



UNIVERSITY OF
MARYLAND

**The University of Maryland, College Park
College of Education
Outreach Programs**

**Educational Technology Outreach
Institute for Technology and Teaching**

**EDUC 4980
Assistive Technology for the Classroom Teacher**



**Queen Anne's County Public Schools
Maryland**

How this course meets the ISTE Foundations for All Teachers

Course Title: Assistive Technology for the Classroom Teacher (EDUC4890)

Completion of any course does not certify competency in the identified area: however, it will contribute to development of the competency

I. Technology Operations and Concepts

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

A. demonstrate introductory knowledge, skills, and understandings of concepts related to technology	X
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	

II. Planning and designing learning environments and experiences

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	X
B. apply current research on teaching and learning with technology when planning learning environments and experiences.	X
C. identify and locate technology resources and evaluate them with accuracy and suitability,	X
D. plan for the management of technology resources within the context of learning activities.	X
E. plan strategies to manage learning in a technology-enhanced environment.	X

III. Teaching, learning, and the curriculum

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Teachers:

A. facilitate technology-enhanced experiences that address content standards and student technology standards.	X
B. use technology to support learner-centered strategies that address the diverse needs of students.	X
C. apply technology to develop students' higher order skills and creativity.	
D. manage student learning activities in a technology-enhanced environment.	X

IV. Assessment and evaluation

Teachers apply technology to facilitate a variety of effective assessment techniques and evaluation strategies.

Teacher:

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.	
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	

V. Productivity and professional practice

Teachers use technology to enhance their productivity and professional practice.

Teachers:

A. use technology resources to engage in ongoing professional development and lifelong learning.	
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	
C. apply technology to increase productivity.	
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	

VI Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.

Teachers :

A. model and teach legal and ethical practice related to technology use.	
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	X
C. identify and use technology resources that affirm diversity.	X
D. promote safe and healthy use of technology resources.	
E. facilitate equitable access to technology resources for all students.	X



UNIVERSITY OF MARYLAND

EDUC 4980 Project Based Learning

SYLLABUS

Instructor:	Dave Rose
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Credits:	1 credit
Time:	5 – three hour sessions or equivalent

DESCRIPTION OF COURSE EXPERIENCE:

In this hands-on, learner-centered course, general and special educators will be introduced to various accommodations and assistive technology devices. The outcomes of this course primarily focus on the teachers developing confidence in using “No Tech”, “Low Tech” and “High Tech” solutions to meet the individual needs of their students.

PERFORMANCE OUTCOMES:

1. Teachers will access the Internet to obtain information to address the needs of students with disabilities.
2. Teachers will discuss the use of “no tech” and “low tech” accommodations to address the needs of students with disabilities.
3. Teachers will demonstrate how a computerized graphic organizer can assist students with learning disabilities
4. Teachers will use software to develop an IEP (Individualized Education Plan) and exchange information with another professional so that appropriate assistive technology is identified.
5. Teachers will construct a daily schedule using picture communication symbols.
6. Teachers will use a modified keyboard.
7. Teachers will explore the use of portable keyboards and word processors as assistive technology devices.
8. Using an upcoming instructional unit, teachers will incorporate assistive technology into five consecutive lessons to integrate a student with disabilities in that unit.

INSTRUCTIONAL MATERIALS NEEDED:

1. 1:1 computer to teacher access during all class sessions.
2. Computer access beyond the designated class time
3. Internet access
4. At least one portable keyboard for every three students (DreamWriter or AlphaSmart)
5. At least one modified keyboard for every two students (Intellikeys)
6. Software: Boardmaker, Writing With Symbols 2000, Intellitalk II, Intellipics, Overlay Maker, Write:OutLoud, CoWriter, Inspiration, and KidPix Studio Deluxe
7. Excent IEP software
8. Intellitools training CD Handouts

EVALUATION:

1. Use the Internet to define/describe assistive technology and the various disabilities as described in federal law: IDEA 97. (5 points)
2. Create and save an autobiographical visual web (5 points)
3. Create a class schedule with PCS symbols. (5 points)
4. Use the copy and paste feature of text-to-voice software to answer questions in complete sentences. (5 points)
5. Create, print and save an IEP for a student with disabilities (10 points)
6. Produce a five-slide multi-media autobiographical slideshow (10 points)
7. Create an individual dictionary to be used with word prediction software (5 points)
8. Create an overlay for IntelliKeys (5 points)
9. Create an IntelliPics activity by importing graphics, sounds, text, and create a small animation for IntelliKeys. (10 points)
10. Use IntelliTalk II to create a worksheet that can be completed with a switch device (10 points)
11. **Final Project** – Identify a student with a disability who is in your classroom. Using an upcoming instructional unit, incorporate assistive technology into five consecutive lessons to integrate that student into that unit. The content must be approved by an appropriate instructional supervisor. One of the lessons will be observed by an Instructional Technology Specialist from ComTek. The completed unit is due 45 calendar days after the last class meeting. (30 points)

Enclosed Sample Units

Title	Subject(s)	Grade	Disability	Assistive Technology
Becoming an Independent Reader	Special Education Reading	9	Mental Retardation	Quictionary Readingpen
Catastrophe!	Reading, Language Arts, Science	5	Learning Disability (Reading)	Write:OutLoud
Creating a Story	Reading Language Arts	1	Learning Disability (Reading)	Writing with Symbols 2000
Disasters	Reading and Writing	3	Autism	Inspiration, Write:OutLoud, IntelliKeys
Folk Tales	Reading; Global and Developing Interpretation Stances; Vocabulary; The Writing Process	6	Learning Disability (Reading Written Expression)	Co:Writer Write:OutLoud
Fractions	Mathematics	4	Learning Disability (Written Expression)	Dream Writer
Friends Sleep Over	Language	PreK	Language Impairment	Personal Communication Symbols (PCS) generated by Boardmaker
Mexico	Geography, Language Arts	1	Multiple Handicapped (CP Cognition)	Cheap Talk, All Turn It Spinner, switches, Intellikeys/Tools
Sentence Construction	Language Therapy	5	Language Impairment	Co:Writer Writing With Symbols 2000

Becoming an Independent Reader

Grade 9 Special Education (grade 2 reading level)

Developing a word bank, increasing independent reading, increasing oral communication, develop reading comprehension and sight word recognition

Disability: Mental Retardation

Assistive Technology: Quicktionary Readingpen

Kathy Williams
Kent Island High School

Daily Lesson Plan Lesson One

- I. Suggested Time – 20 minutes
- II. State and County Outcomes - The student will use any item, piece of equipment, or product whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 - 1. Communication – student will develop oral communication skills.
 - 2. Self-help – student will develop independent reading skills and personal word banks for vocabulary development.
- III. Performance Indicators For Technology-Literate Students - Grades Prek—2
 - 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
 - 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- III. Performance Objectives – The student will be able to
 - 1. To use general operating procedures (turn on, turn off, use automatic tutorial, clear and rescanning techniques).
 - 2. To scan words and self- trouble shoot problems with scanning techniques.
- IV. Resources Needed – Quicktionary Readingpen
- VI. Directions for Teachers
 - A. Readiness Activity – Student will review automatic tutorial built into pen and practice scanning sight words.
 - B. Procedures –
 - 1. Read general operating directions with student of the readingpen.
 - 2. Go through each operating step with student.
 - 3. Have student re-explain directions that she has learned.
 - 4. Have student scan sight words to build scanning technique.
 - C. Directions for Students
 - 1. Have student read aloud the directions to the readingpen.
 - 2. Have student practice each step in the directions one-by-one.
 - 3. Have student practice scanning sight words that she has prior knowledge of.
 - 4. Student should practice holding pen correctly and make any corrections in scanning techniques.
 - D. Links to Prior Knowledge – Student must be able to follow direction, read basic sight words.
 - E. Assessment- Student should display a full grasp of the concept of the readingpen and how it is used.

Lesson Two

- I. Suggested Time – 60 minutes
- II. State and County Outcomes - The student will use any item, piece of equipment, or product whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 3. Communication – student will develop oral communication skills.
 4. self-help – student will develop independent reading skills and personal
- III. Performance Indicators For Technology-Literate Students - Grades Prek—2
 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- IV. Performance Objectives – The student will be able to
 1. Operate readingpen with minimum assistance.
 2. Increase trouble shooting skills.
- V. Resources Needed – Quicktionary Readingpen
- VI. Directions for Teacher
 - A. Readiness Activity – Have student review automatic tutorial and practice scanning two to three sight words.
 - B. Procedures
 1. Have student follow the automatic tutorial that comes on when pen is turned on.
 2. Give student worksheet labeled “ Patent Pending “ and have her the directions for the worksheet aloud (any words that are difficult have her use the readingpen to identify). Then have student complete worksheet.
 3. Have student underline each word that is scanned. Have student write each underlined word in word journal and use in a complete sentence.
 - C. Directions for Students –
 1. Have student turn on readingpen and follow the tutorial.
 2. Have student practice scanning two to three sight words.
 3. Give student worksheet “ Patent Pending” and have her read the directions aloud using the readingpen to identify any difficult words.
 4. Student should underline each word that is scanned by the pen for future reference.
 5. Once the worksheet is complete have student put each underline word in word journal and put in a complete sentence.
 - D. Links to Prior Knowledge – Student will need to have general operating knowledge of readingpen and basic sight word recognition.
 - E. Assessment – Written assignment and teacher observation.

Lesson Three

- I. Suggested Time – 60 minutes
- II. State and County Outcomes - The student will use any item, piece of equipment, or product whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 1. Communication – student will develop oral communication skills.
 2. Self-help – student will develop independent reading skills and personal
- III. Performance Indicators For Technology-Literate Students - Grades Prek—2
 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- IV. Performance Objectives – The student will be able to
 1. Operate readingpen with minimum assistance.
 2. Increase vocabulary skills.

- V. Resources Needed – Quicktionary Readingpen
- VI. Directions for Teachers
 - A. Readiness Activity – Student will re-scan words in word journal from previous activity and practice saying words orally.
 - B. Procedures –
 - 1. Have student complete readiness activity.
 - 2. Give students directions for worksheet “ That Nutty Coconut”. Read worksheet with student and have her scan any difficult words. After she restates the word have her highlight the word for later reinforcement.
 - 3. Have student put each scanned word in a complete sentence in word journal.
 - C. Directions for Student –
 - 1. Complete readiness activity for the day.
 - 2. Read and follow directions for worksheet “ That Nutty Coconut.”
 - 3. Have student complete and scan any difficult word and highlight all words scanned.
 - 4. Student should go back to highlighted words write them in word journal and use in a complete sentence.
 - D. Links to Prior Knowledge – Student will need to have general operating knowledge of readingpen and basic sight word recognition skills.
 - E. Assessment – Written assignment and teacher observation.

Lesson Four

- I. Suggested Time – 45 minutes
- II. State and County Outcomes - - The student will use any item, piece of equipment, or product whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 - 1. Communication – student will develop oral communication skills.
 - 2. self-help – student will develop independent reading skills and personal
- III. Performance Indicators For Technology-Literate Students - Grades Prek—2
 - 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
 - 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- IV. Performance Objectives – The student will be able to
 - 1. Increase written and oral vocabulary skills.
 - 2. Operate readingpen with minimum assistance.
- V. Resources Needed – Quicktionary Readingpen, Amazing Facts work book.
- VI. Directions for Teachers
 - A. Readiness Activity – Student will re-scan words in word journal from previous activity and practice saying words orally.
 - B. Procedures –
 - 1. Have student complete readiness activity.
 - 2. Read directions for worksheet “ A Strange Gas,” to students and have student follow along.
 - 3. Have student read worksheet and scan any words that are difficult to read. Have student highlight each word that is scanned for future reference.
 - 4. Have student put each scanned word in word journal and use in a complete sentence.
 - C. Directions for Students –
 - 1. Student is to complete readiness activity.
 - 2. Have student read along with the teacher the directions for the worksheet “ A Strange Gas.”
 - 3. Student should complete worksheet and should scan any difficult words along the way. NOTE: each scanned word should be highlighted.
 - 4. Student should go back and put each highlighted word into her word journal and use in a complete sentence.
 - D. Links to Prior Knowledge – Student will need to have general operating knowledge of readingpen and basic sight word recognition skills.

E. Assessment – Written assignment and teacher observation.

Lesson Five

- I. Suggested Time – 45 minutes
- II. State and County Outcomes - The student will use any item, piece of equipment, or product whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 - 1. Communication – student will develop oral communication skills.
 - 2. Self-help – student will develop independent reading skills and personal
- III. Performance Indicators For Technology-Literate Students - Grades Prek—2
 - 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
 - 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- IV. Performance Objectives – The student will be able to
 - 1. Increase written and oral vocabulary skills.
 - 2. Operate readingpen with minimum assistance.
- V. Resources Needed – Quicktionary Readingpen, Amazing Facts workbook.
- VI. Directions for Teachers
 - A. Readiness Activity – Student will reinforce prior learning by scanning words in word journal from prior activity.
 - B. Procedures –
 - 1. Have student complete readiness activity.
 - 2. Read directions for worksheet “Feet Facts “ to the student and have student follow along.
 - 3. Have student read and complete worksheet and scan any words that are difficult to read. Student should highlight each word that was scanned for future use. 4th Student should put each scanned word in word journal and use in a complete sentence.
 - C. Directions for Students –
 - 1. Student should complete readiness activity.
 - 2. Have student read along with the teacher the directions for the worksheet “Feet Facts.”
 - 3. Student should complete worksheet and scan any difficult words. NOTE: each word that is scanned should be highlighted.
 - 4. Student should go back and put each highlighted word into word journal and used in a complete sentence.
 - D. Links to Prior Knowledge – Student will need to have general operating knowledge of readingpen, basic sight word recognition skills and basic math concepts.
 - E. Assessment – Written assignment and teacher observation.

Catastrophe!

Fifth Grade Reading, Language Arts, Science

Disability: Learning Disability (Reading)

Assistive Technology: Write:OutLoud

Ruth Ellen Gilley
Kennard Elementary School

General Information

Number of lesson plans: Five

Hardware/software: IBM compatible computers and printers, Internet access for students, Write:OutLoud

Overview of unit:

This unit teaches the concept that disaster can strike at anytime, but there are ways to prepare. Students will learn to understand and prepare for disasters, and explore how people cope with them. Unit will include tornadoes, earthquakes, volcanoes, the Challenger disaster and an air show crash. Reading selections include excerpts from fiction, non-fiction, poetry, brochures and folk tales. Reading to be informed and reading for literary experience strategies will be reinforced.

Students will use the information they gather from reading the selections and internet research to create a brochure featuring information to prevent, prepare for and/or survive a disaster. The writing process will be used to produce this writing to perform a task.

Students will experience researching on the internet beginning with a teacher created website with links and advancing to the use of search engines for independent research. Responsible use of the internet will be discussed and practiced. Students will research sites for information about preparing for and surviving a disaster. Students will learn to cut, paste and print photographs for use in the brochures.

Assistive technology will be used with one student to enable him to produce a written assignment. Student has an IEP requiring a computer, tape player or dictation.

Previous Student Knowledge and Skills Necessary

Student's instructional reading level should be fifth grade.

Student will be familiar with and able to use strategies for reading for literary experience and reading to be informed.

Student can use all the aspects of the writing process.

Student will have received the introduction to the internet from the media center.

Performance objectives

Student will read a variety of literature to gather information about disasters,

Student will use reading strategies for reading for literary experience and reading to be informed.

Student will read to identify cause and effect relationships and main ideas.

Student will use a teacher created website on the internet to research information to answer questions about preparing for a disaster.

Student will practice proper computer etiquette.

Student will use the writing process and research findings to create an emergency instruction manual that explains what people can do to prevent, prepare for and/or survive a catastrophe.

Student will practice correct writing conventions.

Student will cut, copy, paste and print suitable picture of photographs from the internet to use in the brochures.

County Outcomes & State Indicators

- 5A Students will access, retrieve, manage, and produce print and non-print information using classroom and media resources.
- 5B Student will use technological resources to access, retrieve and produce information.
- 7A Students will write to inform a specific audience by gathering, organizing, and presenting factual information using appropriate forms of writing.

Performance Indicators For Technology—Literate Students - Grades 3-5

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Assessment- Following rubrics will be used.

Writing To Inform Activity - Score Point 3

- My brochure is well developed and I have more than enough information to inform the reader about the topic. The information is clearly presented with some elaboration. I included information on how to prevent, prepare for and/or survive a disaster.
- There are plenty of specific details that more than adequately explain the topic.
- I have a clear organization and I don't stray from it. I used the pre-writing and peer revision processes.
- I wrote for the intended audience.
- There are no CUPS errors. I proofread my brochure.
- I included at least one illustration.

Technology Skills Assessment – Score 3

- I successfully obtained information from more than one site on the internet for my brochure.
- I used a search engine to find web sites on my topic.
- I used the internet responsibly and with the proper internet etiquette.
- I cut, pasted and printed a photograph or illustration to use in my brochure.

Daily Lesson Plan Lesson One

I. Suggested Time – 45 minutes

II. Directions for Teachers

A. Readiness Activity

1. Access prior knowledge by asking students to brainstorm ways to prepare for an earthquake.
2. Chart responses and save for follow-up.

B. Procedures

1. Access students' prior knowledge by brainstorming ways to prepare for an earthquake.
2. Introduce the selection, "Preparing for Disaster" pages 364-365, by asking students what they notice about the way it is organized.
3. Have students buddy read the checklist.
4. Discuss what makes directions useful, including being organized in steps that are specific, complete and easy to read. Discuss the importance of the order of the steps and how words such as first and then help show order. Discuss the strategies for reading to be informed and how important it is to read directions more than once.
5. Have students role play part of the directions to check for understanding.
6. Introduce the writing assignment, a brochure for preparing for an earthquake. Help students create a rubric for the assignment on chart paper.

- C. Links to Prior Knowledge
Access prior knowledge by asking students to brainstorm ways to prepare for an earthquake. Chart responses and save for follow-up.
 - D. Assessment
Were students able to create a rubric that reflects the organization using before, during and after?
Did student generated rubric reflect elements necessary for clear directions?
- III. Directions for Students
1. We have been studying earthquakes. Let's think about ways to prepare for an earthquake? (Allow time for students to think) On this chart paper we will list your ideas. (Chart students responses)
 2. Please turn to page 364 in Explore and notice the way it is organized.
 3. With your reading buddy, please read this selection to each other using the strategy for reading to perform a task. (Allow time for reading.)
 4. What are these directions for? What makes these directions useful? What words show the order of the steps in these directions? How should you read directions?
 5. In pairs we will role-play part of the directions. Who will begin? (Have students role play parts form each of the sections.)
 6. You will be writing to perform a task. We will be doing research on the Internet to find information about preparing for an earthquake. You will use this information to write a brochure, similar to the one in your reading book to describe things we could do to prepare our homes for an earthquake, what to do during an earthquake and things we should have in an emergency kit in case of an earthquake. Let us think about what will be necessary in order to successfully complete this assignment and create a rubric for it. (On a separate chart write students responses as you guide them to create a rubric.)

Lesson Two

- I. Suggested Time 45 minutes
- II. Directions for Teachers
 - A. Readiness Activity
Revisit the rules for proper computer etiquette, as the class has received this instruction previously from the media specialist.

Ask students about experiences with home computers and accessing the web.
 - B. Procedures
 1. How to use the mouse to click on the links in the website.
 2. How to use the back button to return to the web page.
 - C. Links to Prior Knowledge
 1. Revisit the rules for proper computer etiquette, as the class has received this instruction previously from the media specialist.
 2. Ask students about experiences with home computers and accessing the web.
 - D. Assessment
 1. Did the students successfully use the website to find the answers to the questions?
 2. Did the students practice proper computer etiquette?
 3. Did the students learn to use the back button and the mouse?
- III. Directions for Students
 1. (Students are located in the computer lab where two are assigned to each computer. The teacher created website is already accessed for them.)
 2. How many of you have personal computers at home? (Allow responses) How many of you access the Internet? (Allow for responses.)
 3. Today we are going to begin to learn to access information form the Internet. We will pretend that everyone is new to the Internet for this lesson. On your computer you have access to the website "Ready, Set, Shake!!!" Please read to yourself the introduction. (Allow time) Please look at the section labeled "Internet Activities". You will notice the Words "Fact Sheet FEMA" in blue. This is a link. You will use the mouse to click on these words which will take you to the FEMA website. Each

- of you will take a turn moving the mouse around and positioning the cursor on the link. (Allow time for students to do so). Decided which of you is the reader and which is the recorder. The recorder will take notes from the information you will access. Now decide which of you will operate the computer first, you will take turns.
4. Please move the cursor using the mouse to the link “Fact Sheet FEMA” and click the mouse twice. (Allow time for the computer to access the website.) Quickly scan the site to see what is included. Now look in the upper left-hand corner of the screen and find the button with the arrow marked “BACK”. If you move the mouse so that the cursor is on this and click twice, the computer will return to the previous screen or the “READY, SET, SHAKE” screen.
 5. Now allow the other person at your computer to move the cursor to the link “Frequently asked questions”. Click on this link and allow the computer to access the next webpage. Quickly scan the information here. (Allow time) Now return to the READY, SET page using the back button.
 6. You will now be given time to use the computer to answer the questions on the webpage by accessing the links. Please take notes so that you may use this information to write your brochures. Are there any questions about how to access the information or about the assignment? (Allow the rest of the period for students to explore these websites and make notes.

Lesson Three

I. Suggested Time – 45 minutes

II. Directions for Teachers

A. Readiness Activity

Ask students if they know how to access information on the computer using search engines. Ask students to explain how to use the mouse to move the cursor and use the back button.

B. Procedures

1. Have students seated two to a computer. Teams should be the same as for Lesson Two.
2. Access prior knowledge of search engines and using the web to gather information about a specific subject.
3. Introduce the concept of search engines, showing how to access them from the school’s home page. Review using the mouse to move the cursor and clicking to access links. Identify the various search engines on the home page.
4. Introduce the concept of the “Home” button and that this returns you to the school’s home page. Remind students how to use the “Back” button.
5. Direct students to click on “Yahooligans” and access the search form. Direct students to type in “earthquakes + preparing for” and click on search.
6. Show students how many sites are identified and how to click on the URL to access the site. Give time for students to survey several sites. Direct students to use the back button and then the forward button.
7. Direct students to search for information to add to what they already have to use for writing their brochures. Remind students to note information for future use.
8. Conclude lesson by asking students to evaluate how easy or difficult is it to find exactly what you are looking for. Which did they prefer, the teacher created web page or using the search engines?

C. Links to Prior Knowledge

Ask students if they know how to access information on the computer using search engines. Ask students to explain how to use the mouse to move the cursor and use the back button.

D. Assessment

1. Did students correctly use the mouse, home and back?
2. Were students able to locate information about preparing for earthquakes?
3. Did students practice proper computer etiquette?

III. Directions for Students

1. How many of you know what a search engine is and what it is used for? (Allow for answers guiding

students to the correct answers.)

2. This is the school's home page. Please notice the various search engines available to us. (Discuss each one)
3. Who can tell me how to use the mouse to move the cursor?
4. Please move your mouse to "Yahooligans" and click. (Discuss the format of the web page.) Please type in "earthquakes" in the box provided and click on "search". (Allow the computer to access the sites available. Read the information posted and decided on a site, the one previewed during preparation for the lesson, to visit as a class.)

Lesson Four

I. Suggested Time – 45 minutes

II. Directions for Teachers

A. Readiness Activity

Have students discuss what makes a good brochure. Guide discussion to the topic of graphics and how they are used. Discussion should include the ideas of using graphics to create interest and to enhance the meaning of the text.

B. Procedures

1. Have students seated in the computer lab in pairs as for lessons two and three.
2. Review the assignment of writing a brochure on preparing for earthquakes. Students should have gathered enough information to do their writing. Ask if there is something else besides text that would be useful when writing a brochure? Introduce the concept graphics or clip art.
3. Brainstorm what kinds of clip art would be useful in the brochures.
4. Access prior knowledge by reviewing with students the concept of search engines and the use of the mouse to move the cursor and the home, back and forward buttons.
5. Guide students to click onto a search engine, request clip art and begin a search. Allow students to search for clip art appropriate for their brochures by using search engines.
6. Have each student select an appropriate piece of clip art for his or her brochure.
7. Allow each student to print one graphic for the brochure.

C. Links to Prior Knowledge

Review with students the use of the mouse, the back, home and forward keys, search engines and how to search for topics. This lesson builds on the previously taught computer skills.

D. Assessment

Were students able to find and print a suitable graphic for their brochures?

III. Directions for Students

1. Let's review the assignment you have been given. What are we looking for information for and how are we going to present this information?
2. What is included on brochures other than text? (Allow for responses, guide answers towards graphics.) How are graphics used in brochures? (Guide responses to using graphics to create interest and to enhancing text.) Today we will look for graphics to use in our brochures.
3. Today please begin a search for clip-art appropriate for your brochure. What types of things could you use graphics of in your brochure?
4. Let's review the use of the mouse, the forward, back and home buttons. How do we use these? What is a search engine? How do we search for information on the Internet?
5. On your computer access one of the search engines. Now begin a search for clip art. Your search will have to be narrowed down, so search for a specific kind of clip art, such as a building or weather, or your own idea of something for the brochure. (Allow students to search for clip-art.)
6. (After students have identified a possible graphic) How do we print things from the computer? Guide students to the print command and through the procedure for the computer to print.

Lesson Five

- I. Suggested Time 45 minutes
- II. Directions for Teachers
 - A. Readiness Activity
 - 1. Review with students writing to perform a task.
 - 2. Review with students the use of the word processor and Write Out Loud.
 - B. Procedures
 - 1. Review with student the use of the word processor and the program Write Out Loud.
 - 2. Review with students the writing process and the assignment, to write a brochure featuring information about preparing for and surviving an earthquake. Revisit the rubric.
 - 3. Student will write the brochure using the prewriting, rough draft, peer revision, editing and final publishing strategies.
 - 4. Student will use the program Write Out Loud to produce the written assignment.
 - C. Links to Prior Knowledge
 - 1. Review with students writing to perform a task.
 - 2. Review with the student the use of the word processor and the program Write Out Loud.
 - D. Assessment
 - Use the student-generated rubric to assess the brochures.
- III. Directions for Students
 - 1. Today you will begin to put together the information and graphics from your Internet research to write a brochure telling people how to prepare for and survive an earthquake.
 - 2. Let's review the process for writing to inform. What is the first step? (Allow students to discuss the steps of the writing process and how to use them). Encourage students to wait until the brochure is ready for publishing before attaching the graphics.
 - 3. Let's revisit the rubric we created for this assignment. Are there any questions? You may now begin your prewriting.
 - 4. Student needing assistive technology will use the word processor and the program Write Out Loud to write their brochure.

Creating a Story

Grade 1 Reading and Language Arts

Learning Disability (Reading)

Assistive Technology: Writing with Symbols 2000

Monica Charisse Kemp
Kent Island Elementary School

Overview of Unit:

The students in this group are reading on a PP2 level and have all demonstrated some difficulty in recalling basic sight word vocabulary. We have also studied the common elements of a story that include; characters, setting, event, problems/solutions. Up to this point in the school year, the students have utilized some phonetic strategies to read sight words but have not developed a whole word method for many of the Dolch word lists.

For this unit, the students will be introduced to the PCS symbols from Writing with Symbols 2000 and use them when we look at some of the basal vocabulary from our book. They will then use them when creating their own imaginative stories. From this lesson, I hope to give one specific child a strategy for reading some of the basal words, as well as Dolch list words. For the remainder of the students, I want to also give them the same strategy and allow them some success in writing creative stories on their own.

Previous Student Knowledge and Skills Necessary

The students will already have previous knowledge about identifying characters, setting, and problems/solutions in a story. They will already know about mapping out characters, setting, and problems/solutions on a graphic organizer when preparing to write a group story.

Daily Lesson Plan Lesson One

- I. Suggested Time (40-45 Minutes)
- II. State and County Outcomes -
2B2 After listening to and/or reading traditional stories, students will: identify story elements including characters.
- III. Performance Indicators For Technology-Literate Students Grades PreK-2
 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- IV. Performance Objectives
 1. Students will identify and list characters from the stories in their level basal and identify a list of characters from the Writing with Symbols 2000 software.
 2. Students will develop sentences using the Writing with Symbols 2000 characters from their list.
- V. Resources Needed –RIDE(PP1 level basal), WALK(PP2 level basal), Writing with Symbols 2000 character cards, seatwork paper, chart paper, markers, glue, scissors
- VI. Directions for Teachers and Students
 - A. Readiness - The students will be told that they will be learning to use symbols for some of their words in their stories and by the end of the week, they will write a story using these symbols.
 - B. Instruction - First, the students are to revisit the text of their choice. When they are looking through the basals, the teachers are to record all of the characters that the students can find. This should be charted on chart paper in the front of the group. After the list is completed, the students are given the Writing with Symbols 2000 cards. The students are to look through them and match the ones that they came up with on the chart. When each character has a symbol card to match, then each student picks one of the characters and develops a sentence. The student will dictate the sentence to the teacher and

- the teacher will place these sentences on another sheet of chart paper. After the teacher has a sentence from each of the students, the students are then to come up and place their character cards over the character in their sentence. After each sentence has a character card glued on it, then everyone will read it together. For closure, the teacher will ask the students to recall one thing they learned today. The students will also be told that tomorrow they will be making sentences with setting words.
- C. Assessment - The children will be assessed by their classroom participation and the completion of their character sentences.

Lesson Two

- I. Suggested Time (40-45 Minutes)
- II. State and County Outcomes -
2B2 After listening to and/or reading traditional stories, students will: identify story elements including setting
- III. Performance Indicators For Technology-Literate Students Grades PreK-2
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- IV. Performance Objectives
1. Students will identify and list settings from the stories from their level basal and comprise a list of settings from the Writing with Software 2000 software.
2. Students will develop sentences using the Writing with Symbols 2000 settings from their list.
- V. Resources Needed – RIDE(PP1 level basal), WALK(PP2 level basal), Writing with Symbols 2000 setting cards, seatwork paper, chart paper, glue, markers, scissors
- VI. Directions for Teachers and Students
A. Readiness, the students will review over the sentences that they made yesterday. They will be told that today they will make similar sentences with setting symbols.
B. Instruction - First, the students are to revisit the text of their choice. When they are looking through the basals, the teachers are to record all of the settings the students are able to find. This should be charted on chart paper in the front of the group. After the list is completed, the students are given the Writing with Symbols 2000 setting cards. The students are to look through them and match the ones that they came up with on the chart. When each setting has a symbol card to match, then each student picks one of the settings and develops a sentence. The student will dictate the sentence to the teacher and the teacher will place these sentences on another sheet of chart paper. After the teacher has a sentence from each of the students, the students are then to come up and place their setting cards over the setting in their sentence. After each sentence has a setting card glued on it, then everyone will read it together. For closure, the teacher will ask the students to recall one thing they learned today. The students will also be told that tomorrow they will be making similar sentences with event(problem/solution) words.
C. Assessment - The children will be assessed by their classroom participation and the sentences using the setting symbols.

Lesson Three

- I. Suggested Time (40-45 Minutes)
- II. State and County Outcomes –
2B2 After listening to and/or reading traditional stories, students will: identify story elements including problems/solutions.
- III. Performance Indicators For Technology-Literate Students Grades PreK-2
3. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- IV. Performance Objectives
1. Students will identify and develop a list of events from the stories in their basal and comprise a list from the Writing with Symbols 2000 event symbols.
 2. Students will develop sentences using Writing with Symbols 2000 events from their list.
- V. Resources Needed – RIDE(PP1 level basal), WALK(PP2 level basal), Writing with Symbols 2000 event cards, seatwork paper, glue, scissors, markers, chart paper
- VI. Directions for Teachers and Students - Follow the same directions as the past two days, but use the event cards selected from the two basals. Children will be assessed by their classroom participation and by the completion of the event sentences.

Lesson Four

- I. Suggested Time (40-45 Minutes)
- II. State and County Outcomes -
- 2B2 After listening to and/or reading traditional stories, students will: identify story elements including characters, settings, and problems/solutions.
- 4D1 To experiment with and communicate through writing, students will: generate ideas for group and individual writing projects and illustrate and write ideas.
- III. Performance Indicators For Technology-Literate Students Grades PreK-2
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- IV. Performance Objectives
1. Students will listen to and participate in the story developed by their teacher using Writing with Symbols 2000 software cards.
 2. Students will pre-write for their own story by completing a graphic organizer with “who, what, when, where” using Writing with Symbols 2000.
- V. Resources Needed –RIDE and WALK basals, story maps, Teacher’s chart story, all Writing with Symbols cards(setting, characters, events)
- VI. Directions for Teachers
- A. Readiness, students will review over all of the chart sentences that had the Writing with Symbols 2000 cards glued to them. Teachers will also bring out a chart story that used the character, setting, and event cards.
 - B. Instruction - The teacher will begin reading the story. (These symbols will not have words below the pictures) When the teacher reaches a symbol, she will pause and wait for a student to “read” the symbol. They will continue reading the story in this manner. Next, the teacher will give the students an organizer and tell them that they will be completing this using the cards they have. The teacher will assist the students in completing the organizers with who?, where?, and what? For closure, students must recall one thing they have learned today. They will also be told that tomorrow they will develop sentences and make their own chart story.
 - C. Assessment - Children will be assessed by classroom participation and completion of their graphic organizer.

Lesson Five

- I. Suggested Time (40-45 Minutes)
- II. State and County Outcomes -
- 1B Students will view themselves and others as readers and authors by sharing, discussing, and celebrating writing.

- 4D1 To experiment with and communicate through writing, students will: illustrate and/or write ideas and publish/celebrate selected pieces of writing.
- 6B1 To demonstrate development and application of the conventions of writing appropriate to grade level, students will: use conventional letter formation and spacing between words when writing, begin to use correct capitalization, and begin to use punctuation.
- III. Performance Indicators For Technology-Literate Students Grades PreK-2
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
- IV. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- V. Performance Objectives
1. Students will write sentences based on each section of their graphic organizer (who, what, when, where) using the Writing with Symbols 2000 software.
 2. Students will celebrate their writing by having the group participate in reading their story with the Writing with Symbols 2000 software.
- VI. Resources Needed – personal graphic organizer, Writing with Symbols 2000 cards, glue, seatwork paper, chart paper, markers
- VII. Directions for Teachers and Students
- A. Readiness, the students will be given their organizers back and asked to look over them. They will be asked to share one component from their organizer. The teacher will tell the students that today they will use this organizer to make their own chart story.
 - B. Instruction - The teacher will instruct the students to convert each section from the organizer into a sentence until each student has at least four sentences (one character, one setting, and two events). They will write these sentences on handwriting paper (seatwork) and just write the word in place of the symbol for this “rough draft”. After each student has their sentences completed and recorded on the paper, they will pass it to one of their peers. The students will then check their buddy’s paper for correct sentence formation (finger spaces, ending mark, capitals, and does it make sense). When this is completed the students get their own paper back. The teacher will assist the student in making the changes that need to be done and begin writing their final draft on a piece of chart paper. When the students are writing their final draft, they are to include the character, setting and event symbols cards where needed. After all of this is completed the students will read their story to the rest of the group and allow the students to “read” the symbol words from their story as they did when the teacher read her story.
 - C. Assessment - For closure, the students will recall one thing they did today. Children will be assessed by classroom participation and completion of their chart story.

Folk Tales

Grade 6:

Reading; Global and Developing Interpretation Stances; Vocabulary; The Writing Process

Disability: Learning Disability

Assistive Technology: CoWriter and Write:OutLoud

Patricia Muller
Centreville Middle School

Daily Lesson Plan Lesson One

- I. Suggested Time –4 class periods
- II. State and County Outcomes –
MLO Reading 2.8.2 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and deeds.
- III. Performance Indicators For Technology—Literate Students: Grade 6-8
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
- IV. Performance Objectives
 - A. Students will read for literary experience by reading the folktale “Gone is Gone”.
 - B. Students will identify vocabulary using prior knowledge.
 - C. Students will define unfamiliar vocabulary.
 - D. Students will infer a character’s words by answering a developing interpretation question.
- V. Resources Needed –
 - A. Copies of “Gone is Gone” for each student
 - B. Copy of Stance Question Worksheet for each student.
- VI. Directions for Teachers
 - A. Readiness Activity-Student free write and discussion about this question: “Do you think there is a such a concept as “woman’s work” and “man’s work”?”
 - B. Procedures:
 - 1. Vocabulary activity-Provide the students with the list of vocabulary for the story and have them categorize each word as to whether they have never heard of the word, heard word but do not know meaning, or can define and write meaningful sentence. Discuss the words as a group. Those who think they know the meaning have them put it into a meaningful sentence. Finally each student will define all the words and write a meaningful sentence for each.
 - 2. Introduction to folktale: Read and discuss excerpt provided.
 - 3. Read story as a group and make notes as to each reader’s fluency and decoding ability. Ask oral comprehension questions as necessary.
 - 4. Introduce the Developing Interpretation question of “What does Fritzl mean when he says, ‘What’s gone is gone.’?” If students have been exposed to and are familiar with using the Stance Answer Worksheet, begin by asking them to write a rubric they think will be helpful in answering this question. Review and help them refine.
 - 5. Obtain input from each student as to what information can be included in each part of the rubric
 - 6. Allow them to answer the question, share, and score together.
 - C. Directions for students
 - 1. Free write about readiness topic
 - 2. Fill in vocabulary chart
 - 3. Define words and write meaningful sentences
 - 4. Read story
 - 5. Answer stance question by following rubric

- D. Links to Prior Knowledge
 1. During readiness activity, discuss prior knowledge of folktales and what makes a folktale a folktale.
- E. Assessment
 1. Assess accuracy of definitions and meaningful sentences
 2. Assess stance answer according to rubric

Lesson Two

- I. Suggested Time – 3 class periods
- II. State and County Outcomes –
 - MLO.R.1.2.3 Identify elements of plot and characterization and analyze how the qualities of the central characters determine resolution of the conflict.
- III. Performance Indicators For Technology—Literate Students: Grade 6-8
 4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
- IV. Performance Objectives:
 - A. Students Will read for literary experience by reading the folktale “Blue Pig with a Black Tail”.
 - B. Students will categorize and define vocabulary.
 - C. Students will explain the conflict and resolution by answering a rubric-guided developing interpretation question.
- V. Resources Needed –
 - A. Copy of story, “Blue Pig with a Black Tail”, for each student.
 - B. Copy of Stance Answer Worksheet for each student.
- VI. Directions for Teachers
 - A. Readiness Activity: Freewrite for five minutes about the following topic: “Explain an instance when you have been in an argument with someone because you misinterpreted what they said or they misinterpreted what you said.”
 - B. Procedures
 1. Vocabulary Activity: Provide list of vocabulary and have them categorize each word as either “Don’t know”, “Have Heard”, or “Can Define”. The students use the dictionary to define each word.
 2. Readiness Activity
 3. Share information about the folktale
 4. Read as a group while making notes about each student’s reading fluency and decoding skills.
 5. Ask comprehension questions while reading
 6. After reading have students copy the sentence that contains the vocabulary word and then write a meaningful sentence for each.
 7. Introduce the developing interpretation question (What is the conflict and resolution?) and work together to develop a rubric.
 8. Discuss/brainstorm what the problem, cause of problem, and resolution could be by completing a graphic organizer.
 9. Students follow rubric and use worksheet to write answer.
 10. Share and score as a class.
 - C. Directions for Students
 1. Free write for five minutes
 2. Use dictionary to define vocabulary
 3. Read folktale
 4. Participate in class discussions
 5. Read story
 6. Answer D.I. question by following rubric
- D. Links to Prior Knowledge
 - The readiness activity will link the theme of the folktale to an event in their life.
- E. Assessment
 1. Vocabulary will be assessed for completeness

2. Free write will be assessed for their ability to write non-stop on a topic for five minutes
3. Informal assessment of reading fluency and decoding ability
4. Stance answer will be assessed for their ability to follow rubric to write a clear and detailed answer.

Lesson Three

- I. Suggested Time – 3 class periods
- II. State and County Outcomes –
MLO.R.1.2.4 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and deeds.
- III. Performance Indicators For Technology—Literate Students: Grade 6-8
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
- IV. Performance Objectives:
A. Students will categorize and define vocabulary.
B. Students will answer a developing interpretation question by following a rubric.
- V. Resources Needed –
A. Copy of story, “The Faithful Minstrel”, for each student.
B. Copy of Stance Answer Worksheet for each student.
- VI. Directions for Teachers
A. Readiness Activity: Freewrite for five minutes about the following topic: “What does being faithful mean to you. Provide personal examples.”
B. Vocabulary Activity: Provide list of vocabulary and have them categorize each word as either “Don’t know”, “Have Heard”, or “Can Define”. Before reading have the students use the dictionary to define each word.
 1. Readiness Activity
Share information about the folktale
 2. Read as a group while making notes about each student’s reading fluency and decoding skills.
 3. Ask comprehension questions while reading
 4. After reading have students copy the sentence that contains the vocabulary word and then write a meaningful sentence for each.
 5. Introduce the developing interpretation question (Describe Blondel’s most important character trait.), and work together to develop a rubric.
 6. Discuss/brainstorm what the trait and proof from the text.
 7. Students follow rubric and use worksheet to write answer.
 8. Share and score as a class.
- C. Directions for Students
 1. Freewrite for five minutes
 2. Use dictionary to define vocabulary
 3. Read folktale
 4. Participate in class discussions
 5. Answer D.I. question by following rubric
- D. Links to Prior Knowledge
The readiness activity will link the theme of the folktale to an event in their life.
- E. Assessment
 1. Vocabulary will be assessed for completeness
 2. Freewrite will be assessed for their ability to write non-stop on a topic for five minutes
 3. Informal assessment of reading fluency and decoding ability
 4. Stance answer will be assessed for their ability to follow rubric to write a clear and detailed answer.

Lesson Four

- I. Suggested Time – 3 class periods
- II. State and County Outcomes –
MLO.R.1.2.4 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and deeds.
- III. Performance Indicators For Technology—Literate Students: Grade 6-8
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
- IV. Performance Objectives:
 - A. Students will categorize and define vocabulary.
 - B. Students will answer a developing interpretation question by following a rubric.
- V. Resources Needed –
 - A. Copy of story, “How to Fool a Cat”, for each student.
 - B. Copy of Stance Answer Worksheet for each student.
- VI. Directions for Teachers
 - A. Readiness Activity: Freewrite for five minutes about the following topic: Write about examples when someone can do something very cleverly but what they do would still be considered dishonest.
 - B. Vocabulary Activity: Provide list of vocabulary and have them categorize each word as either “Don’t know”, “Have Heard”, or “Can Define”. Before reading have the students use the dictionary to define each word.
 - 1. Readiness Activity
 - 2. Share information about the folktale
 - 3. Read as a group while making notes about each student’s reading fluency and decoding skills.
 - 4. Ask comprehension questions while reading
 - 5. After reading have students copy the sentence that contains the vocabulary word and then write a meaningful sentence for each.
 - 6. Introduce the developing interpretation question (Was the unskilled carver clever or dishonest to use fish when making the mouse?), and work together to develop a rubric.
 - 7. Students follow rubric and use worksheet to write answer.
 - 8. Share and score as a class.
 - C. Directions for Students
 - 1. Freewrite for five minutes
 - 2. Use dictionary to define vocabulary
 - 3. Read folktale
 - 4. Participate in class discussions
 - 5. Answer D.I. question by following rubric
 - D. Links to Prior Knowledge
The readiness activity will link the theme of the folktale to an event in their life.
 - E. Assessment
 - 1. Vocabulary will be assessed for completeness
 - 2. Freewrite will be assessed for their ability to write non-stop on a topic for five minutes
 - 3. Informal assessment of reading fluency and decoding ability
 - 4. Stance answer will be assessed for their ability to follow rubric to write a clear and detailed answer.

Lesson Five

- I. Suggested Time – 3 class periods
- II. State and County Outcomes –
3.8.3 Revision and Evaluation of Writing
 - 1. Improve the logic of the ideas, word choice, and transitions among paragraphs, passages, and ideas by revising writing based on given or self-generated criteria and others’ responses.
 - 2. Self-edit and refine writing using knowledge of Standard English conventions of language and appropriate print and non-print resources.

- III. Performance Indicators For Technology—Literate Students: Grade 6-8
 - 4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
- IV. Performance Objectives
 - A. Students will revise rough draft of stance answer by following the ARMS strategy.
 - B. Students will proofread rough draft of stance answer by following the CUPS strategy.
- V. Resources Needed –
 - A. Students are to have their rough drafts of the previous four stance answers.
 - B. Dictionary/Speller for each student
 - C. Revision and Proofreading Checklists
- VI. Directions for Teachers
 - A. Readiness Activity-Activate prior knowledge concerning the ARMS and CUPS strategy.
 - B. Procedures
 - 1. Conduct readiness activity
 - 2. Students choose one stance answer to revise and proofread.
 - 3. Review Revision Checklist and Proofreading Checklist
 - 4. Review final draft requirements
 - C. Directions for Students
 - 1. Choose one stance answer to revise
 - 2. Follow Revision Checklist when revising
 - 3. Follow Proofreading Checklist when proofreading
 - 4. Follow final draft requirements when writing final draft
 - D. Links to Prior Knowledge-The readiness activity will activate their prior knowledge about revising and proofreading strategies.
 - E. Assessment
 - 1. Assess the effective use of the checklists as reflected in their final copies.
 - 2. Assess that they followed final draft requirements.

Fractions

Grade 4 Mathematics

Disability: Learning Disability (Written Expression)

Assistive Technology: Dream Writer

Tom Walls
Sudlersville Elementary School

Daily Lesson Plans

Lesson One

- I. Suggested Time – 60 minutes
- II. State and County Outcomes -
 - 1. Knowledge of Number Relationships and Computations (read, write and represent simple fractions)
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 - 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
- IV. Performance Objective:
 - 1. Explore fractions as equal parts of wholes and as parts of parts.
- V. Resources Needed – rubber (geo) bands, geoboards, overhead projector
- VI. Directions for Teachers
Inform students that at the end of this unit we will be using Dream Writers to write a short story that will help with our understanding of the keyboard.
 - A. Readiness Activity: To do a warm-up, ask a student to predict how many equal sections are in a Hershey's candy bar. Ask: if each student was given two parts of the candy bar what fraction would that total? Have a couple of students explain their answers.
 - B. Procedures: Distribute geoboards (1 geoboard for every two students), and distribute 4-5 geobands to each pair of students. Ask students to use a geo band to make a rectangle on the geoboard. Have students share their rectangle. Compare similarities and differences. Then have students divide their rectangles into four equal parts. Have students explain their process. How is separating the geoboards into equal parts the same as separating an object such as a Hershey's candy bar? Have students make other shapes using the geoboard and bands to illustrate their knowledge of making parts of a whole. As a group verbally complete practice problems on page 345 in text.
 - C. Links to Prior Knowledge: Have students inform the class of different items that they have had to separate in the past to make equal parts to be shared with others. Ask students how they were able to solve different situations when there was an uneven number of people compared to the number of objects to be separated. Ask students to make a fraction that represents the number of boys in the class vs. girls or girls vs. boys. Have a couple of students present their responses with the class.
 - D. Assessment: As students are completing the shapes on the geo-board have students explain their answers. Students will randomly asked to present their answers to problems presented by teacher.

Lesson Two

- I. Suggested Time – 60 minutes
- II. State and County Outcomes -
 - 1. Reading to be informed
 - 2. Knowledge of Number Relationships and Computation
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 - 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.(1,2).

- IV. Performance Objectives:
 - 1. Read, write, and draw fractions for parts of wholes.
- V. Resources Needed – Overhead projector, pencil, paper, fraction strips, transparencies of short story in “Fraction Action” by Loreen Leedy
- VI. Directions for Teachers
 - A. Readiness Activity: Teacher read a loud the first short story in “Fraction Action” While reading the story put copies of story on transparency to allow children to visualize the fractions.
 - B. Procedures: While reading the short story provoke natural curiosity by asking students to compare their real life experiences with the characters in the story. Also, while reading the story allow students to participate interactively in the story by answering the questions and assign characters to students in the class to match the characters in the story.
 - C. Directions for Students: After reading the story, distribute the fraction strips. Group students 3 per group. Reread the story and while reading the story allow students to use their fractions strips to illustrate fractions for parts of whole. For example, in the story the characters are asked to visualize a cookie broken in thirds. Students will use fraction strips to demonstrate their understanding of breaking the cookie in thirds. At this time an extension of fractions can be accomplished by allowing students to add fraction strips (cookies) and subtraction of fraction strips.
 - D. Links to Prior Knowledge: Using sheets of paper tear the paper in equal parts and have students determine the size of the portion as compared to the whole. Ask students to explain their answers. Other students will be asked to repeat the process.
 - E. Assessment: Text page 347. Have students in pairs of two use their fraction strips to illustrate their understanding of questions 6-13. Randomly have pairs discuss their answers and visuals with the rest of the class. Individually have students draw a shape that matches questions 14-18 page 347. Then have students share their drawings. Rest of the class will give thumbs-up for correct response or thumbs-down for incorrect answer.

Lesson Three

- I. Suggested Time – 60 minutes
- II. State and County Outcomes -
 - 1. Knowledge of Number Relationships and Computation (identify and describe the relationship among fractions using coins)
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 - 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
- IV. Performance Objectives:
 - 1. Determine how technology could help solve problems that involve fractions and money. Find parts of a set (using money to represent fractions)
- V. Resources Needed –
 - 1. Play money, calculators, paper, pencils,
 - 2. book entitled “Fraction Action” by Loreen Leedy,
 - 3. overhead projector,
 - 4. Dream Writer (to show students what we will be using in a couple of days to write our very own story using fractions as our theme just like the author Loreen Leedy, Hershey’s candy bar.)
- VI. Directions for Teachers: While reading the short story “Lemonade For Sale” (pgs 22-27) in the book entitled Fraction Action put transparency copy of the same on the overhead for students to get a visual of the story and its theme. During reading, ask students if they would have done the same as Tally. Why? Or Why Not?
 - A. Readiness Activity: Give each group (3-4) a bag of coins (4 quarters, 5 dimes, 10 nickels, 10 pennies) Have the groups count the money and determine how much is in their bag.
 - B. Procedures: Allow students time to brainstorm to determine what the value of the money represents if a part of the money is to be taken away. For example, the total of the money (\$2.10) represents the denominator and the four quarters (1.00) represents the part that will be used to buy an item such as lemonade. Next have students determine the fraction if we want to know what fraction the nickels represent. Repeat the same for the other denomination of coins.

- C. Directions for Students: Next have each group think of a problem using their coins to make a problem like Tally had in the story. The problems will be shared with the rest of the class. For example 3 quarters 2 dimes and 5 pennies represent a fraction of $.90/2.10$. As an extension ask students if they can reduce the fraction. This will be a way to determine student's prior knowledge of reducing fractions (a skill that will be taught in a future lesson)
- D. Links to Prior Knowledge: Teacher needs to determine that all students know the value of each coin and how to add money using various coins.
- E. Assessment: Randomly ask students to come to the board and determine the fraction of a coin or coins and what part they represent of a dollar. Other students in the class will respond with a thumbs-up (correct answer) or thumbs down (incorrect answer). For those students who are correct they will receive $1/15$ th of a Hershey's Candy Bar.

Lesson Four

- I. Suggested Time – 2 periods (120 minutes)
- II. State and County Outcomes:
 - 1. Knowledge of Number Relationships and Computation (identify and describe the relationship among fractions)
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 - 8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
- VII. Performance Objectives:
 - 1. Read and write mixed numbers or whole numbers for fractions
- VIII. Resources Needed
 - 1. Calculators,
 - 2. Overhead,
 - 3. Pencil, papers,
 - 4. 30 1 cup measuring cups, liquids such as lemonade to relate to the story we have been reading
- VI. Directions for Teachers: While students are completing their warm-up problems ($10/3$, $7/2$, $9/4$, $9/5$), teacher will set up work stations. Each group will have 6 cups and appropriate amount of juice containers (depending on size of containers) each group should have enough juice to fill at least six cups.
 - A. Readiness Activity: After warm-up, teacher will fill 3 cups (half-way) with lemonade. Ask students: how many cups of juice do we have? Answer: most students will answer $3 \frac{1}{2}$ cups. Ask: are there any other possible answers. Pour the contents of 2 of the $\frac{1}{2}$ cups into one container. Ask: how much juice do we have now? Answer One and one-half cup. Discuss answer. Repeat if necessary. Write the fraction on the board: $3/2 = 1 \frac{1}{2}$
 - B. Procedures: After completing the readiness activity, ask students to divide (using calculators) 2by4, 3by6, and 3by7, etc. This mini-lesson will lend itself to a future lesson that relates fractions to decimals. This activity will allow students to see that there is a whole number before the decimal(fraction)
 - C. Directions for Students: Students are to be grouped in groups of 4-5. Allow 3-4 minutes for each group to assign responsibilities to each other. Have students to put $\frac{1}{2}$ cup of lemonade in 5 cups. Have groups write two different ways the problem can be answered ($5 \frac{1}{2}$ cups and $2 \frac{1}{2}$ cups. Have one group member (recorder) come to the board and write and explain their groups responses. Then, give groups the opportunity to reinforce their understanding of mixed numbers/fractions. Example $5/3$, $3/2$, $6/4$, etc. After each experiment have students/groups explain their reasoning.
 - D. Links to Prior Knowledge: Students will identify the relationship between mixed numbers and division (especially with regards to a numerator that is larger than the denominator). Students should have a working knowledge of units of measurement (cups).
 - E. Assessment: As students are completing their "experiments" teacher will walk around the class and have students explain their procedure. As an informal assessment, have students complete problems 18-29 on page 361. Homework: practice sheet 92.

Lesson Five

- I. Suggested Time – 2-3 class periods (120-180 mins.)
- II. State and County Outcomes –
 1. Writing for practical purposes. Independent Writing.
 2. Math outcomes: Knowledge of Number Relationships and Computation,
 3. Process of Communication (written),
 4. Process of Connection
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
 5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
- IV. Performance Objectives:
 1. Students will create a minimum of 3 paragraphs that guides and informs the reader’s understanding of key ideas and evidence and that presents effective introductory and concluding sentences, logical sequencing of ideas and transitional words. Short story will include mathematical terms that have been used in this unit specifically fractions. Story will include all parts of the writing process. Students will be able to work on an independent level with the Dream Writer.
- V. Resources Needed –
 1. Dream Writers (1 for each student), Pencil, paper, Book entitled “Fraction Action” by Loreen Leedy,
 2. A teacher prepared writing organizer that includes characters, plot, setting, problem, solution.
- VI. Directions for Teachers: Inform students that they will be writing a short story (minimum of 3 paragraphs) using characters, plot, setting, problem, solution that shows their understanding of using fraction in their everyday lives. Teacher will need to have access to Dream Writers (1 for each student). Before students begin writing their rough drafts distribute the Dream Writers to each student to review their capabilities. Allow students 10-15 minutes to type 2-3 sentences to become better acquainted with the Dream Writer. Allow students to ask questions. Although students have their own Dream Writer, encourage them to work with partners to explore the capabilities.
 - A. Readiness Activity: Using the previously made transparencies of the Short Story “Fraction Action” have students read aloud the story to the class. While students are reading the story point out the elements of a good story (characters, plot, settings, problem, solution), and have students think about possible plots and characters in their own story.
 - B. Procedures: Explain the proper use of using Dream Writers. Discuss the elements of a well-written story. Read Fraction Action, as a class. Have students complete an organizer to assist them with getting started on their independent stories. Students will complete a rough draft of their story. Finally, students will complete a rough draft of their story using the Dream Writer. Before students begin their final drafts, teacher will assist them with the components of the Dream Writer.
 - C. Directions for Students: Students will be active listeners and readers as the class reads aloud “Fraction Action”. Review the organizer that will be used for writing their story. After completing their organizer have students share them with their partner to discuss their characters, plots, and settings. After several organizers have been shared with the class, students will begin preparing their rough draft. Upon completion of the rough draft, students will share them with another partner. Each partner will be assigned the task of finding a minimum of 3 errors in their classmates work. Finally, students will complete their final draft using the Dream Writer. Before using the Dream Writer, each student will share at least one technique/feature they have learned by practicing with the technology.
 - D. Links to Prior Knowledge: Students will have prior understanding of the elements of a story. They will have a working knowledge of CUPS and be able to incorporate this strategy in their independent writing. Having some prior knowledge from CCC Lab will benefit students with exposure on the keyboard.
 - E. Assessment: Students short story will be assessed based on their ability to use the writing process correctly, class participation, inclusion of CUPS, by including characters, plot, setting, problem, solution, and using mathematical terms and problems that show an understanding of fractions. Finally creativity will be assessed, based on individual student ability.

Friends Sleep Over

PreKindergarten Language

Disability: Language Impaired

Assistive Technology: Personal Communication Symbols (PCS) generated by Boardmaker

Bonnie Rose
Church Hill Elementary School

Overview Of Activity

These lessons are designed to improve language comprehension and usage in young language impaired students who need visual cues as well as auditory input for language development. The lessons combine literature based lessons with activities to increase verbal output and sentence formulation for the purposes of vocabulary development, answering questions, sequencing, and providing information. Board Maker pictures and activity formats provide the needed visual cues and prompts.

Outcomes

- The students will demonstrate effective communication skills
- The students will answer questions to demonstrate comprehension
- The students will use Boardmaker visual prompts to cue verbal output and to assist with sentence formulation.
- The students will communicate with others using materials generated with assistive technology.

Performance Indicators For Technology—Literate Students Grades Prek-2

4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

Performance Objectives Of Activities

- Given picture cues and minimal auditory cues, the students will label vocabulary from the two stories (Franklin Has a Sleepover and Best Friends Sleep Over) with 90% accuracy in ten trials.
- Given picture cues and minimal auditory cues, the students will answer “wh” questions about the stories with 80% accuracy in 10 trials.
- Given picture cues and minimal auditory cues, the students will formulate kernel sentences to answer “wh” questions about the stories with 50% accuracy in ten trials.
- Given picture cues and minimal auditory cues, the students will formulate three kernel sentences to retell the story (beginning, middle, end) using picture symbols and organizers.

Suggested Time For Activity

- Five sessions of about 30-40 minutes each day.

Resources Needed

- Small room with table and chairs
- Boardmaker visuals and overlays (laminated pictures for story vocabulary and classroom cues, enlarged overlay for story elements and sequencing)
- Books (Franklin Has a Sleepover and Best Friends Sleep Over)
- Sentence strips
- Velcro
- Boardmaker to create materials, PC running Windows, color printer

Directions For The Teacher

Readiness: Day 1: The teacher introduces the concept of a “sleep-over” by asking “wh” questions to obtain previous knowledge and current perception.

(?) What is a sleep-over? Or What do you think a sleep-over is?

Friends Sleep Over Lessons

(?) Have you ever been to a sleep-over?

(?) What did you do at the sleep-over?

(?) What do you think you might do at a sleep-over?

(?) What do you need to take to a sleep-over? Or What would you take to a sleep-over?

-The teacher then introduces both texts by sharing title, characters, covers. Students will be asked to tell how the stories could be the same and how the stories could be different.

-The teacher reads Franklin Has a Sleep-over, introducing picture cues for characters, actions, key concepts; then placing them on velcro formats for future reference. After reading the story, the teacher and students will use the picture cues to ask and answer “wh” questions about the characters, their actions, feelings, etc.

Day 2: Teacher and students review vocabulary and concepts from previous lesson using picture cues.

-Teacher reads Best Friends Sleep Over, introducing picture cues for characters, actions, key concepts; then placing them on velcro formats for future reference. After reading the story, the teacher and students will use the picture cues to ask and answer questions about the characters, their actions, feelings, etc.

-Teacher and students will use picture cues to develop a chart showing how the stories are the same and how they are different.

Day 3: Teacher reviews one story with students using picture cues and book. Using sentence strips and picture cues, the student will “wh” questions by formulating kernel sentences (?)What is Franklin? (A)Franklin is a turtle.

Day 4: Teacher reviews the other story with students using pictures cues and the book. Using sentence strips and picture cues, the student will answer “wh” questions by formulating kernel sentences (?)What are the friends eating? (A)The friends are eating pizza.

Day 5: Teacher asks each student to choose one book to sequence events. Using sequence overlay, the student will use pictures and sentence strips to complete the story elements on the chart (characters, beginning, middle, end).

Students will complete the story review sheet using picture cues to indicate how they feel about the story, what they like the most and anything they did not like.

See attached sheets for Boardmaker pictures and overlays.

A culminating activity could be planned for another day, on which, the students had a “sleep-over” at school. They could decide what to bring, what to eat, what games to play, etc., using picture cues to make a list.

Assessment

-Tally sheet will be used during language production activities to record correct vs. incorrect responses and the level of auditory cues required.

Mexico

First Grade - Geography, Language Arts

Disability: Multiple Handicapped (physical and cognitive)

Assistive Technology: Cheap Talk, All Turn It Spinner, switches, and Intellikeys/tools

Heidi L. Clarke
Centreville Elementary School

Daily Lesson Plan Lesson One

- I. Suggested Time – 40 minutes
- II. State and County Outcomes -
Student will demonstrate an understanding of the ability- individually and as part of a group- to gather information, think critically, and solve problems as needed to facilitate responsible decision-making, to understand complex ideas, and to generate new ideas.
 - Obtain and use relevant information by reading, asking questions, observing and listening.
 - Obtain and use print information such as pictures, globes and maps.
- III. Performance Indicators For Technology—Literate Students Grades PreK-2
 2. Use a variety of media and technology resources for directed and independent learning activities. (1,3)
 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, and elementary encyclopedias) to support learning. (1)
- IV. Performance Objectives
Students will discuss with the teacher what they know, what they want to learn, and what they learned so far about Mexico.
- V. Resources Needed –
TV/VCR, Mexico Video (located in Media Center)
Magazines, Prepared construction papers suitcases;
Index cards.
- VI. Directions for Teachers
 - A. Readiness Activity
 1. Introduce Unit Mexico. Complete a KWL chart.
What do the children know, want to learn, and what have they learned?
 - B. Procedures
 1. Show Mexico Video to students.
 2. Discuss and share ideas about what they learned or what they want to learn more about.
 - C. Directions for Students
 1. Discuss Unit of Mexico, and that it will last for about two weeks. Explain that they will watch a video to be informed about Mexico. They will need to complete the “L” part of the KWL chart. They will write at least two to three things they learned from the video. After the video, discuss and share what students learned or want to learn more about.
 - D. Links to Prior Knowledge
 1. Students already have had many experiences with KWL charts. They know that Mexico is another country.
 - E. Assessment
Teacher will observe oral student responses from video and write 2 to 3 sentences, or a short paragraph about what they learned from the video or what they still want to learn about Mexico.

Lesson Two

- I. Suggested Time – 40 minutes
1. Student will demonstrate an understanding of the ability – individually and as part of a group – to gather information, think critically, and solve problems as needed to facilitate responsible decision-making, to understand complex ideas, and to generate new ideas.
 - Obtain and use print and non-print sources of information
- II. State and County Outcomes
- III. Performance Indicators For Technology—Literate Students Grades PreK-2
None
- IV. Performance Objectives
Students will use a map/ globe to explain where Mexico is in relation to the United States as well as to locate Mexico’s bordering land and water features.
- V. Resources Needed –
Mini globes (1per child), Large World Map
White freezer paper, salt, flour, water, large bowl, spoons (22), food coloring (blue, red and green)
- VI. Directions for Teachers
 - A. Readiness Activity:
 1. Pair students and have students discover the location of Mexico. Locate the United States and Maryland.
 - B. Procedures:
 1. Discuss where Mexico is in relation to the U.S. and Maryland. What land and water borders Mexico? Take up mini globes.
 2. Pull world map down from chalkboard and have a student locate Mexico, U.S., Maryland, land and water that borders Mexico on the U.S. map.
 3. Make salt maps with students. Directions: Enlarge map of North America on shiny side of white freezer paper, mount on cardboard (3 parts) blue (water), green (U.S.) red (Mexico) Use spoons and spread on freezer paper.
 4. After salt maps are completed have students complete worksheet “Mexico is south of the United States of America”
 - C. Directions for Students
Students will discover using mini globes, the location of Mexico and it’s relation to the U.S. and Maryland. Also what land and water that border Mexico. Discuss. . Share the directions of making salt maps. Divide your students into four groups. Hand out the Reading to perform a task sheet. Read together, go over materials and do the steps together in their groups
 - D. Complete worksheet. Trace the word Mexico, color Mexico red and the United States green and the oceans blue. Have students put it in their suitcase.
 - E. Links to Prior Knowledge:
Students already know the seven continents and what continent they live on. They have been taught what the earth is made of and even the percentages.
 - F. Assessment:
Through Teacher observation of the task of making a salt map and the use of globes and maps students will locate Mexico, its bordering land and water on a globe and a map.

Lesson Three

- I. Suggested Time – 40 minutes
- II. State and County Outcomes –
 1. Student will demonstrate an understanding of the historical development and current status of principles, institutions and processes of political systems to Maryland the United States.
 2. Read and interpret principles of American government expressed in symbols.
- III. Performance Indicators For Technology—Literate Students Grades PreK-2
 1. Use input devices and output devices to successfully operate computers, VCRs, audiotapes, and other technologies. (1)

- IV. Performance Objectives:
1. Students will be able to orally identify, compare and contrast the Mexican and U.S. flag.
- V. Resources Needed –
- History of Aztec legend summary
- Cheap Talk communication device with picture symbol of Mexican flag and a book.
- Overhead copy of Mexican and American flag
- Paper straws
- Model of Teacher's flag
- VI. Directions for Teachers
- A. Readiness Activity
1. Review location of Mexico using globe or world map.
 2. Tell legend of Aztecs. Story attached with lessons
- B. Procedures
1. Explain that symbols stand for things, and there are many symbols that stand for our country. Review our American flag and what the Stars and Stripes stand for. Observe real American flag hanging in classroom.
 2. Explain that just as we do Mexico has their own flag.
 3. Show picture of Mexican flag. Talk about colors and insignia of flag. Remind them of the legend you told earlier.
 4. On chart paper or chalkboard write how the two flags are different and how they're the same.
 5. Allow students to write on the back of their Mexican flag in complete sentences what the colors and the insignia stand for. The Mexican flag has green, white, and red vertical stripes, with the national emblem of the eagle, snake, and cactus.
 6. The Cheap Talk will be used with one of my students. We want him to identify the Mexican flag by hitting the switch. The assistant will assist during this time.
 7. Hand out copy of Mexican flag. Have students' color and cut out flag. Attach a straw with tape to the side of the flag.
- C. Links to Prior Knowledge:
1. Students have already learned about our country's national symbols (American flag, Bald Eagle, Liberty Bell etc...)
- D. Assessment:
1. Teacher will assess students by written sentences on back of flag that is colored and cut out. They will write at least 2-3 sentences about the Mexican flag.

Lesson Four

- I. Suggested Time – 30 minutes
- II. State and County Outcomes -
- Student will demonstrate an understanding of the history, diversity, and commonality of the people of the nation and world, the reality of human interdependency, the need for global cooperation, and a multicultural perspective.
- Explain how a person from different cultures share common wants and needs.
- III. Performance Indicators For Technology—Literate Students Grades PreK-2
1. Use input devices and output devices to successfully operate computers, VCRs, Audiotapes, and other technologies.(1)
 4. Use developmentally appropriate multimedia resources to support learning. (1)
 5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
- IV. Performance Objectives
- Students will recognize and orally recite Spanish numbers to 10 by the end of the unit.
- V. Resources Needed – All Turn It Spinner, song sheet, tape recorder, green switch that hooks up to spinner
- VI. Directions for Teacher
- A. Readiness Activity
1. Review flag of Mexico and what it stands for.
 2. Discuss the language we speak and introduce the language spoke in Mexico called Spanish.

3. Give background information concerning song sung by boys and girls in Mexico to their teacher. In, Mexico, the younger children usually start the day by greeting their teacher and singing a song. "The Elephant Counting Song" translates as follows:
 4. Sing the song below replacing number words with Spanish words. (Cassette with tape available)

One elephant was balancing on a spider web.
 Because it seemed so strong, he called another elephant.
 Two elephants were balancing on a spider web.
 Because it seemed so strong, they called another elephant (Repeat the verse until you reach ten)
 Ten elephants were balancing on a spider web.
 Because it seemed so strong, they called another elephant.
 BOP! (The spider web breaks.)
- B. Procedures :
1. Teach Spanish numbers. Write them on the board as you go over each number. Counting in Spanish is as follows:
 - 1 uno (oo'-noh)
 - 2 dos (dohs)
 - 3 tres (trehs)
 - 4 cuatro (kwah'-tro)
 - 5 cinco (seen'-koh)
 - 6 seis (sehees)
 - 7 siete (see-eh'-teh)
 - 8 ocho (oh'choh)
 - 9 nueve (noo-eh'veh)
 - 10 diez (dee-ehs)
 2. Pass out Bingo sheets. (Standard 9 square bingo board). Have students write in numerals (1 to 10, leaving out any one they wish) in any order in the boxes. Then use All Turn It Spinner with Numbers on the spinner. My assistant will have one of the students hit the switch to allow the spinner to move. Continue as long as the student will hit the switch. You may want to play the game in which you call the Spanish numbers and they have to locate that number.
 3. After Bingo game, pass out Frank Schaffer worksheet. "Spanish in the main language of Mexico." Trace, write and color the number words on worksheet. Save and place in suitcase
- C. Links to Prior Knowledge
 The children already know their numbers to 10.
- D. Assessment
 Through teacher observation of the task students will be able to locate and say Spanish numbers 1-10. Students will also write Spanish numbers to 10 on a given worksheet with 90% accuracy.

Lesson Five

- I. Suggested Time – 30 minutes
- II. State and County Outcomes –

Student will demonstrate an understanding of the history, diversity, and commonality of the people of the nation and world, the reality of human interdependency, the need for global cooperation, and a multicultural perspective.

 - Explain how people from different cultures share common wants and needs.
- III. Performance Indicators For Technology—Literate Students Grades PreK-2
 1. Use input devices and output devices to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
- IV. Performance:

Students will learn about the different kinds of clothing the people wear in Mexico and compare each kind to something similar we wear.
- V. Objectives:

Students will have an understanding of some of the different kinds of clothing worn in Mexico and how they are similar to what we wear.

- VI. Resources Needed –
Sombrero, Serape, paper doll cut out worksheet, Information sheet about costumes, Mexico book p.21-25.
- VII. Directions for Teachers
- A. Readiness Activity:
1. Sing “The Elephant Counting Song” Go over numbers to 10 in Spanish.
 2. Discuss and write on chart paper the kinds of clothing we wear in summer and winter. Make a list on chart tablet.
 3. Share with students the kind of weather that Mexico experiences. Remind them of the location. (South of United States)
 4. Show sombrero and serape to children. Ask question-Why do you think these things are worn? Sombrero is used to keep the sun off and the serape is used for the cool evenings. Serapes are small blankets worn over the shoulder by boys and men.
 5. Write on chart tablet some other names of items worn in Mexico.
Rebozo-are colorful shawls with fringe those women or girls wear over their heads and shoulders.
Huarache-sandles worn by men and women.
Ponchos are worn by children and adults as a jacket or wrap. They are blankets with an opening in the middle for the head.
More information about clothes worn is attached to plans.
 6. Hand out paper dolls for students to color and cut out. Label on back of paper doll clothing the name of each piece.
 7. Students will write at least 2-3 sentences describing the clothes they wear and the clothes Mexican children wear. How are they the same and different.
- B. Links to Prior Knowledge: They understand and have a good understanding of the kinds of clothing we wear and why we wear certain types of clothing due to weather. They also know how to write sentences comparing and contrasting two different items.
- C. Assessment: Students will cut out paper dolls and clothes and label each piece of clothing. Students will also write at least 2-3 sentences about how their clothes are the same and different as the paper dolls.

Sentence Construction

(Using Correct Tenses in Sentences Using Sequence Words)

Grade 5 Language Therapy

Disability: Language Impairment

Assistive Technology: Co:Writer and Writing With Symbols 2000

Nancy Brandenburger
Bayside Elementary School

Daily Lesson Plan

Lesson One

- I. Suggested Time – 25 minutes
- II. State and County Outcomes -
 1. The student will use any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 - a. Communication
 - b. Written Expression
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 4. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
- IV. Performance Objectives
 1. Given a word and with direct assistance, the student will generate, review and revise sentences using word prediction software.
- V. Resources Needed –
 1. Word prediction software
 2. Target words for placement in sentences
- VI. Directions for Teachers
 - A. Readiness Activity
 1. Discuss and demonstrate usage of the word prediction software.
 2. Discuss previous knowledge of sentence construction.
 - B. Procedures - Sit with student and set up Co-Writer into Talk Mode. Demonstrate word prediction software and speaking capabilities generating simple sentences using words or topics chosen by the student. Demonstrate correct sentences first. Then generate sentences with errors using the talk mode to review for and correct errors. Allow student to make sentences with one word provided by the adult. Practice using the software to make sentences and listen to them for errors.
 - C. Directions for Students - Student is instructed to watch as the adult demonstrates the features of the software program. The student is asked to give words or topics to the demonstrator to place in sentences. As errors are made and reviewed in the speaking mode the student is asked to contribute ideas on corrections. The student is then given direct oversight and instruction while placing teacher provided words into sentences. Reviewing and revising is done as needed with instruction as needed.
 - D. Links to Prior Knowledge - Student is instructed to note grammatical and structural changes and suggested word choices as related to his knowledge of spoken and written language.
 - E. Assessment - Student is able to correctly use the program with adult supervision to generate, review, and revise sentences

Lesson Two

- I. Suggested Time – 25 Minutes
- II. State and County Outcomes –
 - 1. The student will use any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 - a. Communication
 - b. Written Expression
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 - 4. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
- IV. Performance Objective
 - 1. Given two words and with fading assistance, the student will generate, review, and revise sentences using word prediction software.
- V. Resources Needed –
 - 1. Word prediction software
 - 2. Target word pairs for placement in sentences
- VI. Directions for Teachers
 - A. Readiness Activity - Provide review with practice of word prediction software with single words in sentences.
 - B. Procedures - Sit with student and set up Co-Writer in the Talk Mode. Have student complete a few sentences using single words in sentences. Have student listen to the sentences and rate correctness. Correct errors as identified. Provide feedback on grammatical structure as well as sentence meaning as student generates his new and revised sentences. Introduce task to put two words into correct sentences. Continue to review for correctness as with single word task.
 - C. Directions for Students - Student is instructed to attempt using the software as he remembers. Verbal review of the techniques of using the software is given as needed and as the student is working with the program. The student then begins placing target single words into sentences. After 3-5 successful generation, reviews, and revisions, the student is given two words to place in sentences. (More target words can be added based on student's success).
 - D. Links to Prior Knowledge - Student is given feedback during session noting spelling, grammatical and structural choices that the software predicts and the student chooses.
 - E. Assessment - Student is able to use the software with adult supervision to generate, review, and revise sentences for grammatical and spelling

Lesson Three

- I. Suggested Time – 25 Minutes
- II. State and County Outcomes –
 - 1. The student will use any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 - a. Communication
 - b. Written Expression
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 - 4. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
- IV. Performance Objective
 - 1. Given two words and with fading assistance, the student will generate, review, and revise sentences marking tenses using word prediction software.
- V. Resources Needed –
 - 1. Word prediction software
 - 2. Target word pairs for placement in sentences

- VI. Directions for Teachers
 - A. Readiness Activity - Provide review with practice of word prediction software with two to three words in sentences.
 - B. Procedures - Sit with student and set up Co-Writer in the Talk Mode. Have student complete a few sentences using single words in sentences. Have student listen to the sentences and rate correctness. Correct errors as identified. Provide feedback on grammatical structure as well as sentence meaning as student generates his new and revised sentences. Introduce task to put multiple words including words designating time and sequence into correct sentences. Continue to review for correctness as with single word task.
 - C. Directions for Students - Student is instructed to attempt using the software as previously instructed. Verbal review of the techniques of using the software is given as needed and as the student is working with the program. The student then begins placing target single words into sentences. After 3-5 successful generation, reviews, and revisions, the student is multiple words including words designating sequence and time to place in sentences.
 - D. Links to Prior Knowledge - Student is given feedback during session noting spelling, grammatical and structural choices that the software predicts and the student chooses.
 - E. Assessment - Student is able to use the software with adult supervision to generate, review, and revise sentences for grammatical and spelling correctness with 100% accuracy.

Lesson Four

- I. Suggested Time – 25 Minutes
- II. State and County Outcomes –
 - 1. The student will use any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 - a. Communication
 - b. Written Expression
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 - 4. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
- IV. Performance Objective
 - 1. Given two words and with fading assistance, the student will generate, review, and revise sentences with sequence and time markers using word prediction software.
- V. Resources Needed
 - 1. Word prediction software
 - 2. Target word pairs for placement in sentences
- VI. Directions for Teachers
 - A. Readiness Activity - Provide review with practice of word prediction software with multiple words in sentences.
 - B. Procedures - Sit with student and set up Co-Writer in the Talk Mode. Have student complete a few sentences using single words in sentences. Have sentence listen to the sentences and rate correctness. Correct errors as identified. Provide feedback on grammatical structure as well as sentence meaning as student generates his new and revised sentences. Introduce task to put multiple words marking time and sequence into correct sentences. Continue to review for correctness as with initial sentence making task.
 - C. Directions for Students - Verbal review of the techniques of using the software is given as needed and as the student is working with the program. The student then begins placing target multiple words into sentences. After 3-5 successful generation, reviews, and revisions, the student is sequence and time marked words to place in sentences. (More target words can be added based on student's success).
 - D. Links to Prior Knowledge - Student is given feedback during session noting spelling, grammatical and structural choices that the software predicts and the student chooses.
 - E. Assessment - Student is able to use the software with adult supervision to generate, review, and revise sentences for grammatical and spelling correctness with 100% accuracy

Lesson Five

- I. Suggested Time – 25 Minutes
- II. State and County Outcomes –
 1. The student will use any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability in one or more of the following areas:
 - a. Communication
 - b. Written Expression
- III. Performance Indicators for Technology-Literate Students: Grades 3-5
 4. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
- IV. Performance Objective
 1. Given two words and with fading assistance, the student will generate, review, and revise simple stories using word prediction software.
- V. Resources Needed –
 1. Word prediction software
 2. Target word pairs for placement in sentences
- VI. Directions for Teachers
 - A. Readiness Activity - Provide review with practice of word prediction software with single words in sentences.
 - B. Procedures - Sit with student and set up Co-Writer with a word processing application. Have student complete a few sentences. Demonstrate and have student use the new application to generate a few sentences in the word processing mode. Continue to have the student listen to the sentences and rate correctness as before. Correct errors as identified. Provide feedback on grammatical structure as well as sentence meaning as student generates his new and revised sentences. Introduce task to generate correct sentences in paragraph form to describe a sequence of pictures.. Continue to review for correctness as with previous tasks.
 - C. Directions for Students - Verbal review of the techniques of using the software is given as needed and as the student is working with the program. The student then begins generating sentences. After 3-5 successful generation, reviews, and revisions, the student is given pictures to describe in paragraph form. Review includes comments and instruction on punctuation and capitalization as the paragraphs are generated.
 - D. Links to Prior Knowledge - Student is given feedback during session noting spelling, grammatical and structural choices that the software predicts and the student chooses.
 - E. Assessment - Student is able to use the software with adult supervision to generate, review, and revise sentences for grammatical and spelling correctness with 100% accuracy