Para eLink Reading Unit: Lesson 4a
Save this activity for your records and for discussion with your facilitator

Developing Comprehension Skills
Using KWL Comprehension Charts

Strategy Practice Activity

As a paraprofessional in a junior high school, you work with many different learner populations. The seventh-grade students at the school are going on a field trip to the Minnesota History Center museum to see an exhibit on tornados. Each teacher and paraprofessional has four students in a tour group. Students will have a test the next day at school on what they learned from the exhibit. Students receive a group grade based on the performance of all the members of the group. They want to make sure they all pass the test, and ask how they can prepare for the test. Consider the following options. Which do you think would help students get the most out of the tornado exhibit?

1. Assign each student a role such as recorder, investigator, summarizer, and reinforcer. While at the museum, each student will be responsible for his/her role in the research. Your job is to make sure students fulfill their roles in the group.

2. Help students activate their background knowledge and anticipate what they will learn by starting a KWL chart. While at the museum, help students to find new information for their L column.

3. While at the museum, encourage each student in the group to “stump” the others by asking difficult questions about information in the exhibit. Students will have time to find the answers posed by their peers.

4. What is another strategy that might help the students prepare for their test and get the most out of the exhibit?

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.