Using an Inquiry-based Approach With Collaborative Practice

Strategy Practice Activity

Suppose you are a paraprofessional working in an 8th grade math classroom. The students’ learning is influenced by the scaffolding questions that the teacher poses. In this particular class, the students are learning to solve linear inequalities with two variables. The students know how to solve inequalities with one variable, and they know how to graph two-dimensional lines. Their task is to find a graph that will display the solutions of these inequalities. One group is having problems getting started. Choose a scaffolding question that will set up the students to solve these types of problems:

1. What coordinates in the graph are good solutions for the inequality?
2. What relation does the line of the equation form of the inequality have to solutions for the inequality?
3. What have you learned about two-dimensional graphing?
4. Other questions.

Respond on pages 2 - 4.
**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?
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.

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

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.