PATTY FERRANT: Make sure your group members are getting it and they're not...they have to speak precisely. So one more time, I want to know why is point A the least expensive plan. Anthony, I'm not going to call on you, thank you though. Chloe, I'm not going to call on you, thanks though. I need some other people to step it up. Aliyah, I'm not going to call on you. Thank you.

STUDENT: Point A is more to the left on the *y*-axis, which means it's closer to the origin [inaudible].

PATTY FERRANT: Can you say that again but I hear...I already hear confusion. You've got to speak up. I already hear...I'm already confused.

STUDENT: Point A is more to the left of the *y*...I mean *x*-axis.

PATTY FERRANT: Did you say *x*-axis last time? What axis did he say the first time?

STUDENTS: *Y*.

PATTY FERRANT: He said *y*. You guys have to slow down and really think about what you're saying. Say it one more time.

STUDENT: Point A is more to the left on the *y*-axis.

PATTY FERRANT: *Y*? Left? If you're on the *y*-axis, are you left or right? You're what? But when you say *y*-axis, now that causes confusion. So say it one more time.

STUDENT: Point A is more to the left on the *x*-axis.

PATTY FERRANT: And how do you know? What was the strategy?

STUDENT: You draw a vertical line.

PATTY FERRANT: If you chose to use the vertical line and that's how Alex started us, when you drop the points down, what happens again?

STUDENT: It's more to the left.

PATTY FERRANT: And what does that mean?

STUDENT: It means it's closer to the origin.

PATTY FERRANT: Which is? What does the origin tell us?

STUDENT: That it cost less.

PATTY FERRANT: The origin tells us it cost less? What does the origin tell us about the cost? Cost is zero, so I want to compare these. Why is A the least expensive plan? I'm not convinced yet. I'm not convinced. I need more. Alyssa?

STUDENT: So A is closer to the origin because on the number line...

PATTY FERRANT: On a number line...

STUDENT: the origin is zero so when you go right...just say A is smaller than C because C is further from the origin.

PATTY FERRANT: And which axis are you referring to again? Which number line? Which axis?

STUDENT: The *y*.

PATTY FERRANT: The *y*-axis?

STUDENT: No, the *x*, the *x*.

PATTY FERRANT: So now I'm realizing people are still confusing the *x* and *y*. The *x*-axis, the *x*-axis. All right.