**Strategy Practice Activity**

Thomas is a 2nd-grade student in Ms. Carrol’s classroom where you work as a paraprofessional. It is safe to say that Thomas prefers to march to the beat of his own drum. He can read and write but does not perform well when there are strict guidelines to an assignment. Thomas also has an action figure doll that he carries with him throughout the day and is rarely seen without it. On this occasion, the second graders in Ms. Carrol’s class are writing a poem about growing up. There are five lines to the poem, and on each line the students create a sentence using the following template.

1. I used to be ____________, but now I am ______________.
2. I used to think ________________, but now I know ______________.
3. I used to play ________________, but now I play ______________.
4. I used to want to be _______________, but now I want to be ___________.
5. I used to be ________________, I still am ________________.

Ms. Carrol has asked you to work with Thomas on generating ideas for this poem. Thomas demonstrates his frustration with this assignment by responding with made-up or thoughtless answers. You want him to create a project that expresses something about growing up and that reflects his genuine feelings, but you know you cannot make him share these things. Consider the following options. How would you respond to this situation?

a. Ask Thomas to write the poem from the perspective of his action figure doll. He just might go for it!

b. Gently coax Thomas into telling you some things about his childhood by making false assumptions that he will feel compelled to refute. Hopefully this strategy could lead to a dialog with information he could use in his poem.

c. Consider an alternative format. For example, Thomas could write two word webs, one with “Thomas Before” in the middle, and one with “Thomas Now” in the middle.
9.1W: Ability to support and reinforce the instruction of students in writing following written and oral lesson plans developed by licensed teachers.

9.2W: Ability to utilize effective developmental, age-appropriate, and culturally sensitive instructional strategies in writing that supports the instruction of licensed teachers.

d. What are other ideas do you have to engage Thomas in this writing project about growing up?

Respond on pages 3 - 5.
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?
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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.