Strategy Practice Activity

Assume that you are a paraprofessional in a high school algebra class. The class has been introduced to graphing lines on a two-dimensional plane, has been shown a procedure to do so, and has seen plenty of examples using the procedure. The students are then put into groups of three or four to solve five practice problems. The procedure being used is:

1. Convert the given linear equation to the slope-intercept form \( y = mx + b \)
2. Plot the \( y \)-intercept \( b \).
3. Find a second point on the line using the slope \( m \).
4. Draw a line through the two points.

You notice that one group has solutions with correct slopes, but are all passing through the origin of the graph. Choose a way to help these students:

1. Help the group review the \( y \)-intercept variable \( b \) and how it’s used.
2. Have the group graph \( y = 3x \) and \( y = 3x + 2 \) and compare the graphs.
3. Show the group a number of graphs that intercept the origin and have them note similar characteristics of the equations of these graphs.
4. Other means of assistance.

Respond on pages 2 - 4.
9.1M: Ability to support and reinforce the instruction of students in math following written and oral lesson plans developed by licensed teachers.

9.2M: Ability to utilize effective developmental, age-appropriate, and culturally sensitive instructional strategies in math that support the instruction of licensed teachers.

Your Instructional Response

Considering the strategy covered in this lesson, choose one of the options provided in the above scenario. Then, using this strategy, respond to the above scenario by answering the following questions.

1. Consider the instructional objective: Describe the instructional objective for this/these student(s)?

2. Consider the student(s): What do you know about the target student(s) that will increase your likelihood of helping him/her/them be successful at completing this exercise?

3. Consider the available materials: What applicable materials are available for you and the student to use?

4. Consider the time that is available: Describe the time limitations. How much time will it take to be successful in this activity? Is this an activity that will occur once, or will it be reinforced and developed at perhaps regular intervals over a period of time? If so, over what period?
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Consider the instructional strategy:

5. Which of the above options did you choose? What was your reasoning for choosing this option over the other options?

6. Would you have this/these student(s) do this activity independently, with another student, within a small group, or with you (one-on-one)? What is the reasoning for this?

7. Where is the best location for this student to do this activity (i.e., apart from other students, with other students, etc.). Why?

8. How does this activity directly support the instructional objective?
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9. Imagine that you need to tell another paraprofessional what they need to do to ensure that the student(s) is/are successful with this activity. Describe in detail, step by step, how this paraprofessional should carry out this instructional strategy in accordance with your directions.