**HANDOUT 2.17a** (1 of 3)

# Tutorial Request Form A (TRF)

**Pre-work Inquiry** (Before the Tutorial)

|  |  |
| --- | --- |
| Subject:Standard/Essential Question: | Name:Period: Date: |
| Pre-Work Inquiry /12 | Resources /1 | Collaborative Inquiry /2 | Note-Taking /3 | Reflection /7 | Total /25 |
| Initial/Original Question: Source, Page # and Problem #: /1 |
| Key Academic Vocabulary/Definition Associated With Topic/Question: 1.2./2 |
| What I Know About My Question: 1.2./2 |
| Critical Thinking About Initial Question:/3 | Identify General Process and Steps:/2 |
| Question From Point of Confusion:/2 |

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**HANDOUT 2.17a** (2 of 3)

**Three-Column Note-Taking** (In Class—During the Tutorial)

Take 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 Tutorial Analysis Grade Reflection: Yes No

I was a student presenter during tutorial today: Yes No

My point of confusion was . . .

##  /1

What I learned about my point of confusion is . . .

##  /1

I gained a new/greater understanding of my point of confusion by/when . . .

##  /2

Three important details that I learned from my group today were:

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 3**

Unit 2: Before the Tutorial

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**HANDOUT 2.17a** (3 of 3)


# Three-Column Notes

*Directions:* Group members take three-column notes on their own paper for each student presenter’s questions during the tutorial process.

|  |  |  |
| --- | --- | --- |
| Point of Confusion Question | Tutorial Notes | Steps (Math/Science) Process (LA/History) |
|  |  |  |

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