

Dialogue #2: From Herbel-Eisenmann, B. & Breyfogle, M. L. (2005) Questioning our patterns of questions. *Mathematics Teaching in the Middle School*, 10, 484-489.

Teacher: (0, 0) and (4, 1) are two points on the line in graph B. Great. What's the slope?

[Long pause – no response from students.]

Teacher: What's the rise? You're going from 0 on the y -axis up to 1? What's the rise?

Students: 1.

Teacher: What's the run? You're going from 0 to 4 on the x -axis?

Students: 4.

Teacher: So the slope is _____ ?

Students: 0.25.

Teacher: And the y -intercept is?

Students: 0.

Teacher: So, the $y = \frac{1}{4}x$? Or $y = 0.25x$ would be your equation.