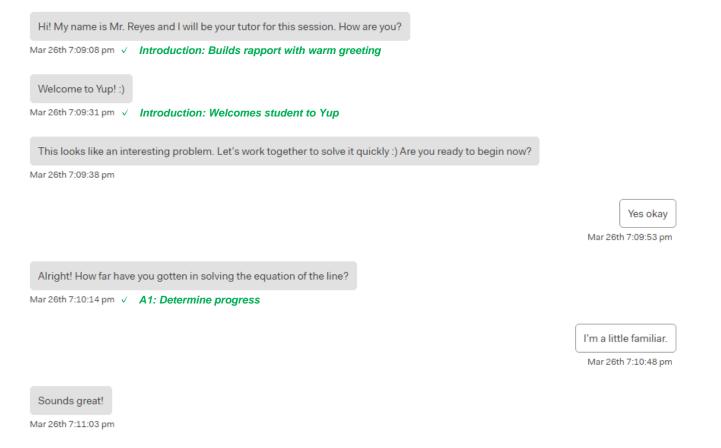


Mar 26th 7:08:48 pm



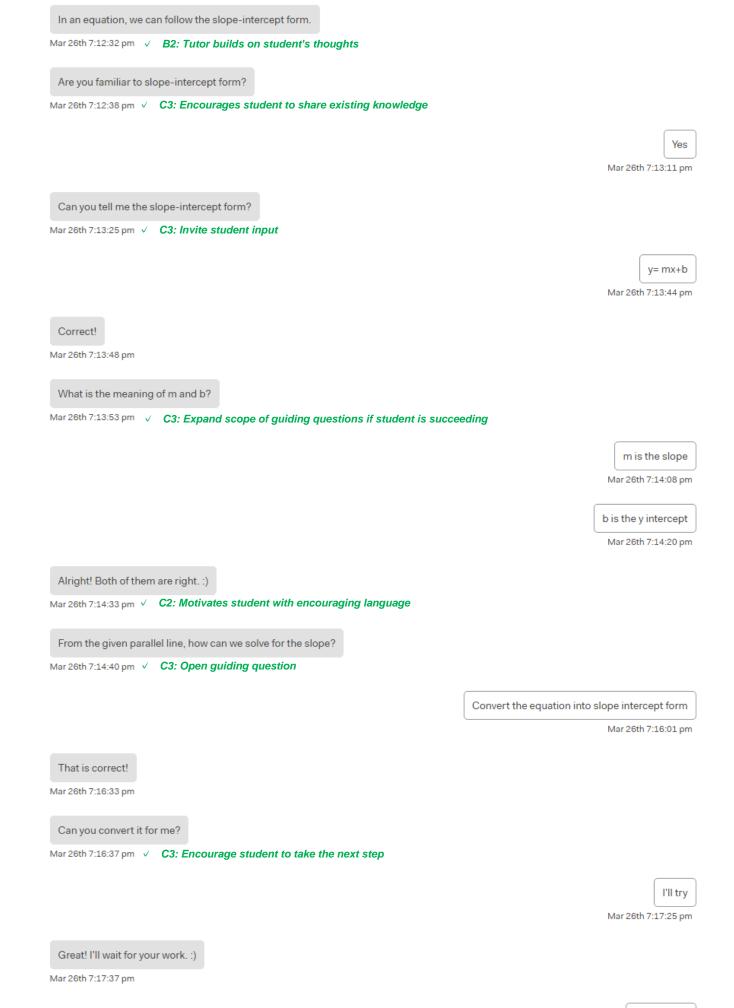
How do you think can we start the problem?

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

Create an equation using the given point

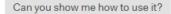
Mar 26th 7:12:01 pm

That is right!

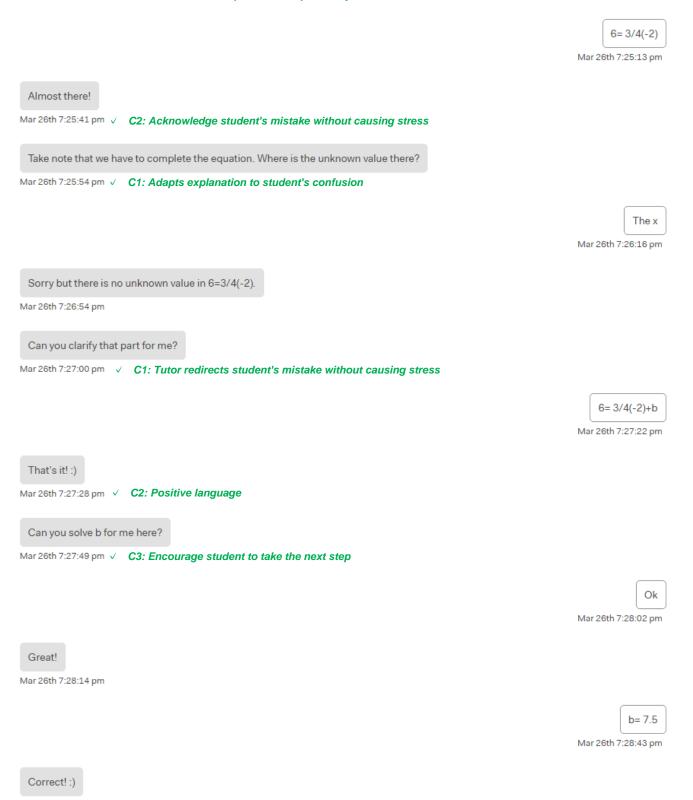


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y —	0/	47-	-	0

Excellent!	
Mar 26th 7:19:19 pm ✓ C2: Positive language	
That is correct!	
Mar 26th 7:19:21 pm	
	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 \checkmark 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 V 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 V 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 \checkmark C3: Open question	
	Find the y-intercept
	Mar 26th 7:23:04 pm
You're doing great!	
Mar 26th 7:23:20 pm </td <td></td>	
How can we solve it?	
How can we solve it? Mar 26th 7:23:23 pm √ C3: Invite student input	



Mar 26th 7:24:02 pm </ C3: Invite student to proceed independently



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

Create the equation using the numbers

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



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

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



Mar 26th 7:33:22 pm

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?

Jar 26th 7:34:30 pm



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