



Mar 26th 7:08:48 pm

Hi! My name is Mr. Reyes and I will be your tutor for this session. How are you?

Mar 26th 7:09:08 pm ✓ *Introduction: Builds rapport with warm greeting*

Welcome to Yup! :)

Mar 26th 7:09:31 pm ✓ *Introduction: Welcomes student to Yup*

This looks like an interesting problem. Let's work together to solve it quickly :) Are you ready to begin now?

Mar 26th 7:09:38 pm

Yes okay

Mar 26th 7:09:53 pm

Alright! How far have you gotten in solving the equation of the line?

Mar 26th 7:10:14 pm ✓ *A1: Determine progress*

I'm a little familiar.

Mar 26th 7:10:48 pm

Sounds great!

Mar 26th 7:11:03 pm

How do you think can we start the problem?

Mar 26th 7:11:09 pm ✓ *A1: Gauge student's existing know ledge*

Create an equation using the given point

Mar 26th 7:12:01 pm

That is right!

Mar 26th 7:12:13 pm

In an equation, we can follow the slope-intercept form.

Mar 26th 7:12:32 pm ✓ **B2: Tutor builds on student's thoughts**

Are you familiar to slope-intercept form?

Mar 26th 7:12:38 pm ✓ **C3: Encourages student to share existing knowledge**

Yes

Mar 26th 7:13:11 pm

Can you tell me the slope-intercept form?

Mar 26th 7:13:25 pm ✓ **C3: Invite student input**

$y = mx + b$

Mar 26th 7:13:44 pm

Correct!

Mar 26th 7:13:48 pm

What is the meaning of m and b?

Mar 26th 7:13:53 pm ✓ **C3: Expand scope of guiding questions if student is succeeding**

m is the slope

Mar 26th 7:14:08 pm

b is the y intercept

Mar 26th 7:14:20 pm

Alright! Both of them are right. :)

Mar 26th 7:14:33 pm ✓ **C2: Motivates student with encouraging language**

From the given parallel line, how can we solve for the slope?

Mar 26th 7:14:40 pm ✓ **C3: Open guiding question**

Convert the equation into slope intercept form

Mar 26th 7:16:01 pm

That is correct!

Mar 26th 7:16:33 pm

Can you convert it for me?

Mar 26th 7:16:37 pm ✓ **C3: Encourage student to take the next step**

I'll try

Mar 26th 7:17:25 pm

Great! I'll wait for your work. :)

Mar 26th 7:17:37 pm

$y = 3/4x - 1.5$

Mar 26th 7:19:02 pm

Excellent!

Mar 26th 7:19:19 pm ✓ **C2: Positive language**

That is correct!

Mar 26th 7:19:21 pm

Okay

Mar 26th 7:19:28 pm

How do you think are the slopes of parallel lines related to each other?

Mar 26th 7:19:42 pm ✓ **C3: Open guiding question**

They are the same slopes

Mar 26th 7:20:01 pm

Nice work, you got it!

Mar 26th 7:20:09 pm ✓ **C2: Positive language**

Because they have the same slope, we now have the slope for our new equation of the line which is equal to?

Mar 26th 7:20:30 pm ✓ **B2: Guide student towards next step**

Okay

Mar 26th 7:20:47 pm

What will be the slope of our new equation of the line?

Mar 26th 7:21:21 pm ✓ **C3: Expand scope of guiding questions if student is succeeding**

3/4

Mar 26th 7:21:31 pm

Correct!

Mar 26th 7:22:25 pm

Now that we have the slope, we are one step away from the final answer.

Mar 26th 7:22:35 pm

What is the next step to solve the equation of the line?

Mar 26th 7:22:48 pm ✓ **C3: Open question**

Find the y-intercept

Mar 26th 7:23:04 pm

You're doing great!

Mar 26th 7:23:20 pm ✓ **C2: Motivates student with encouraging language**

How can we solve it?

Mar 26th 7:23:23 pm ✓ **C3: Invite student input**

Using the coordinate point

Mar 26th 7:23:52 pm

Can you show me how to use it?

Mar 26th 7:24:02 pm ✓ **C3: Invite student to proceed independently**

$$6 = \frac{3}{4}(-2)$$

Mar 26th 7:25:13 pm

Almost there!

Mar 26th 7:25:41 pm ✓ **C2: Acknowledge student's mistake without causing stress**

Take note that we have to complete the equation. Where is the unknown value there?

Mar 26th 7:25:54 pm ✓ **C1: Adapts explanation to student's confusion**

The x

Mar 26th 7:26:16 pm

Sorry but there is no unknown value in $6 = \frac{3}{4}(-2)$.

Mar 26th 7:26:54 pm

Can you clarify that part for me?

Mar 26th 7:27:00 pm ✓ **C1: Tutor redirects student's mistake without causing stress**

$$6 = \frac{3}{4}(-2) + b$$

Mar 26th 7:27:22 pm

That's it! :)

Mar 26th 7:27:28 pm ✓ **C2: Positive language**

Can you solve b for me here?

Mar 26th 7:27:49 pm ✓ **C3: Encourage student to take the next step**

Ok

Mar 26th 7:28:02 pm

Great!

Mar 26th 7:28:14 pm

$$b = 7.5$$

Mar 26th 7:28:43 pm

Correct! :)

Mar 26th 7:29:11 pm

If we have the slope m and y-intercept b, how can we solve for the equation

Mar 26th 7:29:26 pm ✓ **C3: Open guiding question**

?

Mar 26th 7:29:26 pm

Create the equation using the numbers

Mar 26th 7:30:02 pm

Correct!

Mar 26th 7:30:08 pm

Can you create that equation for me?

Mar 26th 7:30:13 pm ✓ **C3: Invite student to proceed independently**

Sure

Mar 26th 7:30:19 pm

Great! :)

Mar 26th 7:30:25 pm

$y = \frac{3}{4}x + 7.5$

Mar 26th 7:30:53 pm

From the options given to us, which do you think represent the equation $y = \frac{3}{4}x + 7.5$?

Mar 26th 7:31:49 pm

Idk

Mar 26th 7:32:31 pm

Don

Mar 26th 7:32:46 pm

Don't worry!

Mar 26th 7:32:50 pm

I am here to guide you! :)

Mar 26th 7:32:57 pm ✓ **C2: Reassuring language**

How do you think can we eliminate the denominator 4?

Mar 26th 7:33:08 pm **C1: Adapts to student's uncertainty with scaffolded guiding question**

Note: Ideally the tutor would have guided the student towards determining this step more independently

Multiply by 4

Mar 26th 7:33:22 pm

Correct!

Mar 26th 7:33:28 pm

Where do you think will we multiply 4?

Mar 26th 7:33:42 pm ✓ **C3: Invite student input**

Both sides of the equation

Mar 26th 7:34:11 pm

That's correct!

Mar 26th 7:34:23 pm

What will be the result of that?

Mar 26th 7:34:30 pm

Mar 26th 7:34:30 pm ✓ **C3: Invite student input**

Okay I think I got it $-3x+4y=30$

Mar 26th 7:35:30 pm

Woohoo! You are right :)

Mar 26th 7:35:47 pm ✓ **C2: Use encouraging words, friendly punctuation**

Great job Michelle!

Mar 26th 7:35:53 pm

Thanks for your help Mr. Reyes

Mar 26th 7:36:11 pm

Goodbye.

Mar 26th 7:36:18 pm

Bye! Thank you for using Yup!

Mar 26th 7:36:35 pm ✓ **Conclusion: Tutor thanks student for using Yup**

Have a good one!

Mar 26th 7:36:37 pm ✓ **Conclusion: Warm send off**

Student ended session

Mar 26th 7:36:40 pm