| ¥^  | Tutorial Request Form (TRF) |                          |                        |            |       |  |  |
|---|-----------------------------|--------------------------|------------------------|------------|-------|--|--|
| Decades of Gallege Dreams   | Pre-                        | Work Inquiry (           | <b>Before the Tuto</b> | rial)      |       |  |  |
| Subject:  |                             |                          | Name:                  |            |       |  |  |
| Standard/Essential Ques.:   |                             |                          | <b>AVID Period:</b>    |            |       |  |  |
|   |                             |                          | Date:                  |            |       |  |  |
| Pre-work Inquiry  | Resources                   | Collaborative<br>Inquiry | Note-Taking            | Reflection | Total |  |  |
| /12   | /1                          | /2                       | /3                     | /7         | /25   |  |  |
| Initial/ Original   | Question:                   |                          | Source, page # &       | problem #: |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            | /1    |  |  |
| Key academic vo   |                             | on associated wit        | th topic/question:     |            |       |  |  |
| 1.  | Cabulal y/ delilliti        | on associated wit        | in topic/question.     |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
| 2.  |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            | /2    |  |  |
| What I Know ab  | out My Question:            |                          |                        |            |       |  |  |
| 1.  |                             |                          |                        |            |       |  |  |
| 2   |                             |                          |                        |            |       |  |  |
| 2.  |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            | /2    |  |  |
| Critical Thinking about Initial Question: Identify General Process and Steps: |                             |                          |                        |            |       |  |  |
| <b>.</b>  | •                           |                          | ,                      |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             | /2                       |                        |            | 10    |  |  |
| Ougstien Com  | aint of Court of            | /3                       |                        |            | /2    |  |  |
| Question from P   | Point of Confusion          | :                        |                        |            |       |  |  |
|   |                             |                          |                        |            |       |  |  |
|   |                             |                          |                        |            | /2    |  |  |
|   |                             |                          |                        |            | , -   |  |  |

## Two--Column Note--taking (In class----During the Tutorial)

Take two/three---column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

## Reflection (In class--After the Tutorial)

| My point of confusion is based on a focus area from my Grade/Tutorial Analysis: ☐ Yes ☐ No           |              |
|--|--------------|
|  |              |
| I was a student presenter during tutorial today:   No  |              |
|  |              |
|  |              |
| My point of confusion was  |              |
|  |              |
|  | _/1          |
|  |              |
| What I learned about my point of confusion is  |              |
|  |              |
|  | /1           |
|  | _ <u>/ +</u> |
| I gained a new/ greater understanding of my point of confusion by/when                               |              |
|  |              |
|  |              |
|  | _/2          |
| This learning is important because it connects to my previous learning/experience, myself, and/or my |              |
|  |              |
| world (circle one), in the following way   |              |
|  | _/2          |
|  |              |
| What I found meaningful about today's tutorial session is  |              |
|  | _/1          |