

May 9th 9:40:50 pm

Welcome back 😊 Brianna.

May 9th 9:40:52 pm

I'm finding you a tutor ASAP.

May 9th 9:40:54 pm

BTW, the tutor will spend a minute reviewing your problem so when the session begins, you can quickly jump into it!

May 9th 9:40:56 pm

TUTOR FOUND, NOW REVIEWING PROBLEM AT NO CHARGE

May 9th 9:40:58 pm

👍 Okay!

May 9th 9:41:04 pm

Tutors need to know how much work you've done to help you better... can you 📹 any progress you've made?

May 9th 9:41:06 pm

Not now

May 9th 9:41:15 pm

No worries 😊 your tutor can help you from the beginning!

May 9th 9:41:17 pm

SESSION STARTED AT 1:41 PM

May 9th 9:41:19 pm

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

May 9th 9:41:26 pm ✓ *Introduction: Introduces herself by last name*

I'm good how are you?

May 9th 9:41:38 pm

I'm good, thanks!

May 9th 9:42:01 pm

I have reviewed your problem. We will find the answer together in no time! Are you ready to begin now?

May 9th 9:42:04 pm

✓ *Tutor uses scripted messages to expedite the introduction*

Yes

May 9th 9:42:11 pm

Great!

May 9th 9:42:19 pm

I'm going to ask you questions to help me figure out where you are stuck. That way we can solve your problem faster. The more you participate the quicker we will be able to get through this!

May 9th 9:42:24 pm

Ok

May 9th 9:42:37 pm

Awesome! Have you made any progress on this problem?

May 9th 9:43:00 pm ✓ *A1: Determine progress*

No, I don't know how to start it

May 9th 9:43:27 pm

Okay, no problem! Let's go through this problem from the beginning, then :)

May 9th 9:44:00 pm ✓ *A1: Determine starting point*

Do you know what it means for two shapes to be similar?

May 9th 9:44:11 pm ✓ *A1: Probe the student's understanding of concepts*

That they have the same shape and all their corresponding dimensions are proportional

May 9th 9:45:16 pm

Yes, great job!

May 9th 9:45:32 pm ✓ **C2: Motivates student with encouraging language**

So in order to figure out if these shapes are similar, we have to figure out whether or not their dimensions are proportional.

May 9th 9:45:45 pm ✓ **B2: Tutor builds on student's thoughts**

How do you think we should do that?

May 9th 9:45:52 pm ✓ **C3: Guiding question**

Division

May 9th 9:46:29 pm

What would you divide?

May 9th 9:46:38 pm ✓ **C3: Expand scope of guiding questions if student is succeeding**

The dimensions

May 9th 9:47:07 pm

Which dimensions? Try writing out what you would do.

May 9th 9:47:41 pm ✓ **C3: Invite student input**

You would write it as a fraction

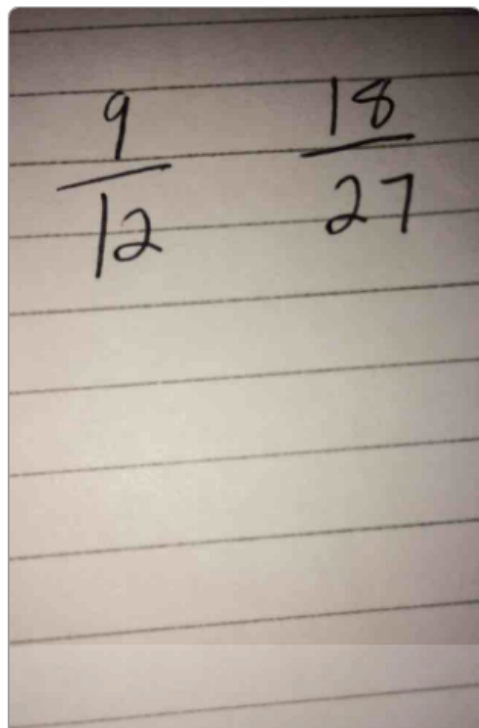
May 9th 9:48:17 pm

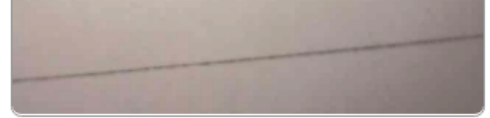
Yes, that's right! Great job!

May 9th 9:48:32 pm ✓ **C2: Positive language**

Which sides should be in the fraction? Can you try one yourself?

May 9th 9:48:50 pm ✓ **C3: Encourage student to take the next step**





May 9th 9:50:45 pm

It would be written like this

May 9th 9:50:53 pm

That's correct! Great job!

May 9th 9:51:03 pm ✓ **C2: Positive language**

We're not quite finished, though.

May 9th 9:51:08 pm

What should our next step be?

May 9th 9:51:12 pm ✓ **C3: Invite student input**

Find half of the fraction

May 9th 9:52:32 pm

✓ **C1: Tutor redirects student's mistake without causing stress**

Not quite!

May 9th 9:53:04 pm

We want to compare these two ratios.

May 9th 9:53:08 pm

If they're the same, then the two shapes are similar.

May 9th 9:53:15 pm

How can we figure out if they're equal?

May 9th 9:53:25 pm ✓ **C3: Open guiding question**

If the numbers on both fractions are the same

May 9th 9:54:40 pm

Right!

May 9th 9:54:57 pm

✓ **B2: Clarifies step further**

They're not the same right now.

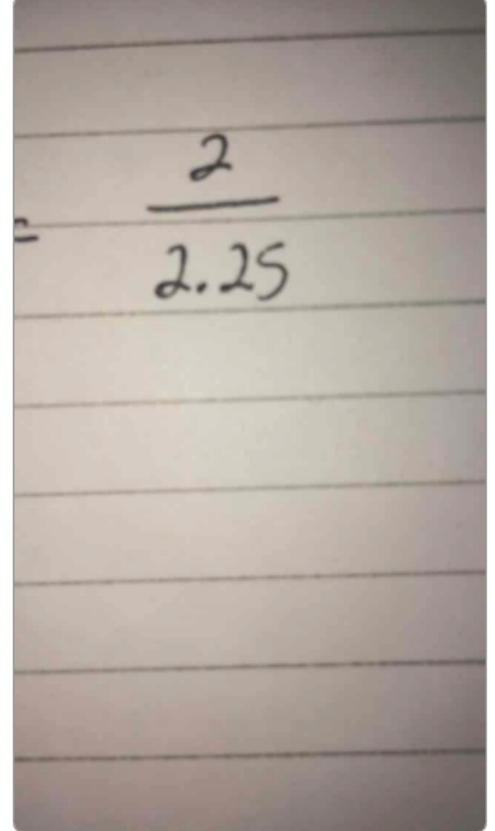
May 9th 9:55:03 pm

But we can reduce them to figure out if they are the same.

May 9th 9:55:12 pm

What would the two fractions be reduced?

May 9th 9:55:19 pm ✓ **C3: Invite student input**



A photograph of a piece of lined paper with the fraction  $\frac{2}{2.25}$  handwritten in black ink. The fraction is written with a horizontal line between the numerator 2 and the denominator 2.25.

May 9th 9:56:56 pm

Not quite! We don't want decimals in our fractions.

May 9th 9:57:39 pm ✓ *C1: Adapts explanation to student's confusion*

Can you try again?

May 9th 9:57:45 pm ✓ *C3: Encourage student retry the step*

I don't know what other way to do it

May 9th 9:59:30 pm

Okay, no problem! Let's try reducing  $9/12$  together first.

May 9th 9:59:49 pm ✓ *C2: Reassuring language*

We need to find a number that goes into both 9 and 12.

May 9th 10:00:06 pm ✓ *C1: Adapt instruction to student gap*

Can you think of a number that goes into both 9 and 12?

May 9th 10:00:12 pm ✓ *C3: Guiding question*

3

May 9th 10:00:19 pm

Yes, great job!

May 9th 10:00:31 pm

We divide both the numerator and the denominator by that number, 3.

May 9th 10:00:42 pm

$$\frac{9}{12} \div 3$$

May 9th 10:00:44 pm ✓ **B2:** *Uploaded images help the student visualize the problem and follow along*

What are we left with?

May 9th 10:00:48 pm ✓ **C3/B2:** *Guide student towards next step*

3/4

May 9th 10:01:17 pm

Yes, great job! So 3/4 is our first fraction.

May 9th 10:01:27 pm

$$\frac{9}{12} \div 3$$

$$\frac{3}{4}$$

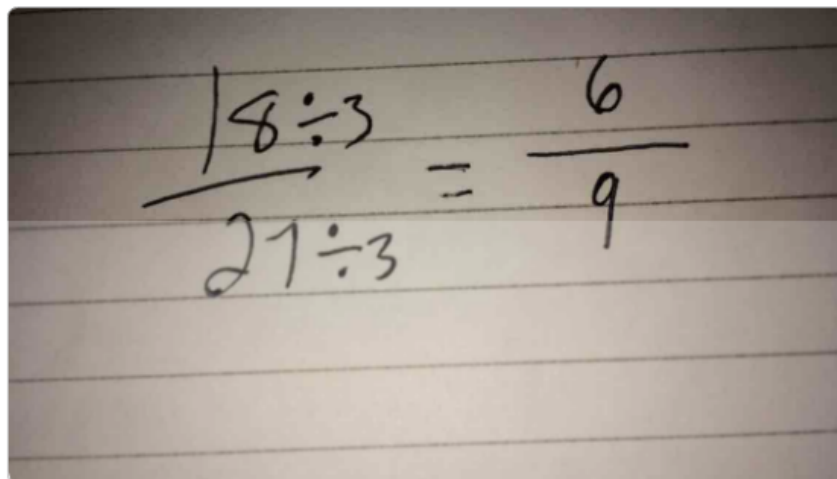
May 9th 10:01:29 pm

Now let's reduce 18/27.

May 9th 10:01:37 pm ✓ **B2: Guide student towards next step**

Try reducing 18/27 on your own using the same method we just used.

May 9th 10:01:50 pm ✓ **C3: Invite student to proceed independently**



A photograph of a student's handwritten work on lined paper. The student has written the fraction  $\frac{18}{27}$  and divided both the numerator and denominator by 3, resulting in  $\frac{6}{9}$ . The work is as follows:

$$\frac{18 \div 3}{27 \div 3} = \frac{6}{9}$$

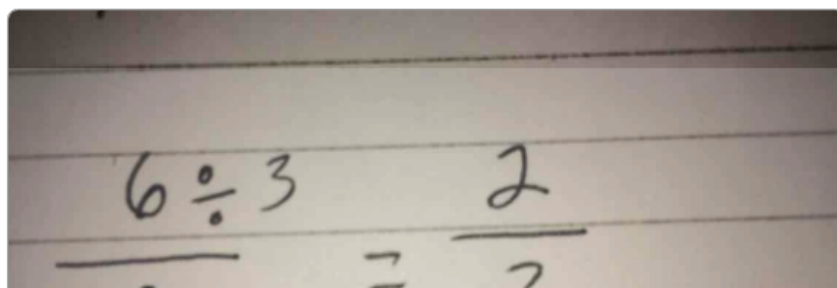
May 9th 10:02:39 pm

That's a great start!

May 9th 10:02:46 pm ✓ **C2: Encouraging language**

6/9 isn't fully reduced, though. Is there a number that goes into both 6 and 9?

May 9th 10:03:00 pm ✓ **C3/B2: Guide student towards next step**



A photograph of a student's handwritten work on lined paper. The student has written the fraction  $\frac{6}{9}$  and divided both the numerator and denominator by 3, resulting in  $\frac{2}{3}$ . The work is as follows:

$$\frac{6 \div 3}{9 \div 3} = \frac{2}{3}$$

$$9 \div 3 = 3$$

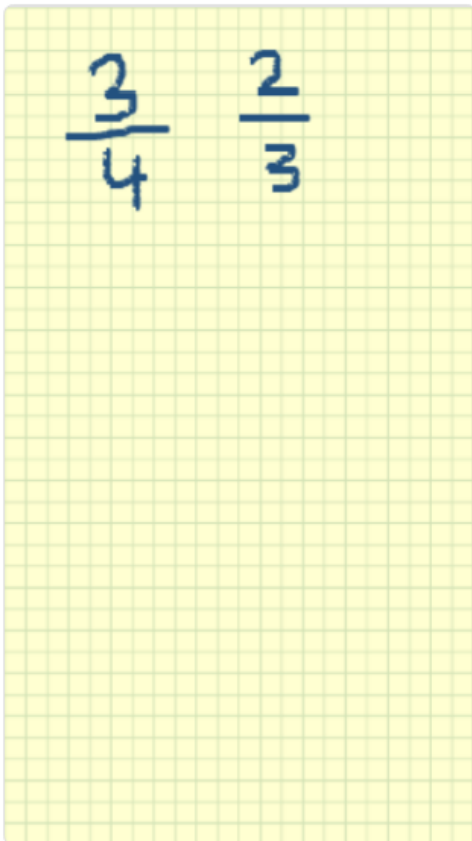
May 9th 10:03:27 pm

That's correct, great job!

May 9th 10:03:45 pm ✓ *C2: Positive language*

Now let's compare our reduced fractions.

May 9th 10:03:50 pm



The image shows a yellow grid background with two fractions written in blue ink. The first fraction is  $\frac{3}{4}$  and the second fraction is  $\frac{2}{3}$ .

May 9th 10:03:52 pm ✓ *C1/B2: Whiteboard image to supplement explanation*

Are the two shapes similar, based on these two ratios?

May 9th 10:04:05 pm ✓ *C3: Open guiding question*

No

May 9th 10:04:21 pm

Right! Nice work :)

May 9th 10:04:32 pm ✓ *C2: Positive language*

Do you have any questions about this problem?



May 9th 10:04:36 pm ✓ *C1: Check with the student to ensure understanding*

No that was all

May 9th 10:04:45 pm

Okay, great!

May 9th 10:04:49 pm

Have a good one. Bye!

May 9th 10:05:06 pm ✓ *Conclusion: Warm send off*

Thank you :) youtoo

May 9th 10:05:16 pm