01:18:50 Michael: is repeating Romina’s idea using towers to convince the researcher he understands and he is pointing with a marker to the redrawn Pascal’s Triangle. **Communication improvement**

Romina:answering researcher’s question about labeling the blocks A or B and Romina says to use x and y. **guidance: researcher questioning; informal leadership**

Jeff: has left- not visible

Brian: Researcher questions Brian to see if it makes sense to him and he agrees that it does **guidance: researcher questioning; collaboration**

01:19:30 Michael: is lacking active participation but is visible in the beginning listening to the researcher’s question. **Passive participation**

Romina: answers the researcher’s question by saying “All right, you see I haven’t done that yet either” **Guidance: researcher questioning; verifying completion**

Jeff: has left -not visible

Brian is lacking active participation but is visible in the beginning listening to the researcher’s question. **Passive participation**

01:19:55 Michael: is looking at Romina’s work with Brian by saying “That should be 21” **Checking answer**

Romina:is working with Brian and Mike checking their work saying “What would that be anyway?”**Checking answer**

Jeff: has left -not visible

Brian: is checking work with Mike and Romina **Checking answer**

01:20:45 Michael: says that “Like we know that it is that ”**Checking answer**

Romina: drawing on the triangle and writing more rows of the triangle on paper “this one is 35” checking answer **Constructing**

Jeff: has left -not visible

Brian: is point to numbers on the triangle and helping Romina write the correct numbers **Checking Answer**

01:21:10 Michael: acknowledges that there is a pattern but has expressed that they have not answered the researcher’s question about how “He wants to know why?” **Verifying Completion**

Romina: explains what she means about how many blocks there are and is pointing between the transparency grid and the redrawn Pascal’s Triangle. **Presentation: Informal**

Jeff: has left -not visible

Brian: answers Mike that Romina means five across and two down **Communication improvement**

01:22:05 Michael: working with a figure of the first six rows of Pascal’s Triangle and is asking Romina “Are you saying five across- one, two, three, four, five, one two?” **Communication improvement**

Romina:explaining how many blocks there are. **Presentation; informal**

Jeff: has left -not visible

Brian: not audible or visible

01:22:55 Michael: asking Romina why it is 35? **Communication improvement**

Romina: circles the two entries of 21 at 7C2 and 7C5 in the seventh row of Pascal’s Triangle, relating this to their grid point of (5, -2) with Mike **Presentation; informal**

Jeff: has left -not visible

Brian: not audible

01:23:45 Michael: Discussing with Romina that “Two Across and Two Down would be this one” **Checking Answer**

Romina: explains that “No matter how you go there you had to take four spaces” **Presentation, informal**

Jeff: has left -not visible

Brian: not audible or visible

01:24:50 Michael: finally agrees with Romina after she further explains. **checking answer**

Romina:explains in more detail why her argument is correct. **presentation: informal;**

Jeff: has left -not visible

Brian: “Its cool. Don’t call them in yet Let’s hang out” **off task**

01:25:15