

AVID 11/12/19

Essential Question: How can we write effective TRFs?

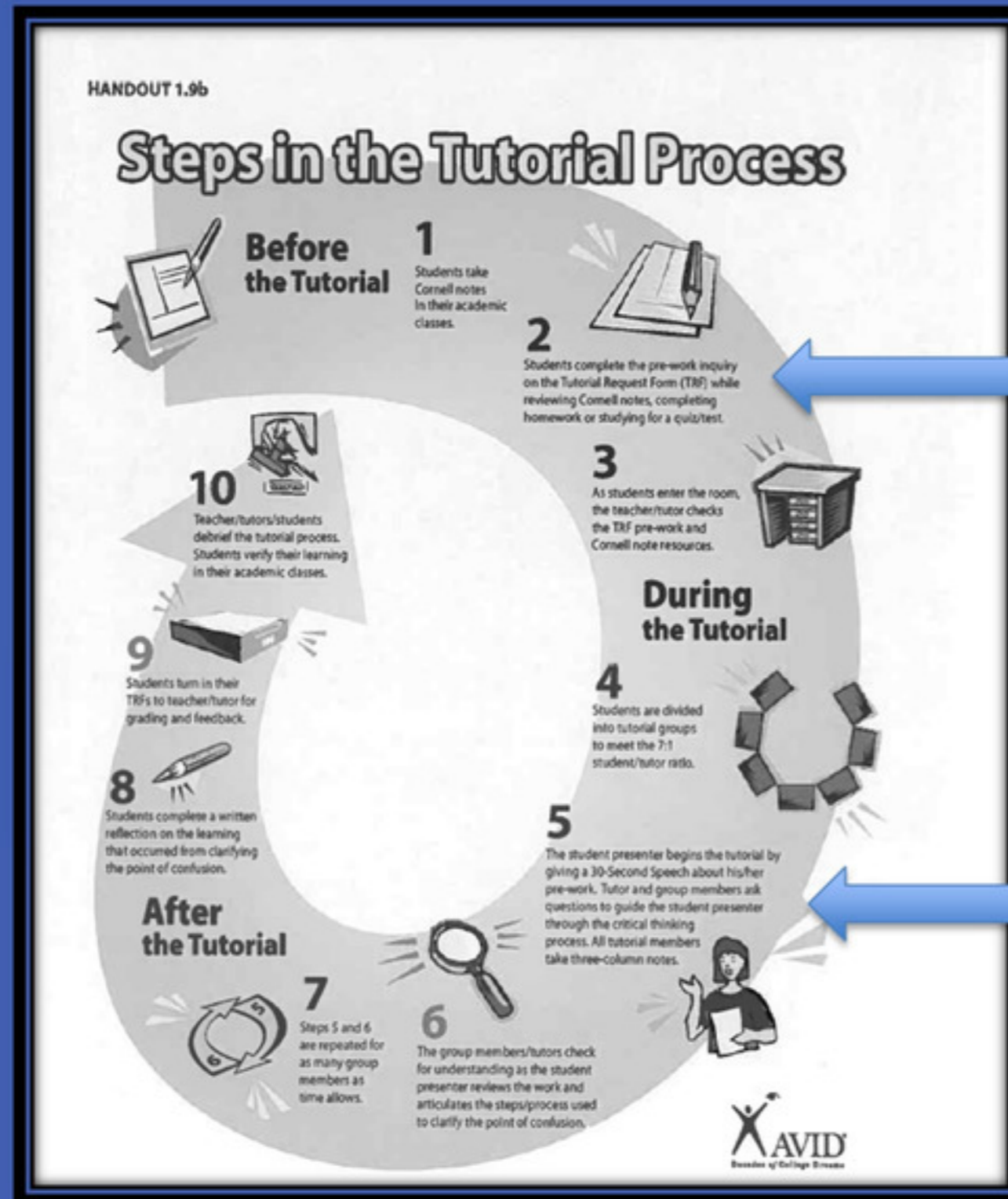
CW: TRF Analysis

HW: One complete page focus notes due Thursday - Notes, revisions and summary

Agenda

1. TRF Rubric Creation
2. 30 Second speeches - what should they look like and observation
3. Practice
4. 3-2-1 Reflection

The Tutorial Process



TRF – Before the Tutorial

Initial Tutor Question

Academic Vocabulary

Prior Knowledge

Critical Thinking About Initial Question

Steps Attempted

Question from Point of Confusion



Activity

Compare the three TRFs.

Work within your Tutorial groups to create a scoring rubric for your section of the TRF.

Rubric should be specific. Be prepared to share with rest of class.

We will create a class rubric.

Group 1:

Initial Question/Academic Vocabulary

Group 2

What I Know about My Question

Group 3: Critical Thinking About Initial Question/
Steps Attempted

Group 4: Question From Point of Confusion

Tutorial groups

1. Izzy, Mason, Alexis, Aaliyah, Carmen, Sierra
2. Ivy, Spencer, Tyler, Hannah, Kaycee, Logan
3. Melani, Quinton, Nick, Torree, Mark, Yuritzi
4. Ellie, Mehalini, Cristina, Tim, Riley

30 Second speeches

The steps for presenting a question are as follows:

1. Write the problem on the board.
2. Face the group members.
3. Read the question out loud to group.
4. Explain prior knowledge and what you understand about the question.
5. Explain what strategies you used in attempting to answer the question.
6. Indicate to group exactly where you became confused as you worked to answer this question.
7. Ask group members: “What questions do you have to prompt my thinking and assist me in identifying the next step?”
8. Ask group members questions to clarify anything that they asked or stated.

The 30 Second Speech

HANDOUT 3.11e



3.11: Tutorial Member Protocols and Observations

The 30-Second Speech Student Presenter Protocol

Tutorials provide a forum for students to practice their public speaking and presentation skills in a safe and supportive environment on a weekly basis. Once a student has completed the pre-work inquiry and identified a point of confusion question for the tutorial group, it is important that he/she initiates a discussion through a 30-Second Speech. Students need to know how to present their question in a way that will create engagement, inquiry and critical thinking with group members.

Students should refer to the pre-work completed on the Tutorial Request Form (TRF) and give the 30-Second Speech to the tutorial group before the group members begin the critical thinking/inquiry process.

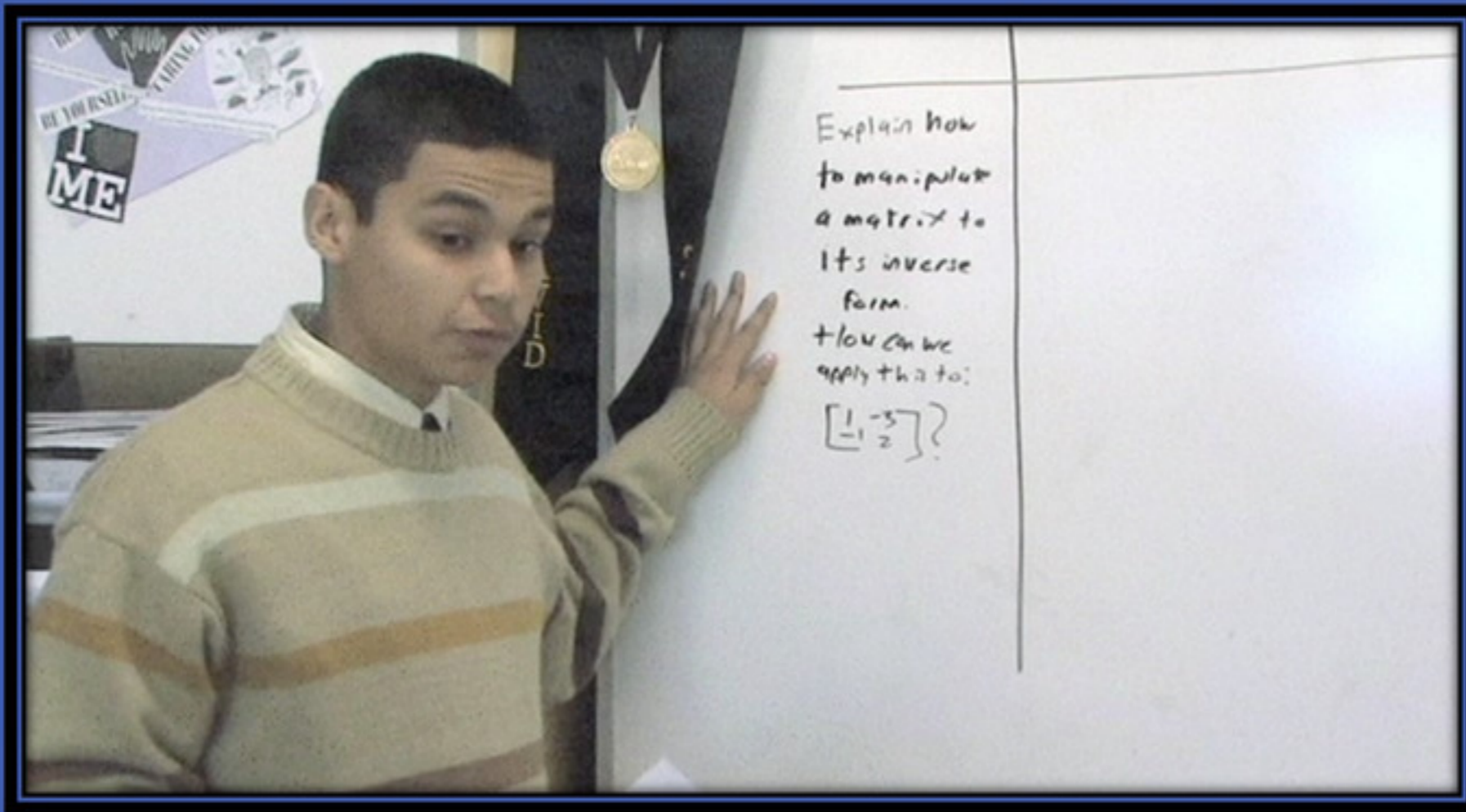
The steps for presenting a question are as follows:

Step	Description	Might Sound Like . . .
1	Read your question generated from your point of confusion to your tutorial group.	<ul style="list-style-type: none">• My question from my pre-work is . . .• My question from my point of confusion is . . .
2	Share what you know about your question.	<ul style="list-style-type: none">• The academic vocabulary I needed to know to do my pre-work and to write my question is . . .• What I know about my question is . . .
3	Share your pre-work.	<ul style="list-style-type: none">• Last night I was able to complete . . .• This is as far as I was able to do it on my own . . .
4	Share your point of confusion.	<ul style="list-style-type: none">• My point of confusion is . . .• What I don't understand is . . .
5	Ask your group members to begin the questioning process.	<ul style="list-style-type: none">• What questions do you have to assist me in understanding my point of confusion?

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John's 30 Second Speech



Activity

- Using the question from your TRF, prepare a 30 Second Speech using the template
- Share your 30 Second Speech with a partner



3-2-1

- 3 Important new facts about the TRF & 30 Second Speech
- 2 Ways you are going to improve your tutorials
- 1 Question still circling in your head about the TRF & 30 Second Speech

