Motivating Students by Relating Content to Student Lives

Strategy Practice Activity

Imagine you are a paraprofessional working in a high school reading/language arts classroom. The class is investigating the magazine genre. Students are to select a magazine of a specific interest (e.g., photography, horseback riding, wind surfing, etc.) and analyze how that magazine appeals to those enthusiasts. Students have gathered copies of their magazines either from home or the library. Paul, a 9th-grade English language learner in the class, has been absent for the last week visiting his native country of Russia. The teacher asks you to get Paul up to speed and help him select a magazine and find copies in the library. Paul is new to this country and not very familiar with its popular magazines or the depth and breadth of types available. Time is of the essence, as Paul should select his copies and begin work at home today. Consider the following options to engage Paul in what is being studied and help him find a topic of interest.

1. Ask Paul to list his favorite hobbies, sports, and interests. Then suggest magazines that might suit his interests.

2. Ask Paul what he likes to read in his native language, Russian, and if he has any copies of Russian magazines. In this case Paul could analyze and report on a Russian magazine.

3. Bring Paul to the library and help him look through the many magazine titles in the reference section. Point out magazines that are popular with other students his age.

4. What other ideas would help Paul get started on this project?

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 do this activity (i.e., apart from other students, with other students, etc.). Why?

8. How does this activity directly support the instructional objective?
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.