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.

Strategy: Using a Constructivist Approach—Guided Discovery

Strategy Practice Activity

Suppose you are a paraprofessional in a 10th grade algebra class studying multiplying polynomials. The students know the distributive property and how to multiply binomials using the FOIL method. The goal of the group activity is for the students to discover a scheme to multiply any two polynomials. The groups are given two equations with two polynomials being multiplied and its single polynomial solution. The first equation is two binomials being multiplied together, and the second is two trinomials being multiplied together. The students have already completed the first phase of the lesson and are into the guided-discovery phase. When you approach one group they have already found the distributive part of the procedure, but have not combined like terms. Choose what you can tell these students that would guide them through this step without revealing how to actually do it?

1. Did you check your notes on adding polynomials?
2. What is the solution to 3x – 5x?
3. Review your FOIL method assignments.
4. Other questions.

Respond on pages 2 - 4.
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.