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.

Organizing Research Content

Strategy Practice Activity

Imagine you are a paraprofessional working in Mr. Rush’s 6th-grade classroom. On this day, the students in Mr. Rush’s class are at the library gathering information about earthworms for their upcoming science class. Students are each supposed to come to class tomorrow prepared to share the information they found. Katie is in charge of finding out how worms move. As you circulate among the students in the library, you notice that Katie has found a section on snakes in the encyclopedia, and she is copying all the information down word-for-word. From talking to her, you realize that she doesn’t have a clear idea about what she should be looking for, where she can find it, or how she should report it.

How would you help Katie solve this problem and better her research skills?

1. Kindly remind Katie that she is supposed to be looking for earthworms and not snakes. Then ask her where she thinks you both could find information on earthworms. Help her look through the places she suggests so she can see that researching is a process of trial and error. Then help her feel proud when she gets the right information.

2. Ask Katie to tell you what she thinks is her assignment. Then have her write down on a piece of paper the question for which she needs to find the answer. Have her take that piece of paper to the librarian to help her find the right resource. This will help Katie in the future when she is stuck on a problem and needs some assistance.

3. Katie tells you she is looking at snakes because she thinks they are part of the same family as earthworms. You tell her, “I didn’t know that was true. Should we look up earthworms to be sure?” You find information on earthworms and ask Katie to read it for you. Then remind her of the original question she is to answer for tomorrow’s class.

4. How would you help Katie stay on task and develop good research skills?

Respond on pages 2 - 4.
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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.