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

Name:	Date:	AVID Period:
Jennifer Tran.	3/28/13.	@

Initial Question: ***Source, page# & problem#:*** _____

$1 + \log_3(4) - 2\log_3(2)$

Condense the equations.

1/1

Key academic vocabulary/definition associated with topic/question:

Logarithmic - switch x & a of an exponential function.

Exponential - functions that has an exponent

Exponent - number on top, that shows how many should be multiplied by.

2/2

What I ***Know*** about My Question:

Log with same base is counted as one.

+ - multiple

- - divide.

2/2

Critical Thinking about Initial Questions ***(SHOW ME)***

$1 + \log_3(4) - 2\log_3(2)$

$1 + \log_3(4) - \log_3(2)^2$.

multiply. divide

$\frac{\log_3(4)}{\log_3(2)^2} \; ? = 2$

5/5

Identify general Process and Steps ***(TELL ME)***

- move the two as an exponent.
- divide $\log(2)^2$.

5/5

Question from Point of Confusion (POC):

How do I simplify more if there's an extra two and since it's adding how would I multiply it / arrange to multiply it?

5/5

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

Name:	Date:	AVID Period:
Aisleen Menezes	3/20	4th

Initial Question: **Source, page# & problem#:** _____

$$\log_x(3) = \frac{1}{2}$$

1

Key academic vocabulary/definition associated with topic/question:

log = function applied to equation; inverse of a sq. root.

argument = follows an exponent.

2

What I ***Know*** about My Question:

the logs need to be removed, so add a log.

2

Critical Thinking about Initial Questions ***(SHOW ME)***

$\log_x(3) = \frac{1}{2}$ ①

$\log x3 = \log \frac{1}{2}$

~~$\log$~~ $x^3 = ~~\log~~ \frac{1}{2}$ ②

$x^3 = \frac{1}{2}$ ③

$x = \sqrt[3]{1/2}$ ④

5

Identify general Process and Steps ***(TELL ME)***

① add logs to both sides.

② the logs cancel

③ x^3 becomes equal to 1/2

④ cube root the 1/2

5

Question from Point of Confusion (POC):

I added logs in step 1; do I switch the arguments?

5

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

(C)

Subject: Geometry
Standard/Essential Ques.: How do you find the volume of a cylinder?

Name: David Hernandez
AVID Period: 1st
Date: 1/14/15

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

Initial Question: **Source, page # & problem #:** Workbook p. 158 #3

How do I find the volume of a cylinder with radius of 4cm & height of 10cm?

/1

Key academic vocabulary/definition associated with topic/question:

1. Volume – the amount of space a 3D shape occupies.
2. cylinder – an object with two identical flat ends that are circular and one curved side

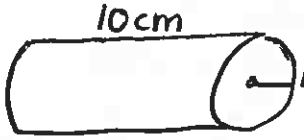
/2

What I Know about My Question:

1. Volume refers to 3D space
2. Volume is cubed i.e. cm^3

/2

Critical Thinking about Initial Question:



$V = \pi r^2 h$

$V = 3.14 \cdot 4^2 \cdot 10$

$V = 502.4\ cm^2$

$502.4 \times 3 = 1507.2$

What's the radius if volume is tripled?

$r = ?$

/3

Identify General Process and Steps:

1. Draw the shape.
2. Write the formula for volume.
3. Replace the variables with the measurement for radius and height
4. Replace π w/ 3.14
5. Multiply
6. Write the units

1. Multiply volume by 3

/2

Question from Point of Confusion:

How would the radius of the cylinder change if the volume increased 3 times?

/2

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

Name:	Date:	AVID Period:
Ola Saleh	2/28/13	5th

Initial Question: **Source, page# & problem#:** Ch 24 studyguide

Identify the different biological concepts and explain the reproductive bamiersuith examples.

1

Key academic vocabulary/definition associated with topic/question:

Biological speeiesconcept - speeies is a popucatrun or group of individuals that interbreed and produce viabie, fertile offspring - genetically isolateed

2

What I ***Know*** about My Question:

there are two types of reproductive bamiers; prezygotic (before formatrun of zygote) and postzygotic (prevent from developing into adult)

2

Critical Thinking about Initial Questions ***(SHOW ME)***

(concept):

Ecological | Pluralism | morphological

geneerlogical

(Bamiers)

prezygotic | postzygotic

5

Identify general Process and Steps ***(TELL ME)***

1. set up a diagram / tabie
2. Label what I'm looking for
3. identify characteristics
4.

5

Question from Point of Confusion (POC):

I have trouble identifying which concept and bamier is expressed in an example, so how do you identify examples?

5

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

AVID Proven Achievement. Lifelong Advantage.

Subject: ~~Middle~~ Chemistry

Name: Muhammed

Standard/Essential Question: what are bases

AVID Period: 3

Date: 6-26-13

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

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

What is the OH and PH of the ACid

/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Acid- a subantce that has a PH of less then 7 or above 7
2. base- a substance that has a OH of less than 7

/2

What I Know About My Question:

1. if the POH is 7 then is netural
2. if the POH is <7 then it is basic, >7 then it is acidic

/2

Critical Thinking About Initial Question:

$[OH] = 5.5 \times 10^{-6}$

$[OH] = 2.5 \times 10^{-9}$

$[OH] = 1.0 \times 10^{-7}$

$POH = -\log [OH]$

/3

Identify General Process and Steps:

- find the PH
- find the POH
- identify which is an acid or a base.

/2

Question From Point of Confusion:

How would you find the POH and PH? What are the tools you need to solve for the POH + PH and which equation to use

/2

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

Subject: Chemistry Standard/Essential Question: How do I solve for moles?	Name: Efrain AVID Period: 1st Date: 1/31

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

Initial/Original Question: Source, Page # and Problem #: book, pg 88, # 4

How many molecules are there in 24g of FeF_3? /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. moles = (6.02×10^{23})
2. molecules = the chemical make-up of everything /2

What I Know About My Question:

1. One mol of FeF_3 is 112.8
2. I know I multiply and cancel units /2

Critical Thinking About Initial Question:

24 FeF_3	1 mol	6.02×10^{23}
	112.8	1 mol

? I don't know if this is right /3

Identify General Process and Steps:

1) Set up equation
2) use 6.02×10^{23} /2

Question From Point of Confusion:

What do I do with mol in the equation? /2

Tutorial Request Form (TRF)
Pre-Work Inquiry (***BEFORE*** the Tutorial)

Subject: Chemistry
Topic: Predictions
Tutor:
Name: Rocio
AVID Period: G3
Date: 2-26-13

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

pw

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

Explain how to balance equation Phosphoric Acid + Calcium Hydroxide.

Key Academic Vocabulary/Definition Associated with Topic/Question:

1. Balance – have same amount of elements/substances on each side.
2. equation — $x + y = xy$

What I Know About My Question (Prior Knowledge):

1. It yields water and a "salt".
2. It yields water + Calcium phosphate.

Critical Thinking About Initial Question:

$\_H_3PO_4 + \_Ca^{2+}(OH^{1-})_2 \rightarrow$

$\_H_2O + \_1(Ca_3^{2+}(PO_4^{3-})_2$

Part of acid

Do you put charges now or no?

Identify General Process and Steps:

1.) WRITE CHEMICAL FORMULAS.
2.) BALANCE.

Question from point of Confusion:

Explain how to balance an acid + base. Do you put charges on the salt or do you treat it like it's still an acid.

Awesome Visions Important Decisions

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Think-A-Loud
RVHS

Subject: Physics
Standard/Essential Question: How do I solve a CAPM word problem equation?

Name: Annalise Ritter
AVID period: 01
Date: September 25, 2013

Pre-work Inquiry	Resources (Cornell Notes, texts, packets)	Tri-Fold Notes	Collaboration	Reflection	TOTAL:
40 /40	20 /20	10 /10	10 /10	excellent /20	100 /100

Initial/Original Question: A car traveling in a straight line has a velocity of 5.0 m/s. After an acceleration of 0.75 m/s² the car's velocity is 8.0 m/s. In what time interval did the acceleration occur?

Source: book, page #'s, notes: Notebook / text
- Textbook Physics Page 58
- CN = Type of motion (change in $\vec{v}$)
- UPM vs CAPM Practice Problem #01

Key academic vocabulary/definition associated with topic/question:
- Displacement = the change in position of an object.
- Acceleration = the rate at which velocity changes over time.
- Average velocity = the total displacement divided by the time interval during which the displacement occured.

What I know about my Initial Question: The initial velocity that the car traveled is 5.0 m/s. The final velocity that the car traveled is 8.0 m/s. The rate of acceleration at which the car moved is 0.7 m/s/s. In order to solve the equation, I will have to subtract the final velocity the car traveled by the initial velocity.

Critical Thinking (Show Your work):

01) In what time interval did the acceleration occur?

Acceleration = 0.75 m/s/s

Initial velocity = 5.0 m/s

Final Velocity = 8.0 m/s

Initial velocity − Final velocity

5.0 m/s − 8.0 m/s

= −3 m/s

Clearly Explain the Steps in the Process:

1. Rewrite the question
2. Pick out information from the initial question
3. Figure out what is the acceleration, initial velocity, and final velocity that the car had traveled
4. Subtract the initial velocity traveled by the final velocity reached

Question from Point of Confusion (POC): After subtracting the intial velocity by the final velocity, How do I figure out the time interval that occured during the acceleration?

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

/10

Name: Brianna Edwards	Date:	AVID Period: 1st

Initial Question: ***Source, page# & problem#:*** ____________

Should gentic engineering be alvaliable to the public, and if so to what extent?

1

Key academic vocabulary/definition associated with topic/question:

~~ug~~ yegentics - allitering genes, science

2

What I *Know* about My Question:

literature has been made with this technology

2

Critical Thinking about Initial Questions *(SHOW ME)*

yes
- fix disease before birth
- major health benefits

NO
- Mother nature
- Playing God
- unfair

Regulation

commercial
- Rich make barbie children

government
- to what extent do you go to need or inconvience

5

Identify general Process and Steps *(TELL ME)*

1.) list reasons for or aganist
2.) list out what could be done

5

Question from Point of Confusion (POC):

Should gentic enegineering be alvaliable to the public, and how do control it?

5

AVID Tutorial Request Form (TRF)

Name: Jenny Tran
AVID Period: 7
Date: 9/30/13

Subject: Physics
Essential Question: What does the distance formula have to do with the speed?

Pre-Work Inquiry	Resources/ Materials	Collaborative Inquiry (Participation)	3 Column Notes	Total w/o Reflection	Reflection	Total w/ Reflection
~~10~~ 15 /15	1 /1	3 /3	1 /1	20 /20	5 /5	25 /25

Pre-Work Inquiry (Before the Tutorial)

Initial/Original Question: Source, page #, problem #: Lesson 3 Problems #26

According to Guinness, the tallest man to have ever lived was Robert Pershing Wadlow of Alton, Illinois. He was last measured in 1940 to be 2.72 meters tall (8 feet, 11 in). Determine the speed which a quarter would have reached before contact with the ground if dropped from rest form the top of his head. 1 /1

Key academic vocabulary and definition associated with topic or question:

1. Speed - a quantity that has no direction.
2. Velocity - calculated by dividing the displacement by the time it took.
3. Distance - The separation between 2 points. 3 /3

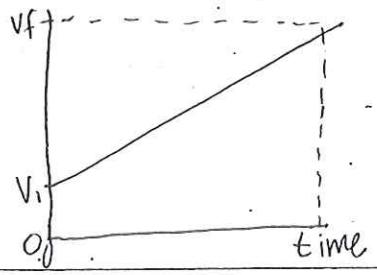
What I Know About My Question:

You find velocity by the formula $V = \frac{D}{T}$

Constant Acceleration Equations

$V_f = V_i + at$ $\quad d = V_i t + \frac{1}{2} a t^2$

$d = \frac{1}{2}(V_f + V_i)t$ $\quad V_f^2 = V_i^2 + 2ad$



3 /3

Critical Thinking About Initial Question:

8 ft = d - distance
-9.8 m/s² = a - acceleration
How can I find the correct formula?
How can I find the speed that is a quarter reached before contact with the ground? 3 /3

Identify General Process and Steps:

1. Figure out what the question is looking for (speed)
2. List the measurments you see.
3. Determine what formula to use.
4. Last step, solve algebracily. 2 /2

Point of Confusion (different from initial question, TAKEN FROM PROCESS AND STEPS,):

How do I start my problem and how can I find the right formula to my problem? be more specific
How would I find speed using distance? (can) 3 /3

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Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: Physics Standard Essential Question:			Name: Cristina Caballero AVID 3-25-13 Period: A1		
Pre-work Inquiry ___/12	Resources ___/1	Collaborative Inquiry ___/2	Note-Taking ___/3	Reflection ___/7	Total ___/25

Initial/Original Question: A car with bad shock absorbers bounces up and down with a period of 1.5s after hitting a bump. The car has a mass of 1500kg /1

Source, Page # and Problem #: _____

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Period - Amount of time it takes one cycle of the motion to repeat or
2. $T = \frac{1}{f} = \frac{\#\ sec}{1\ cycle}$ /2

What I Know About My Question:

1. Cars period 1.5 after hitting bump
2. Cars mass (1500kg) /2

Critical Thinking About Initial Question:

Given Spring Constant, could be worked backwards $-kx$ formula, because we have k so, and Spring constant so we can find x /3

Identify General Process and Steps:

we'll need $-kx$

$2\pi\sqrt{\frac{m}{k}}$ /2

Question From Point of Confusion:

How does the mass and number of springs effect the problem? /2

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

Name:	Date:	AVID Period:
Erin Justice	2/11/13	3

Initial Question: **Source, page# & problem#:** Appychology

What are Konberg's beliefs on Moral Development? ✓ /1

Key academic vocabulary/definition associated with topic/question:
post conventional: ethic principles.
conventional: gain approval
pre conventional: self-interest /2

What I ***Know*** about My Question:
There are 3 stages of moral development. /2

Critical Thinking about Initial Questions ***(SHOW ME)***

1. Preconventional:
   - self interest: ( )
2. conventional:
   - gaining approval (needing to feel important).
3. Post conventional:
   - ethic principles (practice faith although its against state rules). /5

Identify general Process and Steps ***(TELL ME)***

1. List the 3 stages.
2. Give examples of each.
3. Relevant of the Kolnberg moral development? /5

Question from Point of Confusion (POC):

In what ways are Konberg's moral development beliefs relevant to a "developing person"? (chapt 4) /5

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

Subject: Chemistry	Name: Luis Ramos
Standard/Essential Question: What is the density?	AVID Period: 1st
	Date: 09/12/2016

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

Initial/Original Question: Source, Page # and Problem #: Chemistry Unit 1 Worksheet 4

One cup is equivalent to 237cm³. If 1 cup of olive oil has a mass of 216g, what is the density of olive oil in g/cm³? 1 /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Density - relationship between mass and volume.
2. Volume - amount of space by a shape or object. 2 /2

What I Know About My Question:

1. One cup is equivalent to 237cm³.
2. The cup of olive oil has a mass of 216g. 2 /2

Critical Thinking About Initial Question:

237 - 216

21g/cm³ (?)

- Is this the density?
- How am I so sure that this is correct? 3 /3

Identify General Process and Steps:

1) write out process
2) know formula
3) ???

2 /2

Question From Point of Confusion:

How can I find the density of an olive oil in g/cm³. 2 /2

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

Subject: Physics / motion Standard/Essential Question: Projectile	Name: Alvaro Perez AVID Period: 2 Teacher: Kordahl Date: 10-17-13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
10 /12	1 /1	2 /2	3 /3	4 /7	20 /25

Initial/Original Question: Source, Page # and Problem #: Projectile worksheet

The crossbar of a football goalpost is about 3.5 m above the ground. A field goal kicker kicks a football with a speed of 20 m/s toward the goalpost at an angle of 37° above the horizontal. He is 32 m away /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. speed: the rate of change
2. angle: the degree of an object

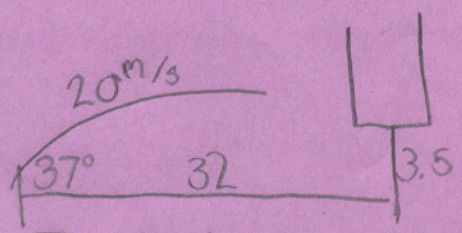
/2

What I Know About My Question:

1. I know it's a x direction question
2. I know if it passes it should be 2

/2

Critical Thinking About Initial Question:



I don't know what to do from here

/3

Identify General Process and Steps:

1. draw a picture
2. list what you
3. determine (?) POC

/2

Question From Point of Confusion:

How do you determine if something will reach a point?

/2

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

Subject: AP environmental (Jung)	Name: Michelle Fonseca
Standard/Essential Question: What might be occurring in phase B?	AVID Period: 2
	Date: October 23, 2013

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
10 /12	1 /1	2 /2	2 /3	7 /7	22 /25

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

Discuss three factors that might cause the fluctuations in phase B? 1 /1

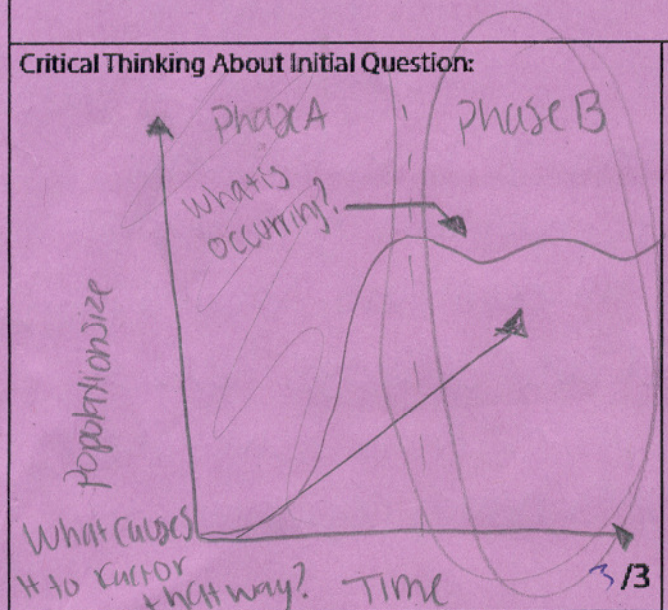
Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Factors- a circumstance, fact, or influence that contributes to a result or outcome.
2. Fluctuations- an irregular rising and falling in number or amount; a variation 2 /2

What I Know About My Question:

1. non medication is a possibility
2. Reproduction keeps it irregular with death. 2 /2

Critical Thinking About Initial Question:



3 /3

Identify General Process and Steps:

- focus on the important part of your graph
- define your unknown words (fluctuations)
- think of might be the reason the graph is shown as "~".

2 /2

Question From Point of Confusion: What affects the graph population of Phase B? What or how does it make the graph irregular? /2

same

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

Subject: Physics Standard/Essential Question: Demonstrate understanding/ng	Name: Carmen Holguin AVID Period: 1 Date: 10-24-2013

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
10 /12	1 /1	2 /2	3 /3	6 /7	22 /25

Initial/Original Question: Source, Page # and Problem #: Force of Gravity WS #6

A student attaches a rope to the block and pulls the block upward at a constant speed. Sketch and label a force diagram. What is the force of gravity? 1 /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. force of gravity: force exerted by the gravitational field of a massive object on any body within the vicinity of its surface
2. force diagram: free-body diagram, sketch

2 /2

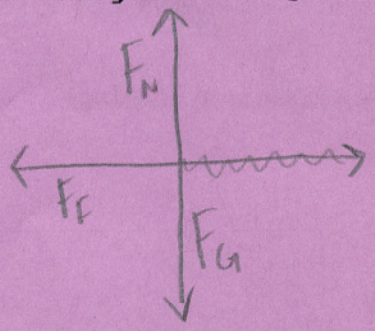
What I Know About My Question:

1. I know that when you draw a force diagram you include a normal force, gravitational force
2. I also know that you need to use one of the formulas to find force of gravitional

2 /2

Critical Thinking About Initial Question:

(6)



? $ON = N + F_F$ OR

? $ON = F_G + F_N$

1 /3

Identify General Process and Steps:

1. Try to draw a force diagram aka free-body diagram.
2. Label each force
3. Identify the formulas you could use.

2 /2

Question From Point of Confusion:

If I know how the basic process to do the problem, then how can I apply it to this problem?

2 /2

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

Subject: Chemistry Standard/Essential Question: U2 review	Name: Tulissa Coronci AVID Period: 2 Date: 10/23/13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
11 /12	1 /1	2 /2	3 /3	7 /7	24 /25

Initial/Original Question: Source, Page # and Problem #: U2 review #8

suppose that 25.0mL of a gas at 725mm Hg & 20°C is converted to standard pressure & temp. what would be the new volume

/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. pressure - ~~force~~ per unit
2. temp - how hot or cold

1 /2

What I Know About My Question:

1. you use a formula
2. find new volume

2 /2

Critical Thinking About Initial Question:

25.0mL
725 mmHg
20°C ← convert to standard pressure?

3 /3

Identify General Process and Steps:

* take out info
* convert 20°C SP
* find new volume

2 /2

Question From Point of Confusion:

how do you convert 20°C to standard pressure & find the new volume?

2 /2

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

COURSE: Science 3 Adv. Name: Allison

Standard/Topic: The Characteristics of scientific knowledge AVID Period: 6

Date: 10/24/13

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

Initial/Original Question: **Source, Page #, Problem #, *DATE*:** packet, p. 54, Figure 2, 10/24/13

Use logical reasoning in Figure 2 to determine whether crows recognize individual human faces /2

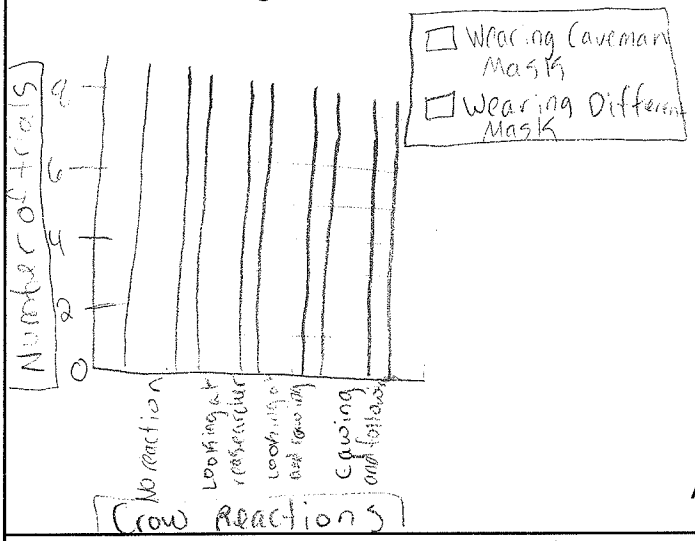
Key academic vocabulary/definition(s) associated with topic/question:

1. bar graph -
2. Empirical evidence - data and observations that have been collected through scientific processes /2

What I Know about My Question:

1. Some people are wearing Caveman Mask
2. Some people are wearing Different Mask /3

Critical Thinking about Initial Questions:



/5

Identifying General Process and Steps:

1) Draw graph
2) Label x-axis and y-axis
3) fill in data

/4

Question from Point of Confusion: I dont understand how to insert the data because there are 2 different outcomes to put as data in the graph? /4