

Dec 8th 8:08:01 am

Aminah!

Dec 8th 8:08:03 am

I'm connecting you with a tutor now.

Dec 8th 8:08:05 am

Sounds like a plan

Dec 8th 8:08:09 am

TUTOR FOUND, NOW REVIEWING PROBLEM AT NO CHARGE

Dec 8th 8:08:10 am

Did you start on the problem, even just a little?

Dec 8th 8:08:12 am

If so, take a 📷 of your work so I can send it to the tutor. There's no such thing as sending too little work 😊

Dec 8th 8:08:14 am

SESSION STARTED AT 1:08 AM

Dec 8th 8:08:28 am

Hi Aminah, welcome to Yup! I'm Mr Sharma and I'll be helping you out.

Dec 8th 8:08:35 am ✓ *Introduction: Greets student by name, welcomes them to Yup, introduces himself by last name*

Hello! (:

Dec 8th 8:08:45 am

How are you doing today?

Dec 8th 8:08:46 am ✓ *Introduction: Builds rapport with warm greeting*

I'm great, thank you. How are you?

Dec 8th 8:09:17 am

I'm doing good. Thanks for asking!

Dec 8th 8:09:26 am

I've reviewed your problem. Let's work together to figure out exactly where you're stuck.

Dec 8th 8:09:35 am

Good! (:

Dec 8th 8:09:38 am

What have you tried on this problem so far?

Dec 8th 8:09:41 am ✓ A1: Determine progress

Ok, thank you.

Dec 8th 8:09:52 am

How far along are you in solving the problem?

Dec 8th 8:10:08 am ✓ A1: Determine progress

I've tried putting a zero in for the y when solving for the x intercept, but I don't think that's the right way to do it, I'm not sure.

Dec 8th 8:10:58 am

Why are you unsure about what you did?

Dec 8th 8:11:25 am ✓ A1: Invites student to share more about their progress

Idk, it just didn't look right

Dec 8th 8:11:47 am

Can you tell me what you know about x-intercept?

Dec 8th 8:12:03 am ✓ A1: Gauge student's existing know ledge

It's where the line meets the x axis & where you have the x intercept, y=0

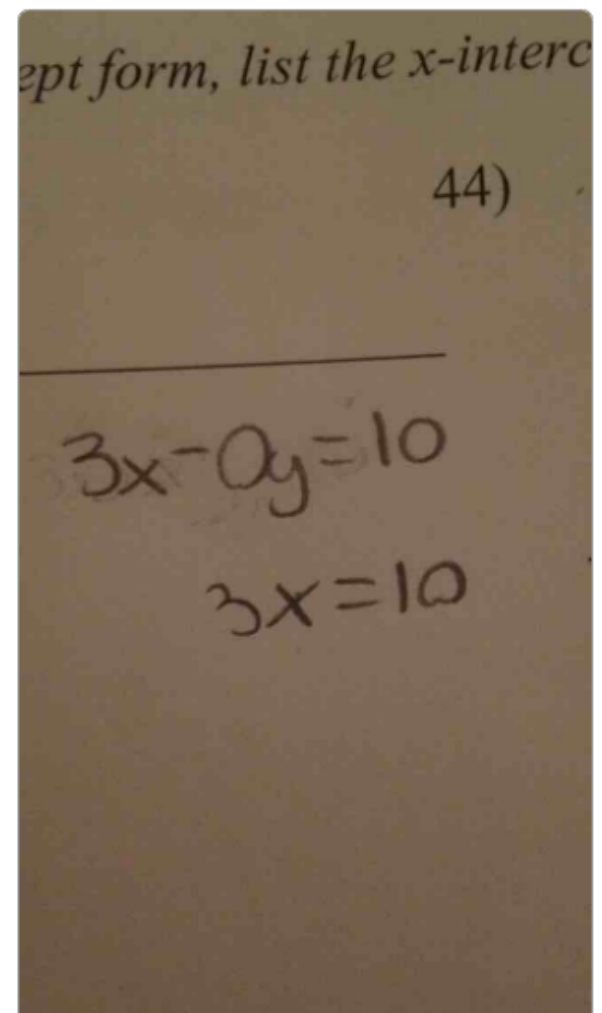
Dec 8th 8:12:54 am

Exactly!

Dec 8th 8:13:02 am ✓ C2: Positive language

So, what would we get after substituting y = 0 in the given equation?

Dec 8th 8:13:19 am ✓ C3: Guiding question



Dec 8th 8:14:12 am

This?

Fantastic!

Dec 8th 8:14:20 am ✓ C2: Positive language

So, what is the x-intercept here?

Dec 8th 8:14:26 am ✓ C3: Guiding question

10/3 ?

Dec 8th 8:14:54 am

Woohoo! You are right :)

Dec 8th 8:14:59 am ✓ C2: Encouraging words / punctuation

Now, can you tell me what is the slope intercept form of line here?

Dec 8th 8:15:14 am ✓ B2: Guide student towards next step

Awesome! Yay!

Dec 8th 8:15:18 am

I know it has to be written  $y=mx+b$

Dec 8th 8:15:42 am

Almost correct!

Dec 8th 8:15:53 am ✓ C2: Acknowledge student's mistake without causing stress

$Mx+b$

Dec 8th 8:15:57 am

Sorry, typo

Dec 8th 8:16:03 am

There you go!

Dec 8th 8:16:04 am

Well done!

Dec 8th 8:16:07 am ✓ C2: Reassuring language

And what does m and b represent in the slope intercept form of line?

Dec 8th 8:16:27 am ✓ C3: Expand scope of guiding questions if student is succeeding

M is slope, & I can't remember what b is

Dec 8th 8:16:55 am

b is the y-intercept.

Dec 8th 8:17:06 am ✓ C1: Adapt explanation to student's knowledge gap / B2: Build up missing background knowledge

Oooh

Dec 8th 8:17:18 am

So, can you transform the given equation in slope intercept form?

Dec 8th 8:17:23 am ✓ C3: Encourage student to take the next step

Shouldn't I find the y intercept first?

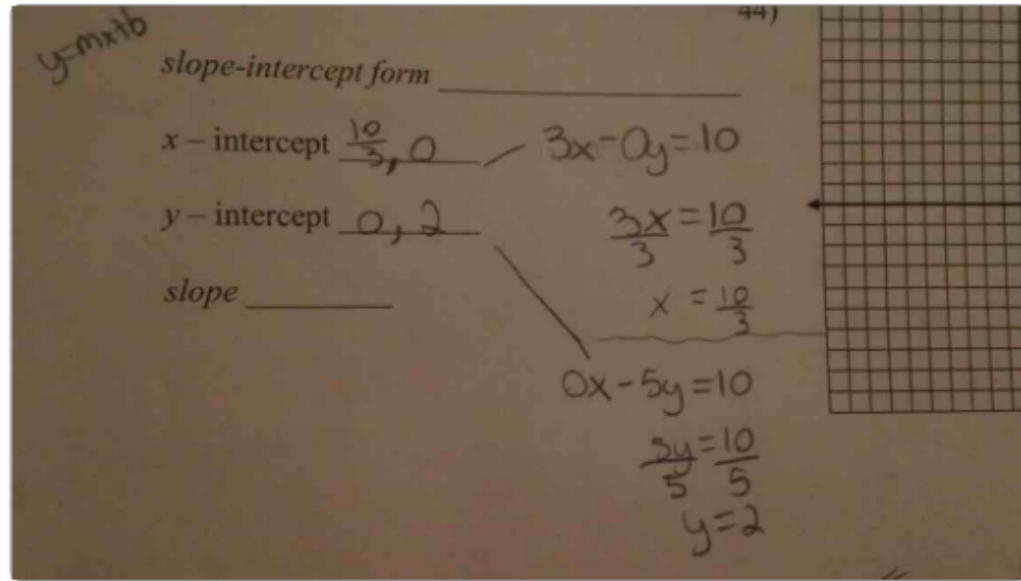
Dec 8th 8:18:05 am

By transforming the given equation in slope intercept form, we get the y-intercept as well.

Dec 8th 8:18:44 am ✓ B2: Provide rationale behind step

Can you tell me how we can convert  $3x - 5y = 10$  in the form  $y = mx + b$ ?

Dec 8th 8:19:01 am ✓ C3: Invite student input



Dec 8th 8:19:07 am

I'm not sure

Dec 8th 8:19:21 am

Should we subtract the 3x

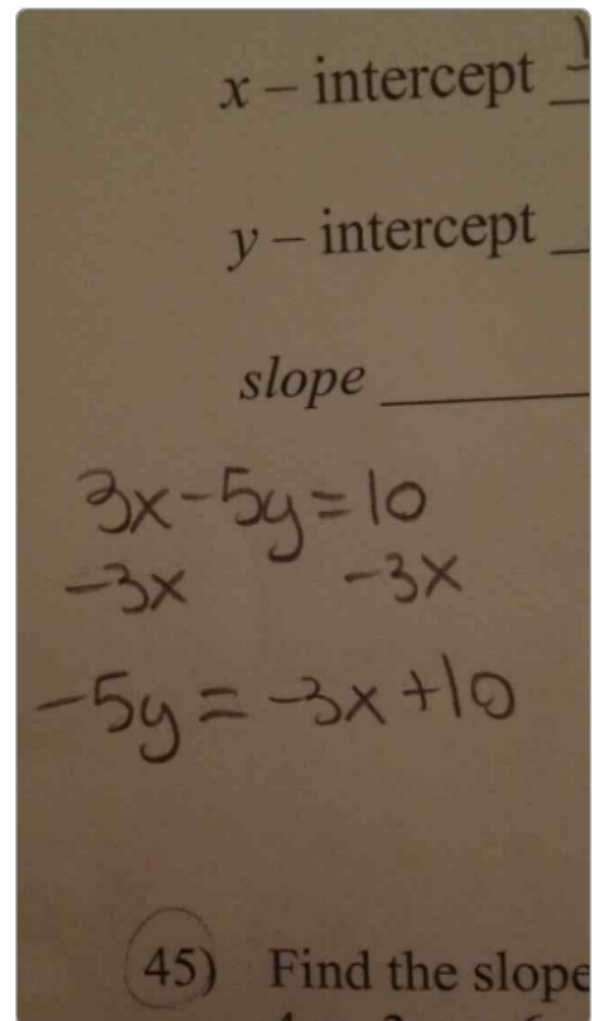
Dec 8th 8:19:31 am

Excellent!

Dec 8th 8:19:37 am ✓ C2: Positive language

So, what would we get after this step?

Dec 8th 8:19:46 am ✓ C3: Invite student input



Dec 8th 8:20:44 am

This?

Dec 8th 8:20:48 am

Excellent!

Dec 8th 8:20:59 am ✓ C2: Positive language

Now, what do you think would be our next step?

Dec 8th 8:21:09 am ✓ C3: Invite student input

Making the y positive? Or plugging in the intercepts?

Wait so does that mean the slope is -3 ?

Dec 8th 8:22:03 am

Exactly! We have to isolate y in the above equation.

Dec 8th 8:22:05 am ✓ **B2: Tutor builds on student's thoughts**

Very close :) Good guess!

Dec 8th 8:22:17 am ✓ **C2: Acknowledge student's mistake without causing stress**

Remember: The slope intercept form is  $y = mx + b$ , so, we have to first solve the above equation for y.

Dec 8th 8:22:41 am ✓ **B2: Tutor ties step back to previously discussed information to facilitate understanding**

Can you tell me how we can solve  $-5y = -3x + 10$  for y?

Dec 8th 8:23:05 am ✓ **C3: Open guiding question**

Divide everything by -5 ?

Dec 8th 8:23:41 am

SUPERB!

Dec 8th 8:23:47 am ✓ **C2: Encouraging language**

So, what would we get after this step?

Dec 8th 8:23:58 am ✓ **C3: Encourage student to take step independently**

One sec

Dec 8th 8:24:41 am

Sure :)

Dec 8th 8:24:51 am

$y$ -intercept  $0, 2$   
 slope \_\_\_\_\_  
 $3x - 5y = 10$   
 $-3x \quad -3x$   
 $\frac{-5y}{-5} = \frac{-3x + 10}{-5}$   
 $y = \frac{3}{5}x - 2$   
 45) Find the slope of each line and list whether  
 $4x - 3y = -6$  and  $6x + 8y = -20$   
 $-4x \quad -4x \quad -6x \quad -6x \quad -10$

Dec 8th 8:25:40 am

This?

Dec 8th 8:25:44 am

Nice work, you got it!

Dec 8th 8:25:55 am ✓ **C2: Positive language**

So, what is the slope and y-intercept here?

Dec 8th 8:26:04 am ✓ **C3: Guiding question**

Slope was  $3/5$  & y intercept was  $(0, -2)$

Dec 8th 8:27:04 am

Wow! Awesome job :)

Dec 8th 8:27:11 am ✓ C2: Positive language

Now, can you tell me how the graph of given equation will look like?

Dec 8th 8:27:28 am ✓ B2: Guide student towards next step

One sec (:

Dec 8th 8:27:44 am

Sure :)

Dec 8th 8:27:49 am

How do I graph the 10/3, 0 ?

Dec 8th 8:30:00 am

If it is hard to graph this point then we have to choose some other point.

Dec 8th 8:30:37 am ✓ C1: Adapts explanation to student's confusion

Would (5,1) be okay?

Dec 8th 8:31:32 am

Note: Here it would've been good to ask the student how they found these points to ensure understanding

We have to find some other ordered pair that lies on the given line.

Dec 8th 8:31:31 am

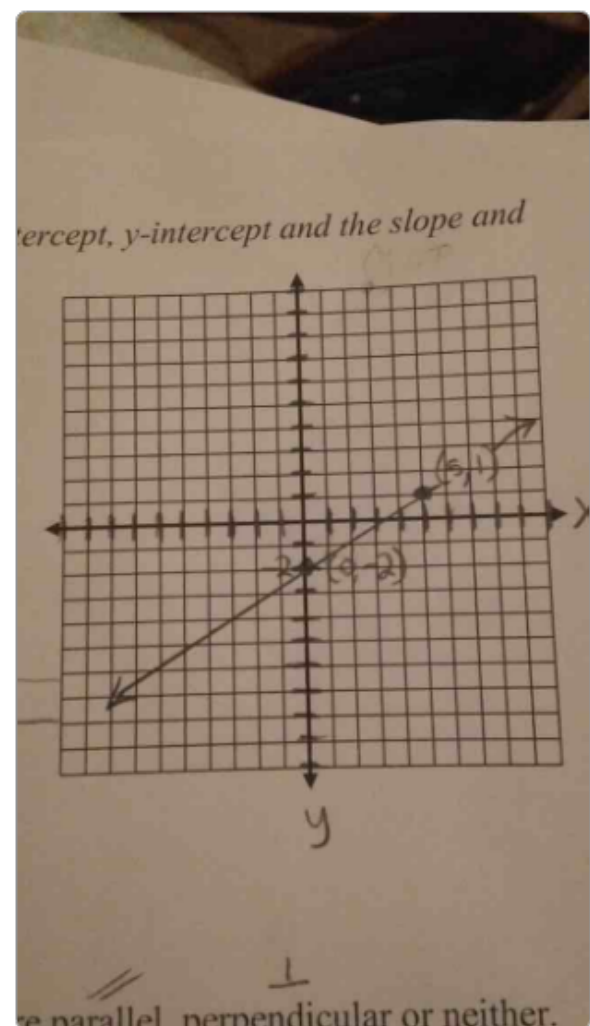
Excellent!

Dec 8th 8:32:01 am ✓ C2: Positive language

So, how the graph will look like?

Dec 8th 8:32:10 am ✓ C3: Invite student input

Note: This would be best worded as "...what will the graph look like?"



Dec 8th 8:32:51 am

Like that?

Dec 8th 8:32:56 am

That's exactly it! Well done. You've done awesome here. What do you think we learned from this question?

Dec 8th 8:33:22 am ✓ C1: Asks student for recap to ensure understanding

I learned a quicker way to find y intercept than I was doing & I learned how to find the slope.

Dec 8th 8:34:22 am

Great!

Dec 8th 8:34:34 am ✓ *C2: Positive language*

Is there anything else I can help you with?

Dec 8th 8:34:42 am ✓ *Tutor checks to see if the student needs further help*

No, thank you sir. Thank you so much for your help today Mr.Sharma! You were super helpful!

Dec 8th 8:35:24 am

It's been a pleasure.

Dec 8th 8:35:43 am ✓ *Conclusion: Warm send off*

Thanks for using Yup!

Dec 8th 8:35:49 am ✓ *Conclusion: Tutor thanks student for choosing Yup*

Have a good day!

Dec 8th 8:35:58 am

Student ended session

Dec 8th 8:36:00 am