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Demographic Information

- Resource room
- 7 students total
- Ages 7 to 11
- Target student has been identified as having a learning disability of Dyslexia

Technology in the Classroom

Hardware

-joystick- a simple mouse alternative, allows the user to control a computer cursor with a stick

-T.V.

-VCR

-7 computers

-overhead projector

Technology in the Classroom Cont'

Software

- -Point to Pictures-you choose groups of pictures with which the learner will interact; helps make the connection between pictures and those things the learner really wants
- -Turn-Talking- takes the non-verbal person that needs conversation, on a guided tour of taking turns to talk

How is the technology used?

- Used to enhance learning by adding to the concepts being taught by the teacher
- Enables students to interact with their peers appropriately
- Serves as a means of output for those who have problems communicating

Description of Unmet Needs

- Student is not able to effectively communicate through the use of writing skills
- Instruction for Dyslexia is not individualized to meet specific needs
- No software or hardware is provided or implemented with instruction for child's needs

Enhancing Use of Technology

Lesson Plan

- Additional assistive technology devices:
 - WordQ Writing Aid Software- a writing tool used along with standard word processing software; provides spoken feedback; speech feedback enhances writing and editing by helping make choices and self-detect mistakes.

Instructional Technology

- Power Point
- Videos
- Overheads

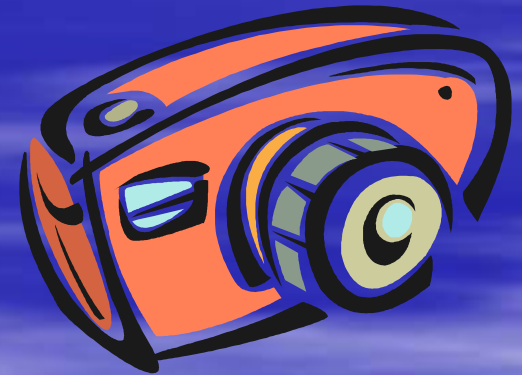
Lesson Plan

Picture Perfect Writing

By Wendy McNeal; Wheeler County Elementary School

Practice lesson for day 81
of the 180 day sequence.
Students will write a story
in which they pretend
they are their favorite
story character.

Total Duration: 1hr, 20 min



Primary Learning Outcomes

Can I write a minimum of
three sentences about a
certain topic?

Assessed QCC Standards:

Grade: 1

Language Arts

Oral Communication

8

Topic: Listening/Speaking

Standard: Uses a variety of language patterns and sentence structures.

Assessed QCC Standards:

Written Communication

34

Topic: Writing

Standard: Writes a minimum of three sentences about a topic.

Non-Assessed QCC Standards:

Grade 1:

Language Arts

Oral Communication

10

Topic: Listening/Speaking

Standard: Blends sounds orally to make words.

Non-Assessed QCC Standards:

Written Communication

33

Topic: Writing

Standard: Uses learned phonetic strategies to spell correctly.

Materials and Equipment

1. Student's picture to photocopy
2. Scissors
3. Story Writing Paper
4. Crayons
5. Pencils
6. Glue
7. Large construction paper

Procedures/Activities

Step 1: Teacher Preparation:

In advance, duplicate each student's school photo. Cut out the photocopy of the picture and set aside until the lesson is taught.

Step 2

- Duration: 5 Minutes

Introduce the lesson by telling the students that you are going to read them a short story and you want them to pay close attention to the way that the story "sounds". Read the below listed story then ask the students what was wrong with the story. Explain that when we speak, we arrange the words in our sentences in many different ways and we do this without even thinking. Further explain that when we speak with the same amount of words in a sentence it can sound funny or awkward just like the story you read.

Attachments for Step 2

Title: Sample Story **FileName:** [Picture Perfect Sample Writing Story.cwk](#)

Description: This is the Claris version. **Title:** Sample Story
FileName: [Picture Perfect Writing Sample Story.doc](#)

Description: Print this simple story and read to the students.

Step 3

Duration: 5 Minutes

Tell the students in our writing we want to vary the sentences we write the same way we do the sentences that we speak. Read the sample story again, but this time vary the wording and add some detail. Ask the students which story sounds better and tell them that in their writing activity today, you want them to write so that their language and sentences are a varied.

Step 4

Duration: 5 Minutes

Now tell the students to think about their book favorite character. Tell them who your favorite children's book character is then allow them to share their favorites as well.

Implementation of Technology !

Step 5: After student has shared, tell them they are going to pretend they are the book character and will write a story featuring them as the character. Have student work with WordQ Writing Aid Software to enhance written sample of student. Tell student to include the name of the character and the name of the book that their character is from. Encourage child to use a variety of sentence structures and language patterns so the story sounds appealing much like spoken language.

Step 6

Duration: 20 Minutes

After the students complete their story, tell them that they are going to have to provide an illustration that features their character. Distribute the students' photocopied picture and tell them that they are to glue the picture of their face on the paper. Then, students will draw the rest of the body and desired scenery around the face to accurately depict their story.

Step 7

Duration: 5 Minutes

After the students complete their story and illustration, mount each student's completed story on a slightly larger sheet of construction paper before displaying. Allow the students to share their work with the rest of the class and display in the hallway for others to enjoy.

Assessment

The students will be evaluated by the completion of their story. Teachers will determine if the students wrote a minimum of three sentences and varied their sentence structure/ language patterns.

Extension

Challenge the students to write as many meaningful sentences as possible. Do not limit them to only three sentences.

Remediation

Some students may not be able to correctly spell the title of the book that their character is featured in. If necessary, allow the students to obtain a copy of the book from the school's media center and copy the title down so that it is accurately written.

Accommodation

- Develop a print outline of the main points the child should cover in the report, with blanks to be filled in as he finds the information in the reference materials.
- Provide a written sample of the finished product before beginning the activity.

Modification

Have the children form groups of two. Allow each group to come up with their favorite character together and write using the shared pen technique. They should only need three sentences between them. They should still be required to form an illustration using their pictures.

Benefits of Technology

- Student will be assisted by technology by having software choose and spell correctly words in assignment
- Students confidence level will benefit after ease of writing paper is accomplished
- Students written sample will show improvement over time after use of WordQ Writing Aid Software.
- Students written sample will be completed in shorter amounts of time after practice with WordQ