9.1W: Ability to support and reinforce the instruction of students in writing following written and oral lesson plans developed by licensed teachers.

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**Word Webs For Organizing Ideas on a Research Topic**

**Strategy Practice Activity**

Imagine that you are a paraprofessional working in a 3rd-grade classroom. The students in this class are working on a report that compares and contrasts two things. For example, one student chose to compare and contrast cats and dogs, another chose to compare 2nd grade and 3rd grade. Tyler has chosen to compare and contrast his older brother and his younger brother. To help students brainstorm ideas for their writing, the teacher has asked students to create a Venn diagram to compare and contrast their topics. Tyler has drawn the diagram, but he seems to be having a hard time understanding the relationship of the diagram to the relationship of his brothers. For example, he puts information about his brothers on the left side and information about himself in the middle. The right side is blank. The teacher has explained Venn diagrams several times. You want to help him understand the diagram so he can better understand the idea of comparing and contrasting. How would you help Tyler understand Venn diagrams?

1. You work together on completing a diagram on a new subject, such as comparing basketballs to soccer balls, so that Tyler can get a better understanding of what a Venn diagram represents. And then have him try his again on his own.

2. You ask Tyler questions about his brothers. Then you ask him if only one brother has that characteristic or if both do. You then have Tyler tell you which area he thinks the information should go in.

3. You use color to illustrate that a Venn diagram represents how and where two things overlap. For example, showing a blue circle overlapping a red circle would create a small section of purple. You explain to Tyler, that the purple part represents where both blue and red share the same space. And relate this to the ways in which his brothers overlap, or share the same characteristics.

4. What is another strategy to help Tyler understand Venn diagrams?

**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?
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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.