Para eLink Reading Unit: Lesson 2b
Save this activity for your records and for discussion with your facilitator

Story-Retelling with Props

Strategy Practice Activity

Jessica is a student in the third-grade classroom where you work as a paraprofessional. She is very energetic and friendly. She has some difficulty staying focused. While reading or being read to, she gets easily distracted. These distractions affect her ability to comprehend what she reads. Today the students in this class are working on a collaborative research report on holidays around the world. Jessica is supposed to read how the Mexican holiday, Dia de los Niños (Children’s Day), is celebrated in that country and summarize what she has read. The teacher has asked you to work with Jessica on a short passage (about 500 words) about the holiday. You know from experience that just reading the text does not help Jessica with comprehension. What do you think would be an affective way to help Jessica with her comprehension and summary assignment? Consider the following options.

1. Ask Jessica to make a list of predictions about how she thinks Children’s Day is celebrated in Mexico. As you read the story, Jessica checks off any correct predictions she made from her list.

2. Take turns reading to each other paragraph by paragraph. When one reads a section, the other summarizes what he or she has heard. Then continue to switch roles.

3. As you read about Children’s Day to Jessica, allow her to draw colorful pictures of the images you share with her in words.

4. What are other strategies to use with Jessica?

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.