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.

Using a Constructivist Approach—Data Collecting Stage

Strategy Practice Activity

Suppose that you are working as a paraprofessional in a 7th-grade class that is learning about whole number factors of whole numbers. The lesson gives each student a certain amount (composite numbers only) of poker chips. The students will eventually be asked to find all the pairs of factors of the number of chips by creating rectangles with the chips. At this point of the lesson, though, the students are given the chips and told to collect data. Most students are seeing how many even stacks of chips they can make (which is equivalent to forming the rectangles in the lesson to follow), but one student, Joy, is struggling to find any data. As an assistant to the instructor, your job is to get Joy to make some observations and record them. Which question would you ask Joy to get her started?

1. What can be done with these chips to make a pattern?
2. How many ways are there to organize the chips?
3. Imagine you wanted to distribute these chips, how would you go about that?
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?
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.