January 26, 1990. The class is discussing a conjecture:

Betsy’s conjecture:
An odd number plus an odd number equals an even number.

This is one of several conjectures on the table in the class. Others include:
an even number plus an even number equals an even number and an odd
number plus an even number equals an odd number. The children have
been providing examples of the conjecture and considering a revision Betsy
had proposed but that the class ultimately ruled out.

Teacher: Other comments about the conjecture? So right now we
saw that so far it looks like we might be able to use
different odd numbers. Did anybody come up with an
example that didn’t work, for example? Did anyone find
an odd number plus an odd number that didn’t equal an
even number? Jeannie, you found one?

Jeannie: Me and Sheena were working together, but we didn’t
find one that didn’t work. We were trying to prove that
Betsy’s conjecture- that you can’t prove that Betsy’s
conjecture always works.

Teacher: Go on, Jeannie. Say more about why you think that.

Jeannie: Because there's- like numbers go on and on forever and
that means odd numbers and even numbers go on
forever, and so you couldn't prove that all of them
worked.

Teacher: What are people's reactions to what Jeannie and
Sheena thought? They said they didn’t find one that
didn’t work, but they don’t think we can prove it always
works because numbers go on forever and ever. Ofala?

Ofala: I think it can always-

Teacher: (Motions towards the other children) Talk that way.

Ofala: I think it can always work because I tried almost...
(counts the examples in her notebook) Eighteen of them, and I also tried a Sean number, so I think... I
think it can always work.

Teacher: Mei?

Mei: I think it could always work because with those
conjectures (motions to several previously discussed
and widely agreed-upon conjectures, posted above the
chalkboard) we haven’t even tried them with all the
numbers that there is, so why do you say those work?  
Well, we haven't even tried all those numbers that there ever could be.

Teacher: So, are you agreeing with Jeannie or not?  
Mei: I disagree.

Teacher: But I don't understand. You're saying we haven't tried all the numbers, that's what she's...  
Mei: Like she's saying that we can't make sure it's working because there's many, many, like- Numbers goes on forever.

Teacher: Yeah.

Mei: Yeah, but we haven't tried- We haven't- She said that it's not always true. Then why do you say that it's- that those conjectures is not always true?

Teacher: Oh, you're talking about these? (points at the posted conjectures which Mei felt the class had previously accepted)

Mei: Uh-huh. But why don't you say that those are true because we haven't tried every number that there was. So you can't really say that those are true if you're saying that you want to try every number there ever was.

Teacher: Jeannie?

Jeannie: I never said that they were true all the time...

Mei: Then why do- then why didn't you disagree when like Lucy and everybody agreed with those conjectures?

Jeannie: Because I wasn't thinking about it.
<table>
<thead>
<tr>
<th>NAME</th>
<th>GENDER</th>
<th>RACE</th>
<th>COUNTRY</th>
<th>ENGLISH PROFICIENCY</th>
<th>HOW LONG AT THIS SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindiwe</td>
<td>M</td>
<td>African-American</td>
<td>U.S.A./South Africa</td>
<td>fluent</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Nathan</td>
<td>M</td>
<td>White</td>
<td>Ethiopia</td>
<td>fluent</td>
<td>3 years</td>
</tr>
<tr>
<td>Betsy</td>
<td>F</td>
<td>White</td>
<td>Canada</td>
<td>native speaker</td>
<td>4 months</td>
</tr>
<tr>
<td>Daniel</td>
<td>M</td>
<td>Asian</td>
<td>Indonesia</td>
<td>developing</td>
<td>3 years</td>
</tr>
<tr>
<td>Jeannie</td>
<td>F</td>
<td>White</td>
<td>U.S.A.</td>
<td>native speaker</td>
<td>3 years</td>
</tr>
<tr>
<td>Keith</td>
<td>M</td>
<td>African-American</td>
<td>U.S.A.</td>
<td>native speaker</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Tembe</td>
<td>M</td>
<td>African Black</td>
<td>Kenya</td>
<td>fluent</td>
<td>3 years</td>
</tr>
<tr>
<td>Mei</td>
<td>F</td>
<td>Asian</td>
<td>Taiwan</td>
<td>fluent</td>
<td>2 years</td>
</tr>
<tr>
<td>Lucy</td>
<td>F</td>
<td>White</td>
<td>U.S.A.</td>
<td>native speaker</td>
<td>3 years</td>
</tr>
<tr>
<td>Maria</td>
<td>F</td>
<td>Latina</td>
<td>Nicaragua</td>
<td>beginning</td>
<td>4 months</td>
</tr>
<tr>
<td>Mark</td>
<td>M</td>
<td>White</td>
<td>U.S.A.</td>
<td>native speaker</td>
<td>2 years</td>
</tr>
<tr>
<td>Ofala</td>
<td>F</td>
<td>African Black</td>
<td>Nigeria</td>
<td>fair</td>
<td>3 years</td>
</tr>
<tr>
<td>Devin</td>
<td>M</td>
<td>White</td>
<td>Nepal</td>
<td>beginning</td>
<td>9 months</td>
</tr>
<tr>
<td>Riba</td>
<td>F</td>
<td>White</td>
<td>Egypt</td>
<td>good</td>
<td>3 years</td>
</tr>
<tr>
<td>Harooun</td>
<td>M</td>
<td>Asian</td>
<td>Indonesia</td>
<td>developing</td>
<td>16 months</td>
</tr>
<tr>
<td>Sean</td>
<td>M</td>
<td>White</td>
<td>U.S.A.</td>
<td>native speaker</td>
<td>2 years</td>
</tr>
<tr>
<td>Sheena</td>
<td>F</td>
<td>African-American</td>
<td>U.S.A.</td>
<td>native speaker</td>
<td>4 months</td>
</tr>
<tr>
<td>Tory</td>
<td>F</td>
<td>White</td>
<td>U.S.A.</td>
<td>native speaker</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Cassandra</td>
<td>F</td>
<td>African-American</td>
<td>U.S.A.</td>
<td>native speaker</td>
<td>16 months</td>
</tr>
</tbody>
</table>

¹NOTE: This column reflects the length of time the child had been in this school as of 1/26/90. No one had been in this class longer than 4 months (since September).