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Dewar Elementary

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Classroom Demographics

- Type of Classroom: 4th Grade Language Arts Resource room
- Age Range of Students: 9 – 10
- Number of Students: 6
- Types of Disabilities: mild intellectual disabilities (5) and emotional behavior disorder (1)
- Target Student: Mild intellectual disability
 - Primarily goals in reading/comprehension, spelling, and vocabulary



Types of Technology Currently Used In Classroom

- Types of Devices:
 - computers with goal specific software programs/activities
 - printer
 - television
 - cassette players with headphones
 - VCR



Description of Technology Currently Used in Classroom

- Computers: Macintosh
- Software: Joshua Reader, CCC – Computer Curriculum Corporation (math and reading programs)
- Printer: Epson C80/ inkjet
- Television and VCR: Zenith
- Cassette Players and headphones: Sony / Audio



Description of How Technology is Used and Benefits

- The computer and educational programs are used as a means of practice and maintenance of skills taught in class. The printer is used to print permanent products of the children's work as well as materials for class. The teacher benefits from having the computer and printer in the classroom because she can create/modify her own tests and "worksheets" as needed. The students benefit from the computer programs because they are able to use the programs for independent practice and maintenance of skills taught in class.

Use and Benefits Continued ...

- The television and VCR are used to show movies which correspond to books read in class. This benefits the students because they are able to see a visual of the characters and story they have read or heard read in class.
- The cassette player and headphones are used in conjunction with the stories being read in class. This benefits the teacher because she has the responsibility of reading many of the stories out loud to her students. The cassette player allows the students to hear the story being read and gives the teacher an opportunity to work with other students in the class as well as provide her voice with a break.



Description of Unmet Needs of Target Student

- My target student has reading goals as follows (as stated in IEP):
 - Given a selection at his reading level, student will identify the main idea.
 - Given a selection at his reading level, student will be able to identify important information/details.

The computer software helps to meet these needs, but ...



Unmet Needs Continued ...

... my target student also has goals related to vocabulary and spelling:

- The student will increase his sight word vocabulary by 50 words over the course of 10 weeks.
- The student will increase his spelling vocabulary by 50 words over the course of 10 weeks.

He often comes across words in his reading, both on the computer program as well as on materials presented to him in class, that he doesn't know the meaning of or doesn't know how to pronounce. He frequently asks for a word or words to be read to him.



Strategies for Enhancing Use of Technology in the Classroom

- Recommendation of additional devices that are needed or could be used in this classroom:
 - A software tool that would allow readers at all levels to read a variety of materials independently.
 - Such as ...



Recommendation for AT Device

- Cast eReader / Research Ware by Cast

“CAST eReader, available in both Macintosh and Windows versions, adds spoken voice, visual highlighting, document navigation, or page navigation to any electronic text. The software can take content from any source --the Internet, word processing files, scanned-in text, or typed-in text--and combine it with the most powerful features of talking and reading software.”



Cast eReader



High Tech Computer Software

Single User Price: \$129.00

Quotes available for multiple user packages upon request

Cast eReader Description Continued ...

- Both the Macintosh and Windows versions of CAST eReader lets users:
- select volume, speed, and pitch of the reading voices
- choose speech and highlighting speeds and increments
- change the default font, style, color, and size of the text
- control movement through the text (automatic and manual stepping)
- take notes and receive speech feedback while typing



Lesson Plan

“A Test of My Own”

- Students will choose a passage from a chapter book and work with a partner to create a multiple choice test to go with it. They will type their test using a word processing software and the tests will be given as a review each day in preparation for standardized testing.



Primary Learning Outcomes


- Can I create a test to check the comprehension of someone reading my chosen passage? Can I correctly answer someone else's questions after reading their passage?



Assessed QCC Standards:

- Grade: 4
 - Language Arts
 - Written Communication

 - 24
 - Topic: Reading
 - Standard: Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.

 - 25
 - Topic: Reading
 - Standard: Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction.
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Assessed QCC's Continued ...

- 29
- Topic: Reading
- Standard: Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.

- 31
- Topic: Reading
- Standard: Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).



Procedures/Activities

- Step: 1 Duration: 5 min.

Ask students what the form of a standardized reading test looks like. Have them understand that a short reading passage is usually followed by a series of multiple choice questions. Point out that answers are usually recorded on an answer sheet. Divide the class so that each student has a partner.



Procedures continued ...

- Step: 2 Duration: 10 min.
Tell students that they will be working with their partner to create a reading passage and questions for a standardized test. Give students the option to choose a reading passage from their reading textbook or another novel or book that they have read. Tell students that their passage must be at least two to four paragraphs long, depending on the sizes of the paragraphs. Tell students the passage should not be more than one typed page. Allow them to work with their partner to locate a reading passage.



Description of How AT Device Will be Used in Step 2

- For children who need to have materials read to them because of limited site word vocabulary or because of reading difficulties, have materials scanned into the Cast eReader available for them search through for their chosen reading selection. The students will listen to different selections and choose two to four paragraphs/not more than one typed page. Allow them to work with a partner who might also need to have the material read to him/her.



- Step: 3 Duration: 10 min.

Now instruct them to work with their partner to come up with questions for their reading passage. Remind students to include different types of questions (learned in the previous lessons in this unit). Ask students to write six multiple choice questions and four possible answers for each one.



- Step: 4 Duration: 30 min.

Now have students type their reading passage and questions using a word processing software on the computer. Tell students to list the source for their passage underneath. For example: taken from Charlotte's Web by E.B. White. Allow students to print one copy of their test.



Description of How AT Device Will be Used in Step 4

Have students type reading passages and questions into Cast eReader program so that they can hear what they have typed as well as have the resource available to listen to later.



- Step: 5 Duration: 15 min. each day for several weeks
Now collect all of the tests and make copies of each one so that every student can have one. Distribute the tests, one per day, over the next few weeks as a review for the reading comprehension portion of an upcoming standardized test. This is most effective if done in the morning each day. Take the time to review students' answers, discuss the types of questions written, and strategies for finding the answer in the passage. Distribute the attached bubble answer sheet along with each student test if desired.



Description of How AT Device Will be Used in Step 5

- The Cast eReader can also be used to have written tests read to students with limited vocabulary or with reading difficulties. The length of time in between questions can be set by the teacher to allow the student to answer the questions.



Attachments for Step 5

- Title: Blank Answer Sheet File Name: Blank Answer Sheet.doc
- Description: Print and copy for each student.



Attachment

- Answer Sheet:
- 1. ABCD
- 2. ABCD
- 3. ABCD
- 4. ABCD
- 5. ABCD
- 6. ABCD



Materials and Equipment

- 1. computer with Word Processing software
- 2. student reproducibles
- 3. textbooks or other novels



Total Duration/Technology Connection

- 1 hour for first day, 15 min. each day for several weeks
- Students will use the computer to type their standardized reading test.



Assessment/Extension

- Students' completed tests and their answers to other students' tests will be evaluated for accuracy.
- Allow students to create other standardized tests for math and grammar.

