. I think we have to do two tables.

**16A:** Ok, so for Palomar, 10 pounds costs \$8.

**17B:** Don't forget that the entrance is free.

## EXAMPLE 2

**A:** So, what do you think that this is about?

**2B:** I think that it should be 7.

**3A:** Why?

**4B:** I don't know, because it is in the middle of 6 and 8.

**5A:** Ok, if you say so.