Research Skills

Strategy Practice Activity

Imagine that you are a paraprofessional working in a high school English composition class. The students are working on biographical research reports. The instructor wants students to cite at least five different references in their reports so that they do not rely on one source of information. On a class visit to the school library, one student, Sheila, finds only one reference on her subject. The teacher has just announced that there is 15 minutes left of class and students should be checking out their books immediately. Sheila has chosen a relatively little known Blues singer who is her mother’s favorite performer. She has her heart set on writing about this person and does not want to consider changing. She says to you that she works after school everyday and won’t have time to go to a public library. She wants your advice on what to do.

What advice would you give Sheila, and how would you instruct her to follow that advice?

1. You recommend that Sheila look for books about Blues musicians instead, and her topic may be mentioned in that resource.

2. You suggest that Sheila use her mother as a reference in her report. Perhaps her mother also has albums or CDs that might have useful information printed on the cover.

3. You direct Sheila to the Internet and suggest she perform a search for her topic.

4. What are other ways you could assist Sheila in researching her topic?

Respond on pages 3 - 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?
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.

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?
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.

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.