Tutorial Request Form A (TRF)
Pre-work Inquiry (Before the Tutorial)

Subject: English

Standard Essential Question: What is the outline for an Expository Essay?

Name: Hazel Ibarra

AVID Period: 4th period

Date: 10-3-13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: Source, Page # and Problem #: _____

Explain how to write an Expository essay.

/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Thesis – A statement or theory that is put forward as a premise to be maintained or proved.
2. Expository- Intended to explain or describe something

/2

What I Know About My Question:

1. I know that In order to write an expository essay you need to Explain, use examples and, use experiences.
2. I know that you always need a thesis statement to write an expository essay.

/2

Critical Thinking About Initial Question:

Parts of an Expository Essay

Introductory	Body Paragraph
• Topic	• Topic Sent.
• Thesis	• Evidence 1,
• Support apa thesis	2, and 3

/3

Identify General Process and Steps:

1. Draw tree map
2. write parts of a introduction
3. write parts of a body Paragraph.

/2

Question From Point of Confusion: What parts of an Conclusion do I need to write an expository essay.

/2

Tutorial Request Form A (TRF)
Pre-work Inquiry (Before the Tutorial)

Subject: English

Standard Essential Question: Create a paragraph for an expository essay

Name: Martha Paz

AVID Period: 4th

Date: 10-3-13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: Source, Page # and Problem #: _____

Look at the prompt: What do you need to explain to answer the question? I am writing about changing the school dresscode. /1

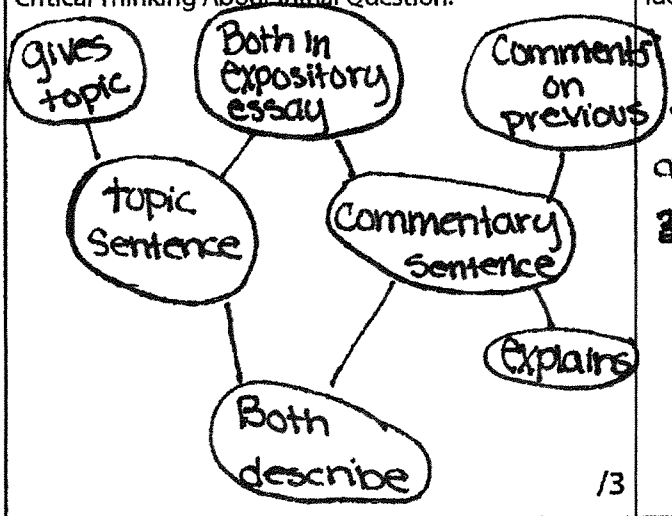
Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Topic sentence: a sentence that explains to you what the main topic is.
2. Commentary sentence: a sentence that explains more of your opinion is about something. /2

What I Know About My Question:

1. A expository essay explains.
2. A expository essay is usually divided into intro., Conclusion, and body paragraphs. /2

Critical Thinking About Initial Question:



/3

Identify General Process and Steps:

1. draw bubble map
2. Fill out characteristics about the 2 topics
3. compare and contrast

/2

Question From Point of Confusion:

What is the difference between a commentary sentence and a topic sentence? /2

HANDOUT 2.17a

Tutorial Request Form (TRF)
Pre-work Inquiry (Before the Tutorial)

Subject: Social Studies Standard/Essential Question:	Name: Jason AVID Period: 5° Date: 1/14/12

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: Source, Page # and Problem #: p. 306-307 #1 (Homework)

Was the law that passed against Sedition in 1798 a violation of American's right to freedom of Speech? Explain why or why not? /1

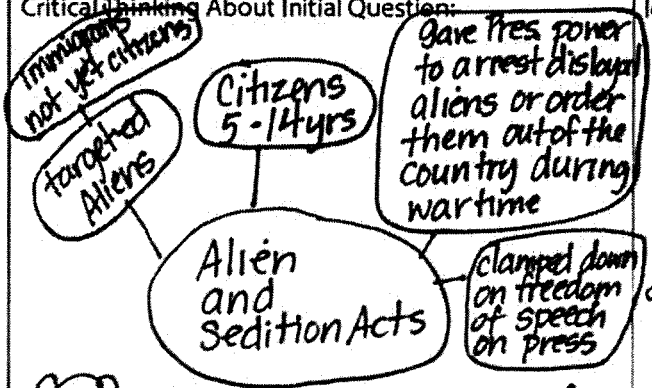
Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Sedition- a stirring up of rebellion against a govern.
2. Violation- is something that prohibits you from doing something; which you did wrong. /2

What I Know About My Question:

1. The law passed was a violation of Americans' right to freedom of speech.
2. The Alien and Sedition Act in 1798 was passed by the Federalist Congress to silence its critics. /2

Critical Thinking About Initial Question:



/3

Identify General Process and Steps:

1. Review details about Alien and Sedition Acts in 1798.
2. Create cluster diagram

/2

Question From Point of Confusion:

How can I determine if the Alien and Sedition Act of 1798 is a violation of freedom of speech? /2

Tutorial Request Form A (TRF)
Pre-work Inquiry (Before the Tutorial)

Subject: U.S History Standard Essential Question:	Name: Jessica Ocampo AVID Period: 4th Date: 9-30-13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: Source, Page # and Problem #: _____

Come up with a theory to explain the "We the representatives of the U.S.A" and "We the people of the U.S" distiction?

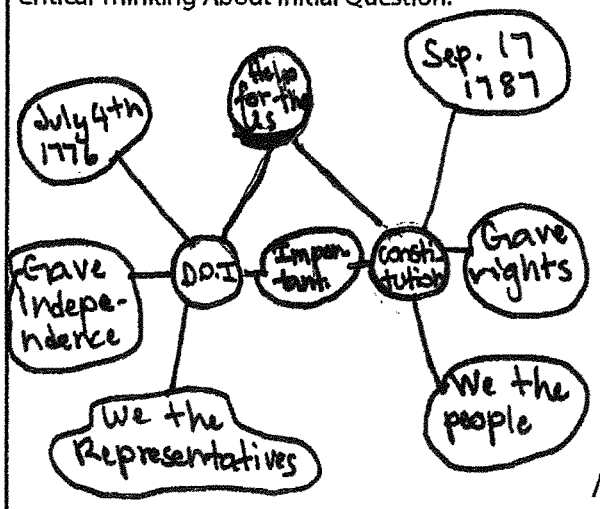
Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Constitution: A written plan that provides the basic framework of a goverment.
2. Declaration of Independence: The document written to declare the American colonies as an independent natation, free from the British rule. /2

What I Know About My Question:

1. The constitution list the goals for the new goverment.
2. The Declaration of Independence listed grivences. /2

Critical Thinking About Initial Question:



/3

Identify General Process and Steps:

I made a dubble bubble map comparing and contrasting the Declaration of Independence and the U.S Constitution. For the middle I put down that they were both important documents and that they helped form the U.S. For the comparing I put down their dates, what the gave, and the phrase they used. /2

Question From Point of Confusion: How changing words can make it have a different meaning? /2

Tutorial Request Form A (TRF)
Pre-work Inquiry (Before the Tutorial)

AVID Proven Achievement. Lifelong Advantage.

Subject: U.S History
Standard Essential Question:

Name: Jessica Ocampo
AVID Period: 4th
Date: 10-2-13

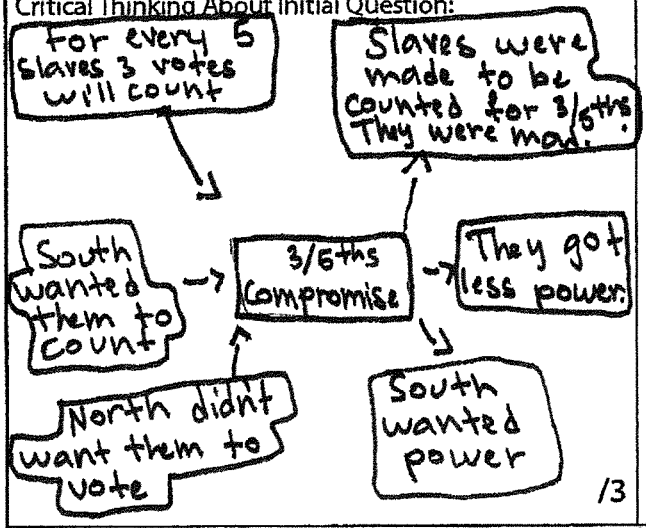
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: Source, Page # and Problem #: _____
Explain the 3/5ths Compromise; Include why this was necessary for ratification. /1

Key Academic Vocabulary/Definition Associated With Topic/Question:
1. Unallenable Rights: Rights you are naturally born with such as life, liberty, and persuit of happiness.
2. Compromise: A settlement of differences by mutual concessions. /2

What I Know About My Question:
1. The 3/5ths Compromise was that for every 5 slaves 3 votes would count towards representation and taxation.
2. People have the power In our goverment. /2

Critical Thinking About Initial Question:



/3

Identify General Process and Steps:
I made a multi-flow map of the three fifths compromise. Then I put down causes and effects of the compromise. /2

Question From Point of Confusion: How did ratification changed with the fivetenth amendment? /2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	--	/10	/25	/25	/10	/70

Subject: SS

Standard/Essential Question:

What is a Senate? /2

Name:

AVID Period:

Date: /3

Initial/Original Question:

What is a Senate & how can I gain a greater understanding of it? What does it have to do w/ the const.? /4

Source, page # & problem #: Constitution Review WS

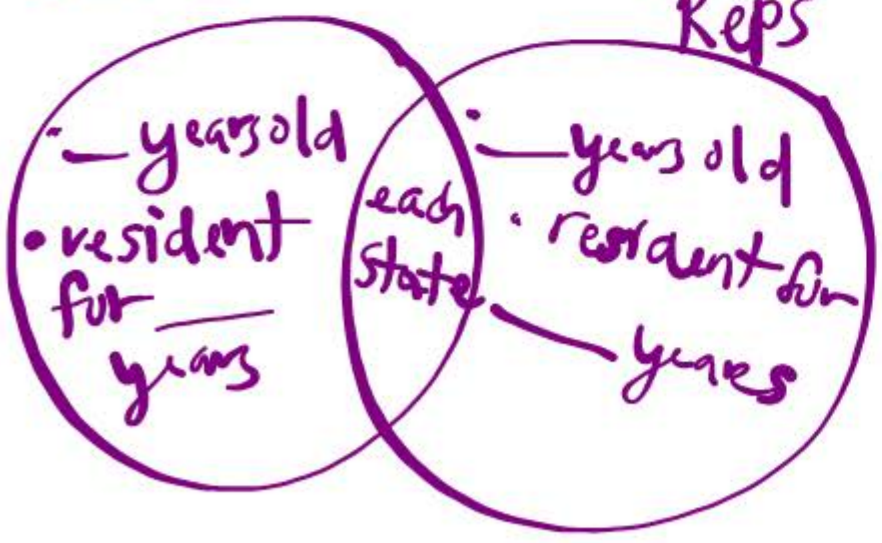
Key Academic Vocabulary & Definition Associated with Topic/Question:

1. Constitution: body of fundamental principles that governs a state/organization
2. Senate: legislative governing body /4

What I Know about my Question:

1. Constitution has to do w/ govt.
2. Senate has do do w/ const. & legislative branch /4

Critical Thinking about Initial Question:



/3

Identify General Process and Steps

1.) Made venn diagram
2) Differences
3.) Similarities
4.) Roles?

/2

Question from Point of Confusion: How do the Senate and House impact laws and the constitution? /4

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Quarter 1

Subject: Math
Topic (question form): How do I find the percent?

Name: Anika
AVID Period: 1 , 7th grade
Date: 10-25-13

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12 /12	5 /5	5 /5	3 /3	4 /5	29 /30

Original/Essential Question: **Source, page # & problem #:** WA. #7; Prob; 14

124 hours is what percent of 154 hours?

1 /1

Key academic vocabulary/definition associated with topic/question:

1. Percent- by a specified amount in or for every hundred

2. hours- a period of time equal to a twenty-fourth part of a day and night and divided into 60 minutes.

2 /2

What I Know about My Question:

1. 124 is a part of the whole/original number

2. 154 is the whole/original number

2 /2

Critical Thinking about Initial Question:

124 hours is what percent of 154 hours?

$124\overline{)154} = 1.24193548\ldots$

$\begin{array}{r} 124 \\ \times\ 184 \\ \hline 496 \\ 1700 \\ +\ 12400 \\ \hline 43596 \end{array}$ 43,596

3 /3

Identify General Process and Steps:

1. write question
2. try dividing 154 by 124 (?)
3. try multiplying 124 by 154 (?)
4. . . . ?

2 /2

Question from Point of Confusion: Do I multiply the two numbers, or do I divide 154 by 124?

2 /2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Quarter 1

Subject: Math
Topic (question form): Subtracting Integers

Name: Daniel
AVID Period: 1, 7th grade
Date: 10/21/13

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12/12	5 /5	5 /5	3 /3	5 /5	30/30

Original/Essential Question: What will be the difference between the two numbers?

Source, page # & problem #: packet pg. 3 problem # 3:8A

1/1

Key academic vocabulary/definition associated with topic/question:
1. Integer - a number w/o a decimal or fraction.
2. Vector - a quantity that posseses both magnitude and direction.

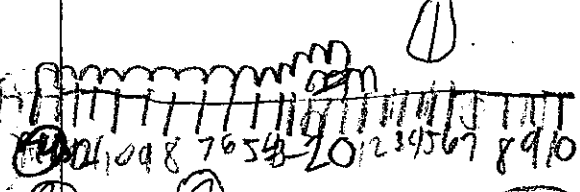
2/2

What I Know about My Question:
1. You draw a number line.
2. You then go positive or negative on the number line.

2/2

Critical Thinking about Initial Question:

$-2 - (+16)$



$-2 - (+16) = (-14)$

3/3

Identify General Process and Steps:
1. made a number line.
2. went positive on the number line twice.
3. went negative on the number line 16 times.
4. got my answer.

2/2

Question from Point of Confusion:
If I'm subtracting positive from negative will I get a negative answer?

2/2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Quarter 1

Subject: Pre Algebra

Standard Essential Question: How would I model this?

Name: Zuma
Nickname?: Zue
AVID Period: 2, 8th grade

Date: *September 24, 2013*

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12 /12	5 /5	3 /5	3 /3	3 /5	26 /30

Initial/Original Question: It costs $8 to enter the fair and $1.00 per ticket for rides.

Source, page #, problem #, or C.N. topic and date: NOTEBOOK Page 24 Topic: Unit Rate & Constant 1/1

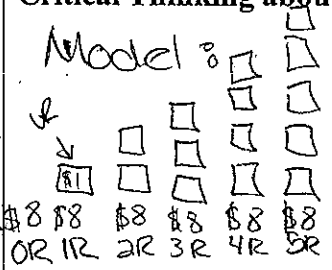
Key academic vocabulary/definition associated with topic/question:

1. Constant: Something that always happens
2. Model: Something that represents an equation. 2/2

What I Know about My Question:

1. I know I always need to involve the constant.
2. I know that the equation setup is: unit Rate · the input · the constant = output 2/2

Critical Thinking about Initial Question:

Model: 

Equation: $1 · rides + $8 = Total money

Rule of change: $1 / 1 Ride

Context: It costs $8 to enter the fair & $1 per ticket for rides 3/3

Identify General Process and Steps:

1. Write down context
2. Start out with model
3. Label constant and unit Rate
4. Write equation for context.
5. Double check if right.

2/2

Question from Point of Confusion: How would I model this context and how would I set up this equation? 2/2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Quarter 1

Subject: Algebra
Topic (question form): What are negative exponents?

Name: Payton
AVID Period: 2, 8th grade
Date: 10/10/13

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12/12	5/5	5/5	3/3	5/5	35/30

Original/Essential Question:
#13 $\frac{2x^2y^{-2}}{3xy^3 \cdot 3x^4y^{-3}}$

Source, page # & problem #: practice problems #13 pg. 44 (10/9/13) 1/1

Key academic vocabulary/definition associated with topic/question:
1. Coefficient: the # in front of a variable.
2. Monomial: a single term of numbers. 2/2

What I Know about My Question:
1. I know that the answer should only have positive exponents.
2. I know that my answer has to be fully simplified. 2/2

Critical Thinking about Initial Question:

#13

$\frac{2x^2y^{-2}}{3xy^3 \cdot 3x^4y^{-3}} =$

$\frac{2x^2y^{-2}}{9x^5y^0} = \frac{2x^2y^{-2}}{9x^5} =$

$\frac{2y^{-2}}{9x^3} = ?$

↑ How do I simplify? 3/3

Identify General Process and Steps:
1. Write problem
2. multiply
3. cancel out like terms
4. Is it fully simplified?

2/2

Question from Point of Confusion: Is there a next step to solving the problem, or is it fully simplified? 2/2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Quarter 1

Subject: Acc. Pre-Algebra

Standard Essential Question: How can I look at a graph & use that to fill out the table?

Name: Miranda

What is your favorite color? royal blue

AVID Period: second, 8th grade

Date: 9/26/13

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12/12	5/5	5/5	3/3	5/5	30/30

Initial/Original Question: The graph shows the cost (C) for tickets (t) to see taylor swift in concert

Source, page # & problem #: notes, lesson 1-5, #6 1/1

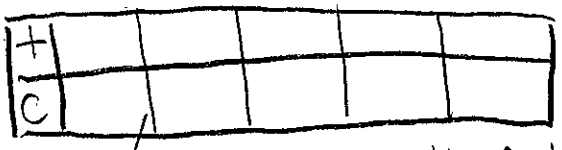
Key academic vocabulary/definition associated with topic/question:

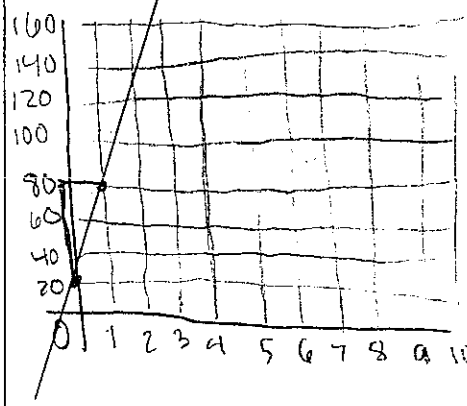
1. I need to fill in the table chart.
2. By using the graph i need to make an equation to get chart filled in. 2/2

What I Know about My Question:

1. Slope: the rise over run in a linear equation.
2. linear equation: An equation with 2 variables, that gives a straight when 2/2

Critical Thinking about Initial Question:





How do I get b? to make equation.

3/3

Identify General Process and Steps: plotte.

1. draw out table.
2. write coordinates
3. find equation.
4. plot on chart.

2/2

Question from Point of Confusion: HOW do I find equation from graph?

2/2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	--	/10	/25	/25	/10	/70

Subject: Math

Standard/Essential Question:

How do I solve?

/2

Name:

AVID Period:

Date:

/3

Initial/Original Question:

Source, page # & problem #: HW

$4x + 11 = -7x + 3$

/4

Key Academic Vocabulary & Definition Associated with Topic/Question:

1. Equation: math problem w/ = sign
2. Expression: comb. of #s, symbols, & operation symbols

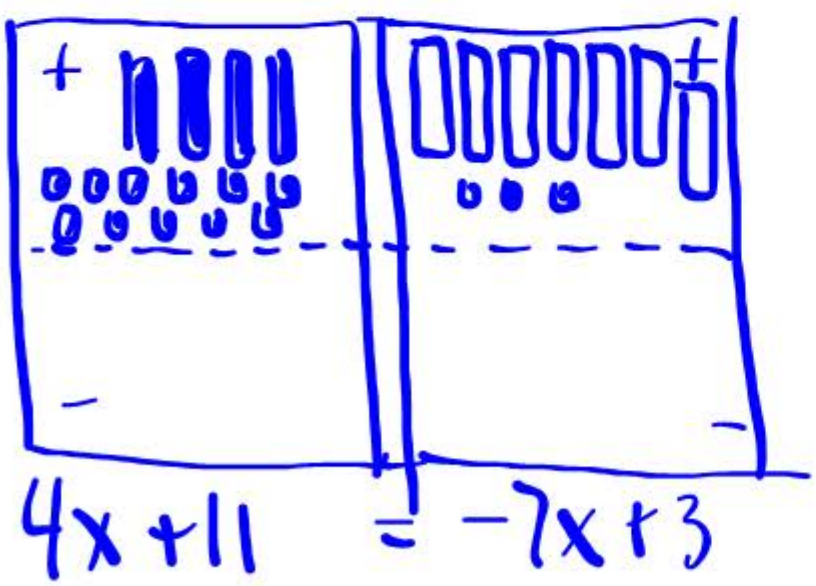
/4

What I Know about my Question:

1. There is a left and right side
2. I could use algebra tiles

/4

Critical Thinking about Initial Question:



/3

Identify General Process and Steps

1) Build on Equation Mat
2) Get x's and units together

/2

Question from Point of Confusion: How do you get x alone when there is a left and Right side?

/4

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	--	/10	/25	/25	/10	/70

Subject: Algebra

Standard/Essential Question:

How do I make an equation? /2

Name:

AVID Period:

Date: /3

Initial/Original Question: Source, page # & problem #: HW 3-51a

Make an equation using the points (1,1) & (2,4)

/4

Key Academic Vocabulary & Definition Associated with Topic/Question:

1. Slope: m, change in y ÷ change in x, $\frac{y_2-y_1}{x_2-x_1}$
2. y-intercept: crosses the y-axis, b

/4

What I Know about my Question:

1. $y=mx+b$ is the equation I need to fill in
2. to make one you need slope(m) and the y-int(b)

/4

Critical Thinking about Initial Question:

(1,1) and (2,4)

x_1, y_1 x_2, y_2

$y=mx+b$

slope y-int

/3

Identify General Process and Steps

1) Find slope
2) Find y-int
3) Check
4) Fill in for $y=mx+b$

/2

Question from Point of Confusion:

How do you find the slope & y-int?

/4

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	--	/10	/25	/25	/10	/70

Subject: Algebra

Standard/Essential Question:

How can I rewrite it?

/2

Name:

AVID Period:

Date:

/3

Initial/Original Question:

Solve: $\left(\frac{1}{16}x^{-8}\right)^{-1}$

Source, page # & problem #: 3-19 f

/4

Key Academic Vocabulary & Definition Associated with Topic/Question:

1. variable: a letter replacing a #
2. exponent: x^e ← exponent

/4

What I Know about my Question:

1. We need to simplify
2. exponents need to be + not -

/4

Critical Thinking about Initial Question:

$\left(\frac{1}{16}x^{-8}\right)^{-1} =$

$\left(\frac{1}{16}\right)^{-1}(x^{8})$

$\frac{1}{x} = x^{-1}$ LAW

/3

Identify General Process and Steps

1.) Distribute exponent outside ( ).
2) Get rid of negative exponent

/2

Question from Point of Confusion:

How do you get rid of neg. exponents w/ fractions?

/4

Tutorial Request Form B (TRF)
Pre-work Inquiry (Before the Tutorial)

AVID Proven Achievement. Lifelong Advantage.

Subject: Algebra
Standard Essential Question: factoring by grouping

Name: Ana Perez
AVID Period: 4th
Date: January 12, 2012

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: How do I factor by grouping?

Source, Page # and Problem #: txt. p. 102 # 31

$8x^3 - 12x^2 - 12x + 18$ /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. factor - a number or expression multiplied by another number or expression to get a product.
2. greatest common factor - (GCF) For two or more numbers, the largest whole number that divides evenly into each number. /2

What I Know About My Question:

1. First I need to identify the GCF for each group and divide the group by GCF.
2. Find a common factor for each group. /2

Critical Thinking About Initial Question:

$8x^3 - 12x^2 - 12x + 18$

$\frac{8x^3}{4x^2} - \frac{12x^2}{4x^2} \quad \frac{-12x}{-6} + \frac{18}{-6}$

$4x^2(2x-3) \quad -6(2x-3)$

? ? /3

Identify General Process and Steps:

1. Group
2. Find GFC for each group and divide, simplify.
3. Identify common factor. /2

Question From Point of Confusion: What do I do with the two GFC's ($4x^2$ and -3) after I identify the common factor of the two groups? /2

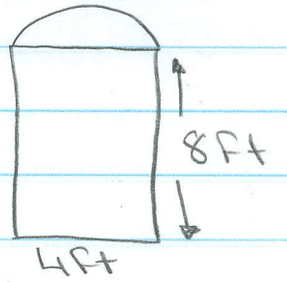
Subject: Pre-AP Math

Teacher: Forney

Jada Johnson
April 15
AVid-2

Question: A doorway is made up of a rectangle and a semicircle as shown below-

Source: STAAR Review HW # 4



5

Which of the following is **closest** to the area of the door?

Vocab

1. Semicircle - 1/2 of a circle
2. Area:
   - ○ = πr^2
   - □ = bh

5

Work:

A - 44.6 ft^2

B - 41.5 ft^2

C - 39.8 ft^2

D - 38.3 ft^2

bh | 8

$4 \times 8 = 32 ft^2$

4

$\frac{\pi r^2}{4}$

$3.14 \times 4 = 12.56$

$12.56 \times 12.56 = 75.36 ft^2$

15

Steps:

1. Write Problem + Answers
2. Draw shape
3. Find Formulas needed
4. Plug in #s
5. Solve
6. Add

10

Question from point of confusion: Why is my answer so much bigger than the choices?

10

TUTORIAL REQUEST FORM (TRF)
Pre-Work Inquiry (Before the Tutorials)

COURSE: Algebra I Honors
Standard/Topic: How do you solve problems involving similar figures?

Name: Tamsen
AVID Period: 2
Date: October 22, 2013

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/20	/2	/4	/10	/14	/50

Initial/Original Question: **Source, Page #, Problem #, *DATE*:** pg. 134 #7 10/21

The figures in each pair are similar. Identify the corresponding sides & angles. *shown below* /2

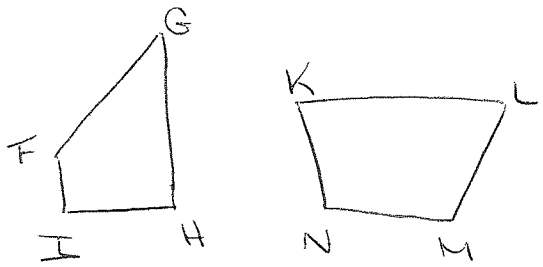
Key academic vocabulary/definition(s) associated with topic/question:

1. proportion - 2 Ratios that are equal
2. crossmultiply - Multiplying diagnolly in a propartion /2

What I Know about My Question:

1. I know how to set up a propartion.
2. I know how to cross multiply. /3

Critical Thinking about Initial Questions:



$\left(\frac{K}{F} = \frac{N}{I} = \frac{M}{H} = \frac{L}{G}\right)$ (?) /5

Identifying General Process and Steps:

1. Draw shapes
2. Identify proportions (?)
   OR
2. Identify each side & angle (?)

/4

Question from Point of Confusion: With having 2 shapes with variables on each angle, how do I do the problem, "identify the corresponding sides & angles?" /4

TUTORIAL REQUEST FORM (TRF)
Pre-Work Inquiry (Before the Tutorials)

COURSE: Algebra 1 Honors
Standard/Topic: How do you solve problems involving similar figures?

Name: Emma
AVID Period: 2nd
Date: 10.22.13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/20	/2	/4	/10	/14	/50

Initial/Original Question: **Source, Page #, Problem #, *DATE*:** CN/HW/TB pg 134, 10.21.13 #12

In the diagram of the park, $\triangle ADF \sim \triangle BCF$. The crosswalk at point A is about 20 yd long. A bridge across the pond will be built, from point B to point C. What will the length be? /2

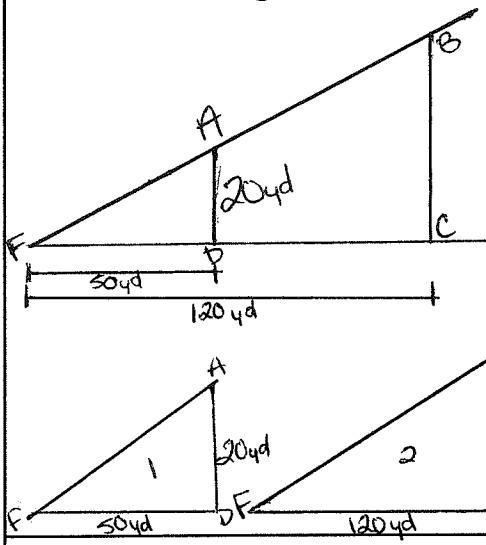
Key academic vocabulary/definition(s) associated with topic/question:

1. Similar figures - have the same shape but aren't necessarily the same size
2. Scale - ~~the~~ an equation that states two ratios are equal; the ratio of the drawing /2

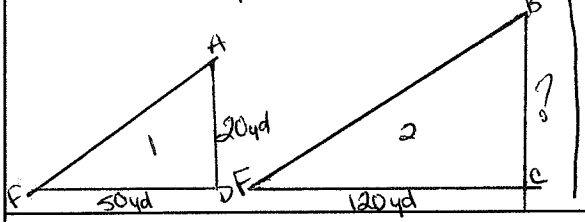
What I Know about My Question:

1. I need to find BC
2. $\triangle ADF$ & $\triangle BCF$ are congruent; similar figures /3

Critical Thinking about Initial Questions:



Values
$\triangle 1$: AD = 20yd, DF = 50yd
$\triangle 2$: BC = ?, CF = 120yd



POC? /5

Identifying General Process and Steps:

1) draw diagram of park
2) label points
3) label known measurements
4) separate triangles
5) write values of known corresponding sides
6) make a proportion

POC? /4

Question from Point of Confusion: How do I continue on from here to make a proportion to find the value of BC, "In the problem, in the diagram of the park, $\triangle ADF \sim \triangle BCF$. The crosswalk at point A is about 20 yd long. A bridge across the pond will be built, from point B to point C. What will the length of the bridge be? /4

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Quarter 1

Subject: Physical Science
Standard Essential Question: Lab: Which liquid is contaminated?

Name: Robert
Nickname?:
AVID Period: 8th 8th grade
Date: *September 24, 2013*

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12/12	5/5	5/5	3/3	5/5	30/30

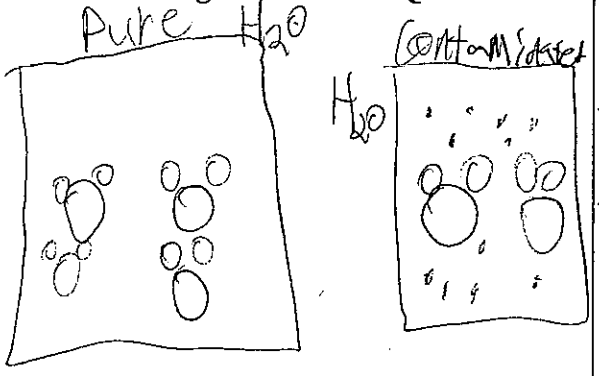
Initial/Original Question: Source, page #, problem #, or C.N. topic and date: Class

How do I find out if a liquid, H_2O, is contaminated? 1/1

Key academic vocabulary/definition associated with topic/question:
1. Density = mass per cubic centimeter
2. Formula for Density: $D = \frac{M}{V}$ 2/2

What I Know about My Question:
1. The contaminated water will be more dense.
2. H_2O's density is between 0.47 & 1.01 2/2

Critical Thinking about Initial Question:



3/3

Identify General Process and Steps:
1. Measured G. Cylinder
2. Massed water
3. Massed impure water
4. Found density for each

2/2

Question from Point of Confusion: What should I do if they both fit within the density limit? 2/2

HANDOUT 2.17a

Tutorial Request Form (TRF) #3

Pre-work Inquiry (Before the Tutorial)

Subject: Language Arts - Poetry
Standard/Essential Question: thesis
literary devices / writer's style

Name: Cindy
AVID Period: 4th
Date: 1.31.12

Try to use at least one 2 of each presenter.

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12 /12	1 /1 excellent CN	1 /2	3 /3	6 /7	23 /25 92% A

Initial/Original Question: Source, Page # and Problem #: Literary analysis Essay
Write an essay to demonstrate how literary elements are used in "mother to son" by Langston Hughes to convey the author's message. 1/1

Key Academic Vocabulary/Definition Associated With Topic/Question:
1. Literary Elements - Speaker (voice), Character (person), Mood (emotional quality/atmosphere), Meaning (message)
2. Message - meaning/lesson learned, "so what" 2/2

What I Know About My Question:
1. My essay needs to have 5 ¶'s: intro, 3 body, conclusion
   * need strong thesis
2. message of poem is → to not (never) give up, keep climbing/overcome difficulties and you can achieve 2/2

Critical Thinking About Initial Question:
Great detail!
Speaker - mother
T1< Character - hardworking determined her son wants to give up → life hard
T2< Mood - Mom → victory/survival hopeful & motivating
T3< Meaning - Life hard/filled difficulties "tacks", "splinters", "climbin'" "reachin'", "turnin'" "goin' in the dark w/o light"
TAG - title, author, genre
* speaker and character, mood, meaning 3/3

Identify General Process and Steps:
1. took CN in class
2. Use notes to identify Literary Elements / Examples from poem
3. Identified 4 literary elements to include in essay
2/2

Question From Point of Confusion:
How can I structure a thesis with the information above that will help me structure my essay to answer the prompt? 2/2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

(A)

Subject: English 9
Standard/Essential Ques.: Who are some examples of dynamic/static charact?
Name: Sandra Mendoza
AVID Period: 4o
Date: 11/9/10

Pre-work Inquiry	Resources	Collaborative Inquiry	Cornell Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial Question:
How do I identify characters from fairytales as dynamic or static?
/1

Source, page # & problem #: Lecture Notes 11/8

Key academic vocabulary/definition associated with topic/question:
1. dynamic - character changes and usually learns something
2. static - character does not change during the story no matter what happens to them
/2

What I Know about My Question:
1. A character is a person or animal that takes part in the action of a story.
2. Fairytales - "A Christmas Carol," "Cinderella," "Goldilocks," "Little Red Riding Hood."
/2

Critical Thinking about Initial Question:

Character	D or S	Why?
Cinderella	S	kind throughout
Goldilocks	S	hungry & tired
? Scrooge	D	How did he change?
Red Riding Hood	S	loving of grandma

/3

Identify General Process and Steps:
1. List characters from fairytales
2. Identify whether dynamic or static
3. Explain why
/2

Question from Point of Confusion:
In the fairytale "A Christmas Carol," explain how Scrooge was a dynamic character and changed his attitude, beliefs or behavior.
/2

TUTORIAL REQUEST FORM (TRF)
Pre-Work Inquiry (Before the Tutorials)

COURSE: Language Arts 3 Adv. Name: Kayleigh

Standard/Topic: Why is it important to know where we came from? AVID Period: 2

Date: 10/23/13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/20	/2	/4	/10	/14	/50

Initial/Original Question: **Source, Page #, Problem #, *DATE*:** 10/23/13 AV pg. 12 #12

According to the article, what most helped Lewis and Clark recognize the vastness of the west? /2

Key academic vocabulary/definition(s) associated with topic/question:

1. Vastness - unusual largeness in size or extent.
2. Recognize - identify (someone or something) from having encountered them before. /2

What I Know about My Question:

1. I know that Lewis and Clark went through the snowy bitterfoot mountains.
2. I know that Lewis and clark traveled through the relentless missouri mountains. /3

Critical Thinking about Initial Questions:

A. Facing the hardships of raw wilderness.

B. Paddling upstream for thousands of miles.

C. Creating their own maps of the new territory.

D. Progress on average of twelve miles per day. /5

Identifying General Process and Steps:

① It has nothing to do with the vastness of the west.

② They saw the vastness of the land for a long period of time.

③ Lewis and Clark didn't make their own maps of the new territory in the article.

④ Lewis and clark saw more vastness of the west since they [redacted] were traveling at a faster pace. /4

Question from Point of Confusion: Why is option four right when option two was a possible answer to me in the problem what most helped Lewis and Clark recognize the vastness of the [redacted] west? /4

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

Subject: AP. economics
Standard/Essential Ques.:
Name:
AVID Period: JACKIE
Date:

Pre-work Inquiry	Resources	Collaborative Inquiry	Cornell Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial (Original) Question: **Source, page # & problem #:** SG, p.257 # 1

How would you explain the meaning of the opportunity cost of producing a product and the difference between an explicit cost & an implicit cost? /1

Key academic vocabulary/definition associated with topic/question:

1. explicit cost: the monetary payments that a firm makes to obtain resources from nonowners of the firm
2. implicit cost: the monetary payments that would have been paid for self-owned or self-employed resources if they had been used in their next best alternative outside the firm. /2

What I Know about My Question:

1. economic costs can be explicit or implicit.
2. normal profit is an implicit cost and is the minimum payment that entrepreneurs must receive for performing the entrepreneurial functions for the firm. /2

Critical Thinking about Initial Question:

By using the importance of implicit cost and explicit cost, opportunity cost can be understood much better.

Point of confusion is distinguishing the opportunity cost of producing a product.
- the opportunity cost is the value of the resources in its best alternative use. /3

Identify General Process and Steps:

understand what opportunity cost is and how producing a good is related to the opportunity cost. Be able to identify the differences between explicit cost and implicit cost. /2

Question from Point of Confusion:

By knowing the definitions of explicit cost and implicit cost, how would you ~~use~~ that to explain the meaning of the opportunity cost of producing a product? /2

Tutorial Request Form A (TRF)
Pre-work Inquiry (Before the Tutorial)

AVID Proven Achievement. Lifelong Advantage.

Subject: AP Human Geog Standard/Essential Question:	Name: Robiel AVID Period: 4th Date: 4/15

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: Source, Page # and Problem #: C Notes

Explain Weber's least cost theory /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Weber: Alfred Weber b. 1865 d. 1958
2. Theory - hypothesis that is not necessarily true /2

What I Know About My Question:

1. I know that Alfred Weber's Theory was a locational theory
2. It's related to Von Thuen's theory /2

Critical Thinking About Initial Question:

Weber's Cost Theory

- principals that describe the theory
- Hotelling's model has similar characteristics /3

Identify General Process and Steps:

1.) List principals of each
2.) Create examples
3) Determine similarities and differences /2

Question From Point of Confusion:

How is Weber's theory different than Hotelling's theory? /2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

Subject: Economics
Standard/Essential Ques.: Explain how grows domestic product (GDP) is calculated

Name:
AVID Period: 1
Date: 4-05-2011

Pre-work Inquiry	Resources	Collaborative Inquiry	Cornell Note-Taking	Reflection	Total
/12	/1	/2	/3 (TUTOR)	/7	25

Initial/ Original Question:
Knowing that we will have to calculate GDP for our upcoming test. Can you help me understand how gross domestic product (GDP) is calculated.

Source, page #/& problem #:

/1

Key academic vocabulary/definition associated with topic/question:
1. Gross domestic product (GDP) = The dollar value of all final goods and services produced within a country's borders in a given year.
2. Intermediate goods = Good used in the production of final goods.

/2

What I Know about My Question:
1. That one way government economists calculate GDP is by using the expenditure approach, sometimes called the output-
2. expenditure approach.
That expenditure approach gives economists a practical way to measure GDP.

/2

Critical Thinking about Initial Question:

1. Consumer goods & services
2. Business goods & services
3. Government goods & Services
4. Net exports or imports of goods and services.

/3

Identify General Process and Steps:

1st - Economists estimate the annual expenditure, or amount spent, of four categories of final goods and services.

2nd - Economists add together the amount spent on all four categories to arrive at the total expenditures of goods and services produced in a year.

/2

Question from Point of Confusion:
How can I calculate GDP with the expenditure approach.

/2

WEBB

Tutorial Request Form (TRF)

Pre-Work Inquiry (*BEFORE* the Tutorial)

Subject: Algebra II

Standard Topic: Inverse Relations & Functions

Name: Rocio

AVID Period: G3

Date: 1-24-13

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflections	Total
15	2	15	3	15	50/50pts

Initial/Original Question: Source, Page#, Problem#: p. 404 # 13

Find the inverse of the function. Is the inverse a function

Key Academic Vocabulary/Definition Associated with Topic/Question:

1. inverse - the opposite.
2. function - All "x" values are different

What I Know About My Question (Prior Knowledge):

1. To find inverse interchange the x's & y's.
2. only a function if all "x" values are different no repeats can be negative. "y" values can repeat/be same.

Critical Thinking About Initial Question:

$y = (1-2x)^2 + 5$

$x = (1-2y)^2 + 5$

$-5 \quad -5$

$\sqrt{x-5} = \sqrt{(1-2y)^2}$

$\pm\sqrt{x-5} = 1-2y$

$-1 \quad -1$

$\pm\sqrt{x-5} - 1 = -2y$

$y = \frac{\pm\sqrt{x-5}-1}{-2}$

Identify General Process and Steps:

1) interchange x & y values.
2) solve for y.
3.) determine if inverse is function or not.

Question from point of Confusion:

Explain how to know if a inverse or relation is a function or not. What can I look for to tell me if it is or not.

Tutorial Request Form A (TRF)
Pre-work Inquiry (Before the Tutorial)

AVID Proven Achievement. Lifelong Advantage.

Subject: Rational Equation.

Standard/Essential Question:
What if there's no solution?

Name: Jennifer

AVID Period: 3rd.

Date:

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____ /12	____ /1	____ /2	____ /3	____ /7	____ /25

Initial/Original Question:

$\frac{7x+3}{x^2-8x+15} + \frac{3x}{x-5} = \frac{1}{3-x}$.

Source, Page # and Problem #: 3

/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Rational equations- equations that's put in a fraction form.
2. Solution: x: a number that located in graph.

/2

What I Know About My Question:

1. Using quadratics formula.
2. The answer would be in x: form.

/2

Critical Thinking About Initial Question:

$\frac{7x+3}{x^2-8x+15} + \frac{3x}{x-5} = \frac{1}{3-x}$

$\frac{7x+3}{(x-5)(x-3)} + \frac{3x}{x-5} = \frac{1}{3-x}$

/3

Identify General Process and Steps:

- Simplify the quadractic equation.

/2

Question From Point of Confusion:

What do I do next after simplifying to get two solutions that could be sense if plug back in?

/2

HANDOUT 2.17a

Tutorial Request Form (TRF) #1

Pre-work Inquiry (Before the Tutorial)

Subject: Algebra
Standard/Essential Question: Scale Drawing/proportions

Name: Cindy
AVID Period: 4th
Date: 1.24.12

Use 3-column format

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
10 /12	1 /1	2 /2	2 /3	5 /7 inc.	20 /25 = 8

Initial/Original Question: The scale drawing is 1 in = 16 ft. The bedroom in the drawing is 2 in by 3½ in. Find the actual dimension of room w/proportion 1/1

Source, Page # and Problem #: warm up #50

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. scale drawing: A smaller version of the actual building/room
2. dimension: The actual measurement of the whole 3D object/building/room

2/2

What I Know About My Question:

1. Every inch is equal to 16 ft in actual model - repeats info from above. What else do you know? 1/2
2. Write and solve a proportional equation

Critical Thinking About Initial Question:

Bedroom:
2 in.
3½ in. (3.5 in)

scale draw.
1 in = 16 ft
2 in = 16 ft + 16 ft = 32 ft

3.5 in: 16 ft + 14 ft + 16 ft + 8 ft = 46 ft

★ proportion? What do you know about proportions?

2/3

Identify General Process and Steps:

1. Find the actual measurement of inches to feet
2. Figured out the actual dimension of room through addition

2/2

Question From Point of Confusion: How do I set up a proportion to find the actual dimension of the room?

2/2

Tutorial Request Form (TRF)

Pre-Work Inquiry (Before the Tutorial)

Subject: Geometry
Standard/Essential Ques.: The Triangle Midsegment Theorem

Name: Cindy Monyenye
AVID Period: 2pd
Date: 11/08/2012

Pre-work Inquiry (50)	Resources (10)	Collaborative Inquiry (10)	Note-Taking (10)	Reflection (20)	Total (100)
✓	✓	✓	✓	✓	100

Initial/Original Question: The vertices of ΔPQR are $P(-4,-1)$, $Q(2,9)$ and $R(6,3)$ S is the mdpt of $\overline{PQ}$ and T is mdpt of $\overline{QR}$. Show that $\overline{ST} \parallel \overline{PR}$ and $ST = \frac{1}{2}PR$

Source, Page # & Problem #: Geometry Pg 324 #2

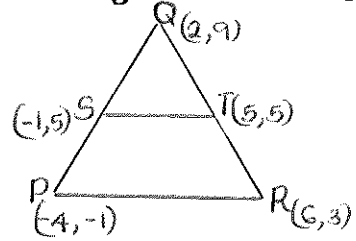
Key Academic Vocabulary/Definition Associated with Topic/Question:

1. ΔPQR are $P(-4,-1)$, $Q(2,9)$ and $R(6,3)$ S is the mdpt of $\overline{PQ}$ and T is mdpt of $\overline{QR}$.
2. Show that $\overline{ST} \parallel \overline{PR}$ and $ST = \frac{1}{2}PR$

What I Know About My Question:

1. It is a triangle with midsegments.
2. Distant and Point slope formula is used to find the midsegments in the coordinate plane.

Critical Thinking About Initial Question:



$PQ\left(\frac{-4+2}{2}, \frac{-1+9}{2}\right)$ $QR\left(\frac{2+6}{2}, \frac{9+3}{2}\right)$

$\frac{-2^{1}}{2_{1}}, \frac{8^{4}}{2} = (-1,4)$ $\frac{8^{4}}{2_{1}}, \frac{12^{6}}{2} = (4,6)$

$ST = \left(\frac{5-5=0}{5-(-1)=6}\right)$ $PR = \left(\frac{3-(-1)}{6-(-4)} = \frac{4^{2}}{10_{5}}\right)$

$ST = \sqrt{(5-(-1))^2 + (5-5)^2} = \sqrt{4} = 2$

$PR = \sqrt{(6-(-4))^2 + (3-(-1))^2} = \sqrt{-8}$

Identify General Process and Steps:

a) Find the coordinates of S and T.

b) Compare the slopes of ST and PR.

c) Compare the lengths of ST and PR.

Question from Point of Confusion:

How do you determine and show that $\overline{ST} \parallel \overline{PR}$ and $ST = \frac{1}{2}PR$?

HANDOUT 2.17a

Tutorial Request Form (TRF)
Pre-work Inquiry (Before the Tutorial)

Subject: Trig.	Name: Jon
Standard/Essential Question: Finding inverses	AVID Period: 5°
	Date: 2/10/11

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
____/12	____/1	____/2	____/3	____/7	____/25

Initial/Original Question: Source, Page # and Problem #: Chap. 7-6 #22

Find the inverse of $\begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Inverse - the opposite of something
2. Matrices - a pattern of numbers or expressions [ ] /2

What I Know About My Question:

1. The inverse of a matrix equals $\begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$
2. The formula for finding the inverse - $Ax = I$ /2

Critical Thinking About Initial Question:

Formula $Ax = I$

$A = \begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ $\quad 1 \quad -3$ $\quad -1 \quad 2$ $\quad 1 \quad 0$ $\quad 0 \quad 1$

$I = \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$ ↑ must equal

$x = ?$ (POC)

/3

Identify General Process and Steps:

1. Write out formula
2. Identify the parts of the formula
3. Set up corresponding matrix (Ax)

/2

Question From Point of Confusion:

Explain how to manipulate a matrix into its inverse form. How can I apply this to the following equation? $\begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ /2