

PATTY FERRANT: So I want you to talk to that group. Talk to your group. How does this prove that Plan B is the best buy?

STUDENT: More minutes and less cost.

STUDENT: Also because the other ones are like, A is steep but it has little monthly cost.

STUDENT: The line that is steeper, more vertical, it has less time to go farther distance. B is...shows it's one, as like, if you replace monthly cost with time and then minutes with distance it has the less amount of time, which would beat cost for more amount of distance, which would be minutes. So it's sort of like the runner saying...it shows that it costs less for more minutes.

STUDENT: ...so then the anchor poster, the one that says faster versus slower connects with that poster that someone did.

STUDENT: If it's more vertical from the graph then it's like more, like, it's better to buy, but if it's more vertical then the graph is worst.

STUDENT: You mean horizontal, right, for worst?

STUDENT: Oh yeah, horizontal. Sorry.

STUDENT: The steeper it is, best buy. Flatter, worst buy.

PATTY FERRANT: Per cost. So what have we been doing? What have we been doing? But what have we learned? I'm trying to see if you can see the connection between distance and time. What have we learned with distance, time? So what have we learned? Distance, time. What have we discussed?

STUDENT: [Inaudible]

PATTY FERRANT: No, what have we discussed about the lines? There's a huge poster back there. Didn't he say something about steepness? Are you looking at the poster? You guys got to talk and use the resources.

PATTY FERRANT: You see a connection? All right, tell me about you're noticing. Start us off.

STUDENT: B's line is the steepest in all of them.

PATTY FERRANT: Okay, B's line is the steepest line. Connect, make that connection. What have we been realizing when we're doing distance-time graphs and we have an anchor poster. Everyone turn back and point to the correct anchor poster.