



Oct 27th 4:22:22 am

Nice to see you again. 🙂 A tutor will be with you any moment.

Oct 27th 4:22:24 am



Oct 27th 4:22:50 am

Have you done any work on this problem?

Oct 27th 4:22:52 am

If so, o it! Sharing even the tiniest bit of work will help your tutor help you.

Oct 27th 4:22:55 am

Naw

Oct 27th 4:23:04 am

It's all good, your tutor can start at the beginning 😜

Oct 27th 4:23:06 am

Sounds good 👈

Oct 27th 4:23:10 am



Oct 27th 4:23:12 am

Yup believes teaching you how to solve problems is better than giving you answers. 100

Oct 27th 4:23:15 am

Any other tips?

Oct 27th 4:23:21 am

Sure!

Oct 27th 4:23:24 am

Sending a 🙆 of the progress you've made helps you arrive at a solution faster. 🗞

Oct 27th 4:23:27 am

Thanks for your participation, now you're better prepared for your session.

Oct 27th 4:23:35 am

Your tutor is moments away 🤤

Oct 27th 4:23:37 am

SESSION STARTED AT 10:28 PM

Oct 27th 4:28:32 am

Hi Krystal!

Oct 27th 4:28:34 am ✓ Introduction: Greets student by name

Hello!

Oct 27th 4:28:37 am

Welcome to Yup!

Oct 27th 4:28:38 am ✓ Introduction: Welcomes student to Yup

Is there a math question which I can help you with?

Oct 27th 4:28:46 am

I was hoping you could give me a few to practice

Oct 27th 4:29:07 am

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Oct 27th 4:29:16 am

Sure. Which topic are you revising now?

Oct 27th 4:29:25 am

Please let me know so that I can prepare some questionss for you.

Oct 27th 4:29:54 am

Oh good! I found a past test over the lessons. Can you guide me through a couple to refresh my memory

Oct 27th 4:30:02 am

That's great!

Oct 27th 4:30:10 am

Please send me a screenshot of the questions when you are ready.

Oct 27th 4:30:23 am

Alrighty

Oct 27th 4:30:38 am

Thank you.

Oct 27th 4:30:53 am



0 11 mod 18 0 - 2.88 and - 25 where number halfway behaven the two given intro 2 numbers 3 1.48 and 1.9864 3 -5 and -0.45 (-1.45 and 1.45.04
 (-1.46 +(6.06))
 (-0.25 + ²/₈ - 1/₄) Simplets each repression using a single reponent. (1) (-1)" (-1)" () 2":2 () C: () 2" Simplety (12) <u>5° · 3"</u> 3-5 () 3'·(1) () 5" (A" &")" 5a'a' Write each expression using a single exponent (<u>3⁴·5¹</u> ([(-4)⁵]⁵ Single Ja (1) (3m⁺)² 10n⁻¹ $\textcircled{3} \underbrace{\left(4\chi^{-1}\right)^{-2}}_{10} \qquad \textcircled{3} \underbrace{\chi^{5}}_{10}$ (2x4)2 (3x*y)* (20) 9x y

Oct 27th 4:31:18 am

Thank you!

Oct 27th 4:31:46 am

Can we just do two or one from each section on this?

Oct 27th 4:31:51 am

Sure. Shall we start from question 1?

Oct 27th 4:32:13 am ✓ A1: Determine starting point

Okay

Oct 27th 4:32:24 am

Do you have any idea about how to start the question?

Oct 27th 4:32:36 am ✓ A1: Determine student's level of understanding

Yes I think I remember. I'll start on it and send it you to check?

Oct 27th 4:33:06 am



Oct 27th 4:33:10 am

That will be great!

Oct 27th 4:33:16 am

I will appreciate your participation in solving the question.

Oct 27th 4:33:27 am

Note: This would be best phrased as "I appreciate your participation..." or "I would appreciate..."



Oct 27th 4:33:48 am

You have a great start!

Oct 27th 4:34:03 am ✓ C2: Positive language

Nice work :)

Oct 27th 4:34:09 am ✓ C2: Encouraging words / punctuation

Oh I still need to simplify!

Oct 27th 4:34:09 am

Yes. We have to simplify the fraction, which is a rational number.

Oct 27th 4:34:22 am V B2: Tutor builds on student's thoughts

What do you think we should do to simplify the fraction?

Oct 27th 4:34:32 am C3: Invite student input

Div	/id	е	by	5

Oct 27th 4:34:46 am

Yes. We can divide both numerator and denominator by their common factors.

Oct 27th 4:35:03 am V B2: Tutor builds on student's thoughts

In fact, there is a fast and effective way.

Oct 27th 4:35:15 am V B2: Tutor leads student towards the most straight-forward approach

Really !?

Oct 27th 4:35:26 am

Krystal, what do you know about the Greatest Common Factor (GCF)?

Oct 27th 4:35:28 am 🗸 A1: Probe the student's understanding of concepts

Enough info to do a problem

Oct 27th 4:35:49 am

Do you mean you can find the GCF between 135 and 150?

Oct 27th 4:36:10 am

After that, you just need to divide both 135 and 150 by their GCF. This is the faster method.

Oct 27th 4:36:30 am \checkmark B2: Explain approach and rational upfront

Yes but it might take a while

Oct 27th 4:36:36 am

I see. So you prefer divide by 5.

Oct 27th 4:36:46 am 🗸 C1: Adapt to student's preferred approach Note: This would be best phrased as "...prefer to divide by 5" or "...prefer dividing by 5" Sure. Please go ahead and give it a try!

Oct 27th 4:36:55 am \checkmark C3: Encourage student to take step independently



Oct 27th 4:40:00 am

-

3.5

135= 3335

I thought you went to divide both numerator and denominator by 5.

Oct 27th 4:40:05 am

Ohhhhh

Oct 27th 4:40:21 am

Good job!

Oct 27th 4:40:22 am V C2: Positive language

You got the correct GCF.

Oct 27th 4:40:34 am

How should we simplify 135/150 after this step?

Oct 27th 4:40:44 am V C3: Invite student input

By dividing by 15

Oct 27th 4:40:58 am

Woohoo! You are right :)

Oct 27th 4:41:05 am V C2: Encouraging words / punctuation

And what will be the simplest fraction? The final answer?

Oct 27th 4:41:23 am 🗸 C3: Encourage student to take the next step

Can I ask a quick question

Oct 27th 4:41:29 am

Yes, please.

Oct 27th 4:41:35 am



Oct 27th 4:41:51 am

That's how we found the gcf right?

Oct 27th 4:42:02 am

Note: Here the student may have been asking about the actual step in which the GCF is determined, after prime factorization. It may have been helpful for the tutor to address multiplying the common prime factors to arrive at 15 as this isn't clear in the student's work.

Would it still work if they were different numbers?

Oct 27th 4:42:44 am

Are you referring to the GCF method?

Oct 27th 4:42:16 am V C2: Encouraging language

Oct 27th 4:43:06 am

Nice work, you got it!

yes

Oct 27th 4:43:11 am

Good question!

Oct 27th 4:43:14 am

As long as both numerator and denominator have a GCF (except for 1), we can use this method.



Oct 27th 4:43:52 am

For example, 24/40 can be simplified to 3/5 by dividing both 24 and 40 by their GCF 8.

Oct 27th 4:44:15 am \checkmark B2: Demonstrate concept using similar example

Ohhhh! So we could even do it by 5 but we'd still have to simplify?!

Oct 27th 4:44:22 am

You're right!

Oct 27th 4:44:39 am

You can divide by 5, however, you have to keep simplify until both numerator and denominator have no more common factors, which are more than 1.

Oct 27th 4:45:07 am B2: Expands on student input / C1: Addresses student's question

Note: This would be best phrased as "... have to keep simplifying until..." or "...have to simplify until..."

Oct 27th 4:45:18 am

Oct 27th 4:45:22 am V C1: Check with the student to ensure understanding



Oct 27th 4:45:26 am

Just a quick recap, what is the simplified form of 135/150?

Oct 27th 4:45:56 am \checkmark B2: Directs discussion back to final answer / C3: Encourages student input



Oct 27th 4:46:01 am

Please let me know about your final answer.

Oct 27th 4:46:03 am

You're doing great!

Oct 27th 4:46:09 am 🗸 C2: Motivates student with encouraging language

That's correct! Nice work :)

Oct 27th 4:46:19 am

Yay!

Oct 27th 4:46:26 am

Oh I have another question

Oct 27th 4:46:38 am

Sure.

Oct 27th 4:46:41 am

Please let me know.

Oct 27th 4:46:51 am

On my test my teacher corrected me and stopped at 27/30. We can still simplify by 9/10?

Oct 27th 4:47:19 am

Note: The student's teacher may have been looking for this answer if the expected approach was using equivalent fractions to find a rational number between 13/15 and 14/15.

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Oct 27th 4:47:22 am

That's correct.

Oct 27th 4:47:35 am

What do you think is the common factor between 27 and 30?

Oct 27th 4:47:45 am V C3: Invite student input



Oct 27th 4:47:56 am

Nearly there!

Oct 27th 4:48:10 am \checkmark C2: Motivates student with encouraging language

Divided by three

Oct 27th 4:48:13 am

Awesome job :)

WOOHOO!

Oct 27th 4:48:45 am

Did I clear your doubt now?

Oct 27th 4:48:46 am 🗸 C1: Check with the student to ensure understanding



Great!

Oct 27th 4:48:55 am

Is there any other question which I can help you with?

Oct 27th 4:49:06 am 🗸 Tutor checks to see if student needs more help

Can u choose one hard question from the test?

Oct 27th 4:49:38 am

Please give me a moment.

Oct 27th 4:49:48 am

How about question 12?

Oct 27th 4:50:08 am

Okay

Oct 27th 4:50:17 am

Do you have any idea about how to start question 12?

Oct 27th 4:50:19 am 🗸 A1: Determine starting point / probe student's level of understanding

Yes

Oct 27th 4:50:23 am

Let me know your first step, please.

Oct 27th 4:50:36 am 🗸 C3: Encourage student to take the first step



Oct 27th 4:50:54 am

Good job!

Oct 27th 4:51:03 am ✓ C2: Encouraging words

You are applying the law of exponent $a^{n}(m) * a^{n}(n) = a^{m+1}(m+n)$ correctly.

Oct 27th 4:51:16 am 🗸 B2: Provide rationale behind step

Are you able to complete the rest of the question?

Oct 27th 4:51:37 am \checkmark C3: Invite student to proceed independently

I think so

Oct 27th 4:51:45 am

If you could, please give show me the complete working when you are done :)

Oct 27th 4:51:55 am

Great! Give it a try!

Oct 27th 4:51:59 am 🧹 C2: Positive language





Oops! You made one slight mistake. Can you try again?

Oct 27th 4:52:45 am \checkmark C2: Acknowledge student's mistake without causing stress



Oct 27th 4:52:56 am



Oct 27th 4:53:13 am

Both numerator and denominator are correct.

Oct 27th 4:53:23 am

Laws of Exponents		
product	a ^m ⋅ a ⁿ = a ^{m+n} Add exponents	$2^2 \cdot 2^3 = (2 \cdot 2)(2 \cdot 2 \cdot 2) = 2^5$
quotient	$\frac{a^{m}}{a^{n}} = a^{m \cdot n}$ Subtract exponents	$\frac{2^{3}}{2^{2}} = \frac{2 \cdot 2 \cdot 2}{2 \cdot 2} = 2^{3 \cdot 1} = 2$
power	(a ^m) ⁿ = a ^{m-n} Multiply exponents	$(2^2)^3 = (2 \cdot 2 \cdot 2)(2 \cdot 2 \cdot 2)(2 \cdot 2 \cdot 2) = 2^5$
inverse	$a^{-1} = \frac{1}{a}$ Take the reciprocal	$2^{-1} = \frac{1}{2}$ (this is a definition)
zero exponent	a ⁰ = 1	$2^0 = 1$ Anything raised to the zero power is one.

Oct 27th 4:53:31 am V B2: Uploads helpful information to supplement explanation

✓ C1/C3: Tutor clarifies error without giving too much away

When we have a fraction, we should subtract the exponents. Kindly look at the second row.

Yes okay so -2 - (-5)

Oct 27th 4:54:19 am

That was hard! Nice work :)

Oct 27th 4:54:24 am \checkmark C2: Encouraging words

And what is the result of the exponent here?

Oct 27th 4:54:32 am 🧹 C3: Encourage student to take the next step

3^7? Oct 27th 4:54:57 am

So close!

Oct 27th 4:55:06 am \checkmark C2: Reassuring language

Kindly note that it is "-2" instead of "+2".

Oct 27th 4:55:16 am 🗸 C1: Tutor redirects student's mistake without causing stress

For example, 1 - (-2) = 1 + 2 = 3

Oct 27th 4:55:23 am

✓ B2: Presents a similar example to demonstrate concept

However, -1 - (-2) = -1 + 2 = 1.

Oct 27th 4:55:31 am

Did you manage to see the difference now?

Oct 27th 4:55:39 am V C1: Check with the student to ensure understanding

Oh my gosh yes I do now

Oct 27th 4:56:04 am



Oct 27th 4:56:19 am



Oct 27th 4:56:23 am 🗸 B2: Uploads their step to help the student visualize the problem and follow along



Oct 27th 4:56:39 am

That's correct! Nice work :)

Oct 27th 4:56:45 am ✓ C2: Encouraging words

Thank you:)

Oct 27th 4:57:07 am

You're welcome!

Oct 27th 4:57:12 am

Does everything make sense so far?

Oct 27th 4:57:19 am 🧹 C1: Check with the student to ensure understanding



Great!

Oct 27th 4:57:36 am

Could you please submit a new session so that another tutor can help you? It is actually the end of my shift now :)

Oct 27th 4:58:02 am

(Note: While we discourage tutors from ending a sessions early unless entirely necessary, the tutor handled this appropriately by waiting until a sound conclusion was reached before politely informing the student that they needed to leave.)



Oct 27th 4:58:13 am

Student ended session

Oct 27th 4:58:14 am