STUDENT: E cost a lot more than A does because it's further along the *x*-axis.

STUDENT: Yeah. So we all agree with Student 2.

PATTY FERRANT: I hear her talking but no one is looking at her and she's not speaking very loudly. Sit up, have a conversation. Keep talking, you guys. Come on, I'm listening.

So *y*-axis? Make sure he can say that, make sure she can say that. Come on, step it up. Come on, make her say. Let's go. See, I... What do you mean closer to the...is that... You guys, he's just keep saying. He's not using the strategy at all. He's just saying it's closer to an axis. How does closer to the axis help? So you guys got to help him out -- he's struggling with this. You got to help him out.

STUDENT: Like, a horizontal line to the *y*-axis.

STUDENT: Yeah.

STUDENT: You said *x*.

STUDENT: No, I said *y*.

STUDENT: You said *x*.

STUDENT: What? Well, I mean *y*, *y*-axis.

STUDENT: Yeah, the *y*-axis...

STUDENT: So you got to go vertical line.

STUDENT: It can't be the vertical line because on the last one it was on the vertical line.

STUDENT: Look at the graph. It's saying that and that. It means you have to go vertical and you have to go horizontal.

STUDENT: Okay, okay. But then it says which plan provides more minutes, A and E or B and C? A and E are somewhat similar. They have the same length of what...

STUDENT: A and E have the same cost.

STUDENT: They have the same minutes because minutes is on the *y*-axis, cost is on the *x*-axis. Going down the vertical line is talking about the cost. Going to the right, I mean the left on the *y*-axis is the cost, I mean the monthly minutes. A and E are somewhat on the same line as you can see over there. They're somewhat around the same line.

PATTY FERRANT: Come up here and explain Student 1 or Student 2 and use the graph to prove it. Go ahead Chloe. So we're all trying to make sense.

STUDENT: I think it's Student 2 because A and E have the same horizontal line if you put...if you put horizontal line for each point into the vertical axis.

PATTY FERRANT: Which is the vertical axis? What is the name of it?

STUDENT: It's the, it's the...

PATTY FERRANT: What's the vertical axis, you guys?

STUDENTS: *Y.*

PATTY FERRANT: *Y*-axis? Okay, so show us what you mean. How does that strategy help?

STUDENT: Because if you make a line before E, it also goes through A, which means they have the same number of minutes.

PATTY FERRANT: Same number of minutes? Okay. Because that line is going to which axis?

STUDENTS: *Y*-axis.

PATTY FERRANT: *Y*-axis.

STUDENT: Sure, B and C have the same vertical line but then that's for the monthly cost.

PATTY FERRANT: Because which axis is that going to? The *x*-axis. Okay. Thanks, Chloe.