

# CompuWrite Camp Internship



## Summer 2006

**George Mason University**

# CompuWrite Camp 2006 Manual

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## **CompuWrite Internship**

### **Purpose**

The primary purpose of the internship in special education is to integrate, apply and refine student competencies necessary for independent functioning as a special educator in a variety of settings.

CompuWrite Camp was established in 1989. Its primary goal is to teach students to engage in the use of computers during writing. The camp incorporates keyboarding skills, skill-building, guided writing and strategy instruction. The purpose of the CompuWrite Camp is to teach students to independently carry out the planning, writing, revising, and editing processes that underlie effective writing via the use of computers. Instruction and practice with keyboarding is complimentary based on the needs of each individual student.

The program serves students in grades third through sixth, with or without disabilities, who may be experiencing difficulty with the writing process.

The program is structured as a summer camp, 50 hours of instruction per session over four consecutive weeks (Different campers attend one 2.5-hour morning and one 2.5-hour afternoon session per day).

The first couple program sessions are devoted to student assessment to determine their attitudes toward writing, their writing abilities, and their typing proficiency. Beginning group activities are designed to acquaint students with one another, as well as with their instructors. Following that, each instructor/intern is responsible for developing and implementing individualized writing lesson plans working with a small group of students as well as designing and conducting at least one large group lesson.

Each daily session begins with journal writing activities followed by writing group discussions and sustained individual computer-based composing time. Keyboarding lessons/practice will be incorporated in writing activities as needed. Group activities, such as peer editing, cooperative stories and a group newsletter, will be conducted throughout the program.



## Teacher Expectations for CompuWrite 2006

- ✘ Arrive each day **by 9:00** to setup and prepare lesson plans and leave after all your students have left in the afternoon and you have shut down your station(s).
- ✘ Be prepared by planning lessons not just for the current week.
- ✘ Each intern will work with individual students. However, each intern will also be responsible for developing and delivering at least 2 lesson plans for the whole group.
- ✘ Consider alternatives and back-ups for all your lessons. You never know what may happen each day. Technology is so unpredictable!
- ✘ Consider planning extra/alternative activities in case your students finish early or are not in the mood to finish the assignment.
- ✘ Make sure that you coordinate activities between your students. If one of them is going to need a lot of help from you, plan something that other student(s) can work on independently.
- ✘ Develop lesson plans that incorporate the five stages of the writing process (see Writing Strategies).
- ✘ Be enthusiastic about exploring and using technology.
- ✘ Be flexible and creative.
- ✘ Use open lab hours and other scheduled time periods to explore and learn new technology. (The University Supervisor, Anna Evmenova will be available for individual program demonstrations. Please schedule a meeting via email [aevmenov@gmu.edu](mailto:aevmenov@gmu.edu))
- ✘ Work with students to publish one “mini” project each week.
- ✘ Never feel embarrassed or threatened by using technology. Please ask for help!!!
- ✘ Collaborate with other teachers about learning strategies, lesson plans, and troubleshooting.
- ✘ Observe and understand your students’ strengths, needs, and frustrations.
- ✘ Incorporate both learning and behavior strategies into your teaching to successfully guide students through the learning process.
- ✘ Planning for instruction should be individualized for each student. Consider such factors as seating and positioning, range of motion, attention span, learning style, frustration level, and other sensory issues.
- ✘ Expect that software and other teaching materials are available to you from the Camp Director to use during camp, but that these materials may not leave the lab at any time.
- ✘ Teachers are encouraged to create lesson plans and teaching materials using their own software and materials.
- ✘ Expect to work hard, have fun, and have a rewarding experience!!!



## Contents of Internship Notebook for CompuWrite 2006

**Internship Notebook** - Each intern should organize a three-ring Notebook with lesson plans and other documentation. Such notebook should contain:

- ✚ **Goal Statement** - Intern will identify what skills they want to target for improvement during the internship. These skills will be written as goals and placed in the notebook.
- ✚ **Log of Hours** (daily entry) – appendix A in the Internship Manual
- ✚ **CompuWrite Planning Guide** – adapted from the appendix D in the Internship Manual
- ✚ **Personal Daily Journal or Reflective Notes** – (document personal/professional growth and concerns throughout the internship. The final journal entry should summarize the internship experience, evaluate the intern's progress towards internship goals, and reflect on the intern's competencies and limitations as a teacher.)
- ✚ **Student(s) Information**
  - ✓ Parent Questionnaire
  - ✓ Student Interest Inventory
  - ✓ Analysis of pre-testing (student's educational strength and weaknesses, goals and objectives for instruction, what will be taught, and how the instruction will be implemented).
  - ✓ Student Progress Reports
  - ✓ Final Recommendation Report
- ✚ **Selective Evidence of Best Work (You decide what to include from the following examples!)**
  - ✓ Lesson Plans\*
  - ✓ Adaptations
  - ✓ Student work samples
  - ✓ Pictures of learning activities
  - ✓ Communication with parents
  - ✓ Behavior and management plan (for the whole class activities)
  - ✓ Other artifacts
- ✚ **Internship Evaluation by Intern** – appendix C in the Internship Manual
- ✚ **Internship Checklist** – appendix B in the Internship Manual
- ✚ **Intern's Evaluation of Cooperating Teacher and University Supervisor** – appendix I-1 and I-2 in the Internship Manual

\* Please make sure to include both examples of individual lesson plans as well as the group ones. Large group lesson plans should address classroom management.



# Forms and



# Templates

## Lesson Plan Template

<b>Goals:</b>  <b>Day 1:</b>  <b>Objectives:</b>  <b>Materials:</b>  <b>Procedures:</b>   <b>Accommodations/Other Considerations:</b>   <b>Back-Up Activities:</b>	<b>Goals:</b>  <b>Day 2:</b>  <b>Objectives:</b>  <b>Materials:</b>  <b>Procedures:</b>   <b>Accommodations/Other Considerations:</b>   <b>Back-Up Activities:</b>
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\*Copy and paste cells for following days.

\*Remember to include classroom management into the large group lesson plans.



### Instructions for Log of Hours

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during student teaching/internship. The state mandates a minimum of 300 hours in such activities, of which 150 hours must be independent teaching. **The GMU state-approved program requires more than the State's minimum requirements. However, in unusual circumstances, the Director of Student and Faculty Services may approve termination of student teaching/internship after a student meets minimum requirements.**

Students are encouraged to record times daily, which will improve accuracy. A separate log should be kept for each cooperating teacher/clinical faculty, and verified by them before being submitted to the university supervisor.

**Conferences** include discussion with the cooperating teacher/clinical faculty, the university supervisor, the principal, and other faculty; attendance at seminars and professional meetings.

**Teaching** includes full responsibility for instructing or supervising an entire class, specific individuals or small groups.

**Preparation** includes time spent during or outside the instructional day in planning, preparation, and evaluation of students' work.

**Observation** includes all other activities such as observations in classrooms, cafeteria, hall or bus duty, or time spent in the office or library.

Hours are to be totaled by the intern/student teacher, and each page of the log verified by the cooperating teacher/clinical faculty and reviewed by the university supervisor. A separate log sheet should be started when working with a second (or third) cooperating teacher/clinical faculty. During the last visit, the student teacher/intern submits the summary of hours (Appendix F) to the university supervisor, which may require estimating for the final days.





### Internship Checklist

Intern \_\_\_\_\_ Site \_\_\_\_\_

*Check off as completed.*

#### A. Pre-internship Responsibilities

- Application with resume and statement of strengths and weaknesses submitted to advisor for signature
- Placement confirmed by Office of Student and Faculty Services
- Skin test where required
- TORT insurance coverage (optional)
- \*ED Center - register for appropriate number of credit hours**
- Purchase of Internship Manual

#### B. Internship Responsibilities

- Orientation meeting with university supervisor
- Discuss internship goals with the cooperating teacher and university supervisor
- Ensure that cooperating teacher's Remuneration Form or clinical faculty member's contract (PAF) is completed and returned
- Develop timeline of expected responsibilities with cooperating teacher and university supervisor
- Examine individual student histories and IEPs/IFSPs
- Videotape one lesson being taught by intern; discuss intern's critique
- Cooperating teacher's bi-weekly progress reports discussed, maintained and filed in notebook.
- Participate in seminar meetings as required by university supervisor
- University supervisor's or clinical faculty's evaluations discussed and assembled
- Maintain notebook with time log, journal, and record of lesson/intervention plans

#### Additional ED Center Responsibilities

- Complete Crisis Intervention Training**
- Visit other ED Center(s)**
- Maintain anecdotal records on students**
- Submit case study on one student**

#### C. Concluding Internship Responsibilities

- Internship evaluation by the intern completed and submitted to university supervisor
- Confer with the clinical faculty/cooperating teacher and university supervisor about the evaluation and grade
- Send your evaluation of the university supervisor (Appendix I) and cooperating teacher/clinical faculty (Appendix J) to OFFICE OF STUDENT AND FACULTY SERVICES
- Submit bi-weekly progress reports, observation reports, time log, evaluations and summary form to university supervisor

**Internship Evaluation by the Intern**

Intern \_\_\_\_\_ School \_\_\_\_\_

Area Taught \_\_\_\_\_ Semester: Fall/Spring/Sum \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Type of Classroom: *(please circle one)*

Self-Contained      Resource      Home-Based      Center-Based      Residential      Other

**A. Rate yourself according to the following:**

5 = Consistently Demonstrated  
4 = Usually Demonstrated  
3 = Emerging Competency

2 = Marginal  
1 = Unsatisfactory

**Teaching Competencies**

	5	4	3	2	1
Knowledge of subject area(s).....					
Understanding of human development .....					
Knowledge of learning processes .....					
Planning and preparation .....					
Motivation of students .....					
Use of teaching methods.....					
Provision for individual differences.....					
Classroom management .....					
Use of resources .....					
Assessment of learning .....					
Reflection on performance.....					

**Personal/Professional Development**

Responsibility .....					
Judgment .....					
Self-confidence .....					
Initiative .....					
Resourcefulness .....					
Interpersonal relations with students .....					
Interpersonal relations with families.....					
Interpersonal relations with professional peers.....					
Oral communication.....					
Written communication .....					
Attitude toward work .....					
Response to suggestions .....					
Organization.....					

**Appendix C (cont.)**

**B. Rate the following:**

5-Excellent    4-Good    3-Average    2-Fair    1-Poor

	5	4	3	2	1
1. I felt the internship orientation was .....					
2. Clarification of my role as an intern was.....					
3. There were ample opportunities for me to discuss the internship experiences with the:					
a) cooperating teacher/clinical faculty .....					
b) university supervising teacher .....					
4. I feel that communication between me and					
a) the cooperating teacher/clinical faculty was.....					
b) the university supervisor was .....					

**C. General Evaluation Of Self**

1. Areas in which I believe I show high competence are:

2. Areas in which I need strengthening are:

3. Is there anything further concerning your internship that we should talk about?  
(Please be as frank as possible in identifying any factor.)

Signature of intern \_\_\_\_\_ Date \_\_\_\_\_

Permanent address \_\_\_\_\_

Telephone number \_\_\_\_\_

## CompuWrite Planning Guide

Student: \_\_\_\_\_

<b>WEEK</b>	<b>ACTIVITIES</b>
July 10 - 14	
July 17 - 21	
July 24 - 28	
June 31 – Aug.4	



# Writing Difficulties



## Writing Difficulties

Individuals with written language disorders/difficulties may have difficulty with one or more aspects of written language such as proper use of grammar and syntax, punctuation, spelling, organizational skills, and initiating writing. These are things to remember when working with students with learning disabilities and/or writing difficulties

### **The individual:**

- ✓ May have poor handwriting and problems writing legibly;  
(does not follow lines on paper; writes too small or too large; writes too light or too hard; pencil grip incorrect; does not visually track writing)
- ✓ Writes short and simple sentences;
- ✓ May have difficulty copying;
- ✓ Has poor spelling skills;  
(spells phonetically and cannot remember patterns; spells words differently in the same document; reverses letters in spelling)
- ✓ Has trouble with written expression (putting thoughts down on paper);
- ✓ Has trouble filling out forms;
- ✓ Substitutes written words incorrectly;
- ✓ Has problems filling in bubble answer sheets;
- ✓ Difficulty taking notes from oral presentation:  
(unable to write homework assignments correctly; writing is too slow to get lecture points on paper; takes notes but unable to distinguish important information from extraneous information; reverses or ignores numbers, parts of sentences, and/or whole words when taking notes)
- ✓ Demonstrates writing skills inconsistent with verbal abilities;  
(writes short and/or simple essays even though he can verbalize more complex thought; can verbalize answers to tests but written answers are wrong, left blank, or incomplete; oral vocabulary more complex than written vocabulary)
- ✓ May have problem with grammar, syntax, and organization;
- ✓ Does not have all parts of a well organized paragraph (topic and supporting sentences, transitional sentence)
- ✓ Demonstrates inconsistent memory for sentence mechanics (e.g., lack of punctuation and capitalization);
- ✓ May have persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect or disassociated);
- ✓ May write letters or numbers backwards or upside down (especially when he gets tired);
- ✓ Mixes capital and lower case letters inappropriately;
- ✓ Continuously whispers to himself while writing;
- ✓ Has difficulty copying from a book or a chalkboard;
- ✓ Tend to interchange homonyms.

# Assistive



# Technology



## **Software Programs for CompuWrite Summer 2006**

### **Word Prediction**

Co:Writer SOLO Edition  
WordQ  
WriteAssist

### **Text-to-Speech**

Write:OutLoud SOLO Edition  
TextHelp: Read and Write  
Aspire Reader

### **Outlining/Brainstorming**

Inspiration  
Kidspiration  
DraftBuilder SOLO Edition  
Writer's Companion

SOLO

### **Writing Software**

Wordbar  
Clicker 5  
Intellitools Suite  
Storybook Weaver Deluxe  
TimeLiner 5.0  
Kreative Komix  
Microsoft Word  
Microsoft PowerPoint

### **More Programs**

Type to Learn 3  
Secret Writer's Society  
Diary Maker  
Digital Camera Project Kit  
HyperStudio  
KidPix 3

Punctuation Marks  
Earobics  
WordMaker  
Simon SIO  
Up Words  
I Spy



## Word Prediction

### What is Word Prediction?

Originally word prediction was designed to assist students with physical disabilities by reducing the number of keystrokes required to type words. Word prediction programs “predict” what word the writer intends to use based on the initial letters typed. Nowadays, almost all available word prediction programs work with any word processing application, e.g., word documents. After a student types in the first letter, the program offers a list of words beginning with that letter. If the desired word appears on the list, the student can choose it by either typing in the corresponding number, pressing one of the function keys (F1, F2, etc.), or simply by clicking on that word so it is automatically inserted into the sentence. If the desired word does not appear on the list, the user continues to type. Each time the letter is added, the predicted list is updated. Some of the features of word prediction programs include:

- Abbreviation expansion
- Prediction methods and windows customization
- List upgrading based on the most frequently used words
- Topic-specific lists and word modifications
- Speech feedback

From National Center to improve Practice in Special Education through technology, media, and materials (1995)

### Why?

The latest software make predictions based on the inventive spelling meaning that the program is attempting to guess what a student is trying to say phonetically. Thus, it is not necessary to know the exact beginning letters in each word. Also, many programs offer a prediction in line option. That means that even before a student starts typing, a list of words is predicted based on the context and grammar. Word prediction is a great alternative for students with keyboarding, spelling, or grammar difficulties as well as those who struggle to come up with the exact word they want to use in the sentence. Word prediction can improve spelling, increase quantity and quality of writing, and enhance motivation among students with a range of disabilities.



## Word Prediction for CompuWrite 2006

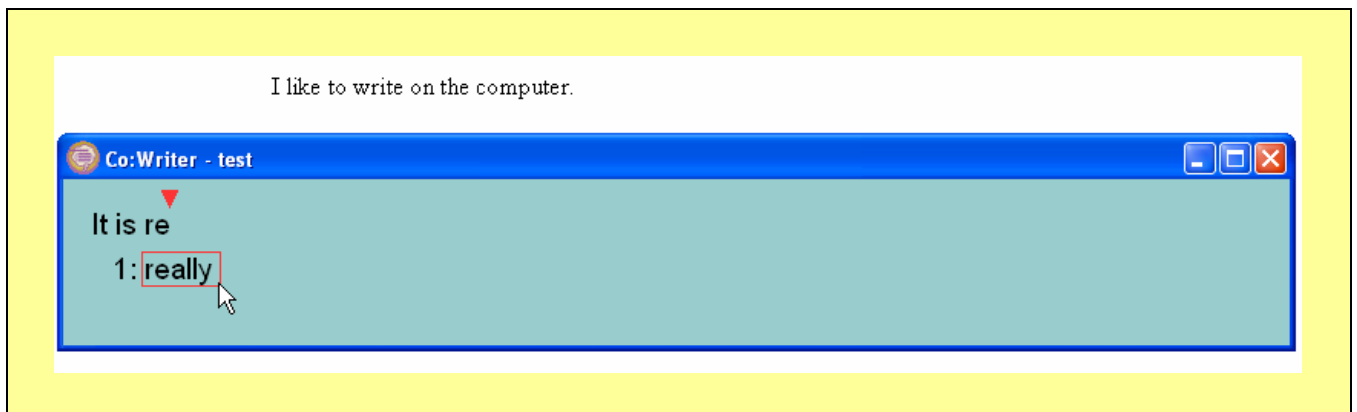
### **Co:Writer SOLO Edition by Don Johnston Inc**

This word prediction program can be used with any word processing program, email or Internet Explorer. It allows students to concentrate on the writing process without worrying about the mechanics of writing. It has an option to become a talking word processor program with a choice of several voice settings.

Features:

- Includes Linguistic Word Prediction – prediction based on phonetic/inventive spelling
- Prediction based on the frequency of use
- Prediction in line based on context
- EWord Bank to expand the vocabulary
- Topic Dictionaries that you can select or create
- Genre Topic Dictionaries
- Set up to meet students' individual needs

For more info go to: [www.donjohnston.com](http://www.donjohnston.com)



### **Useful Resources:**

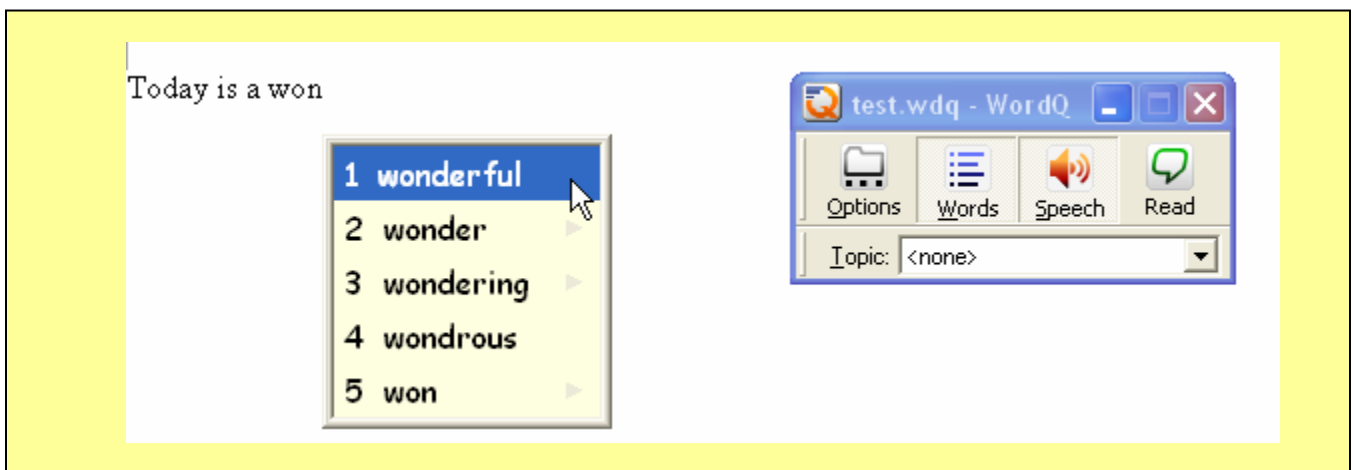
**Video demonstration: Overview of Co:Writer features**  
[http://www.setbc.org/setbc/access/access\\_solo\\_resources.html](http://www.setbc.org/setbc/access/access_solo_resources.html)

## WordQ from QuillSoft

WordQ is a word prediction tool used with any standard word processor. It can be used with other applications such as email and Internet Explorer. It is designed as a four button tool bar that is very simple and easy to use. As in other programs, the text-to-speech feature allows students to proofread their writing. While other programs also have a feature of the predicted words read out loud, WordQ reads confusing words both in isolation and providing an example in sentences. Features:

- Prediction based on the inventive/creative spelling
- In-context prediction
- Usage examples of confusing words
- Temporarily disappearing word prediction box
- Does not correct grammar or punctuation so students are still responsible for that

For more info go to: [www.wordq.com](http://www.wordq.com)



### **Useful Resources:**

#### **30-day Demo Version of WordQ**

[http://www.aroga.com/learning\\_downloads.asp](http://www.aroga.com/learning_downloads.asp)

## WriteAssist from SecondGuess Software

The WriteAssist suite includes the following:

- *Universal WriteAssist*: a floating word prediction toolbar that can be used with any word application (For CompuWrite 2006 we are going to use only Universal WriteAssist)
- *Integrated WriteAssist*: a stand alone word prediction and talking word processor
- *Screen Reader*: a program that can read the names of objects on the screen
- *Clip Reader*: a talking clipboard integrated with Windows to read text copied to the Office Clipboard.
- *Dictionary Manager*: a portal to prevent misspelled words from being added to the dictionary by accident.
- *Dictionary Trainer*: a program that allows quick integration of large amounts of text into the word prediction list for the programs in the suite

Universal WriteAssist is a simple word prediction program that can be used with any word processing program. It “learns” the words and adds them to the prediction list. The unique feature of WriteAssist is that it has an option of presenting only words that contain more than 3 letters. It is a great feature for some users because they often do not need to have two-letter words predicted.

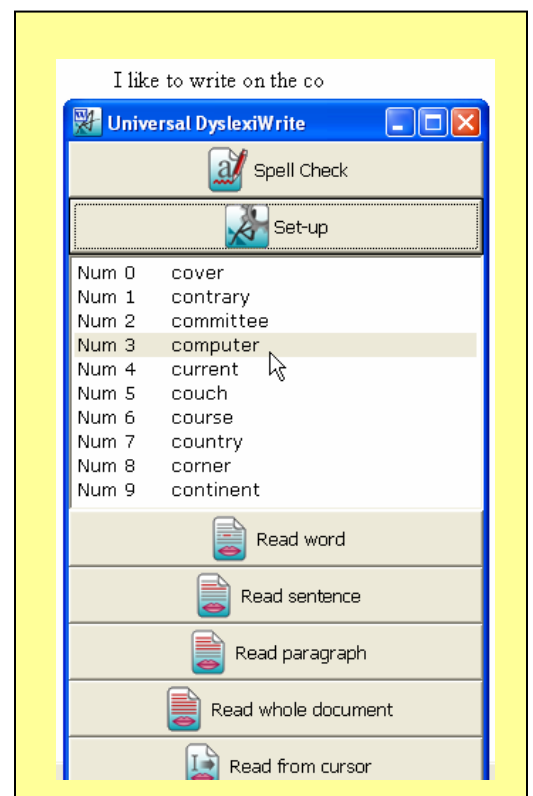
For more info go to: [www.secondguess.com](http://www.secondguess.com)



### **Useful Resources:**

**Free 60-days demo of WriteAssist**

<http://www.secondguessusa.com/freedemo.shtml>



## Text-to-Speech

### What is text-to-speech?

Text-to-speech programs are also called talking word processors. Basically, this kind of software translates text from the document into speech. As an example, as students input/type in information into the document with the text-to-speech features, it is read back to the students using synthesized voice. Talking word processors enable students to hear what they have written and to read what others have written. They are also provided with correct feedback to avoid the possibility that errors go unnoticed. Several different features are usually incorporated into even the simplest text-to-speech programs. Some of those features are:

- Adjusting highlighting
- Selection of voices, ability to adjust volume rate, pitch, etc.
- Reading out loud by letter, word, sentence, or paragraph
- Adjusting font, background, highlighting colors
- Importing and rereading text

From <http://atto.buffalo.edu>

### Why?

With talking word processor students may notice incomplete or awkward sentences, misspelled words, or errors of meaning. It assists students in overcoming the reading, spelling, and handwriting barriers that keep them from getting their ideas onto paper. Students type and hear their words pronounced; use a trial and error approach after hearing misspelled words; run the spell-check and “read” the alternative spelling words from the spell check list using computer voice; “read” the text from thesaurus and dictionary programs when checking questionable words; and print a draft and ask a proofreader to make a final check.



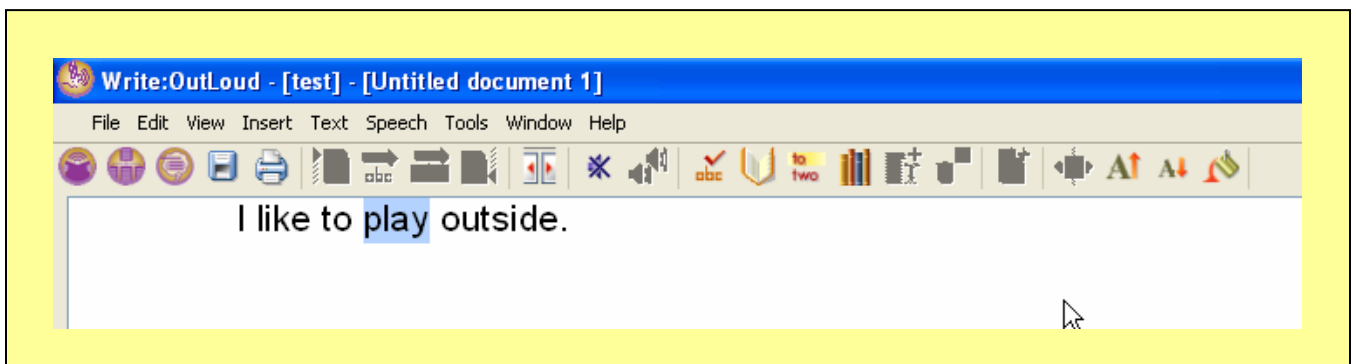
## Text-to-Speech for CompuWrite 2006

### **Write:OutLoud SOLO Edition by Don Johnston Inc.**

This talking word processing program reads text as students type. They can listen to their completed sentences, which gives auditory feedback to check their word choices and spellings. It provides several options of reading text by letter, word, sentence, or paragraph so it is easy to adjust it to individual students' needs. It is a great tool for revising. Also, with all the editing features, this program is a great resource for editing and publishing any writing product. Some specific features include:

- Adjusting voice and reading features
- Auditory and visual cues for misspelling
- Franklin's spell checker and dictionary
- Adjustable font and background color, graphics
- Homonyms finder
- Natural sounded voices

For more info go to: <http://www.donjohnston.com>



### **Useful Resources:**

**Video demonstration: Overview of Write:OutLoud features**

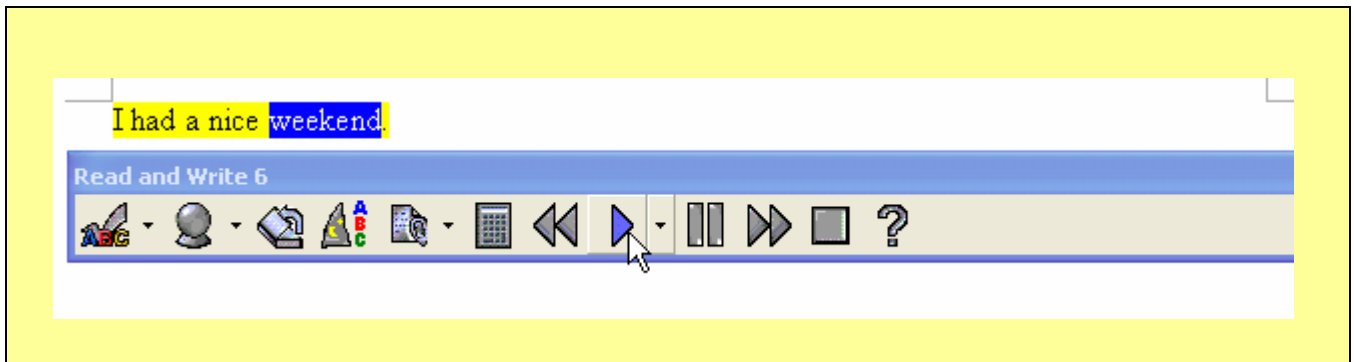
[http://www.setbc.org/setbc/access/access\\_solo\\_resources.html](http://www.setbc.org/setbc/access/access_solo_resources.html)

## **TextHelp: Read and Write by TextHelp Systems Inc.**

This is an application toolbar program that works with any word processing application. It is all-in-one program that incorporates text-to-speech, word prediction, vocabulary, spelling and other features. It is a great tool for students with reading and writing difficulties. Some of the TextHelp: Read and Write features are:

- Document scanning and text reading
- Internet, email reading and pronunciation facilities
- Word Prediction
- Advanced spell checking and word wizard
- Fact folder and finder
- Translation options
- Standard and scientific calculators
- Voice Recognition

For more info go to: <http://www.Texthelp.com>



### **Useful Resources:**

**Free demo of TextHelp: Read and Write**  
<http://www.readwritegold.com>

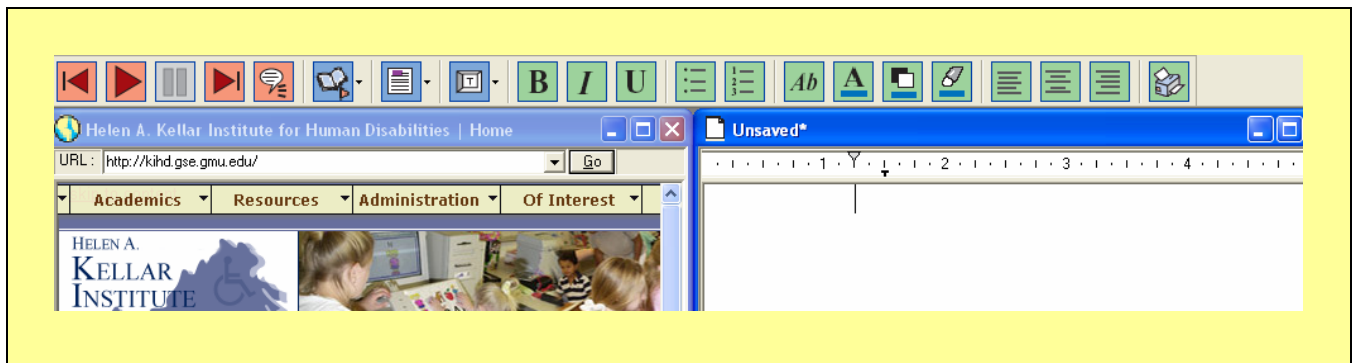


## **AspireReader 4.0 by Aequus Technologies**

Aspire reader is a program that is designed around three modules: DAISY reader, an accessible browser, and an accessible editor module. Students with various disabilities will benefit from this program including those with visual or hearing impairments as well as with learning disabilities. The DAISY player reads book in the DAISY format. The web browser contains build-in navigation tools and makes any website accessible for students with various disabilities (e.g., makes fonts and pictures on the website larger, reads highlighted parts of the website, etc.). The editor is a great tool for formatting writing products: using different font and background colors, graphics, and pictures. In addition, the editor can work simultaneously with the web browser so students can search the accessible Internet (e.g., read aloud function) and take notes (highlight and drag sentences from the website). Some features are (editor):

- Play the whole text or just selected words
- Highlight by word, sentence, or paragraph
- Talk after character, word, or sentence
- Adjusting font and background colors
- Split screen view: take notes while browsing the web or reading a DAISY book

For more information go to: <http://www.cast.org/products/ereader/index.html>



### **Useful Resources:**

**14-day free demo trial of AspireReader**  
<http://www.cast.org/products/ereader/index.html>

## **Drafting/Outlining**

### **What is drafting/outlining?**

Experienced writers typically devote a substantial portion of writing time to planning activities. They set goals in terms of the intended audience, generate content through memory search and information gathering, and organize their material carefully. Students with LD may have difficulty with all of these component processes. Typically they begin writing after devoting minimal time to planning. They often have problems generating sufficient appropriate content and thus produce short compositions with limited information. They typically lack awareness of common text structures that could help them in organizing material and in generating more content. Mind mapping programs enable writers to organize their thoughts by creating a diagram of their ideas before writing an outline. Usually in the drafting/outlining program the user first enters the main idea into the computer to be displayed on the screen. Then the user generates related ideas that appear in different shapes – such as circles, ovals, rectangles, or even pictures – surrounding the main idea. After the diagram is completed, the user can change the view mode into an outline one automatically.

### **Why?**

Novice writers in general and/or students with learning disabled spend little time on planning their writing and do very little editing. They do not know where to begin, have difficulty with sequencing their ideas, and need help from visual organizers to preview and understand the nonlinear thinking process. So the tool like a drafting/outlining software program is very beneficial in working with students who have trouble with organizing what they read and write. With programs like Inspiration, DraftBuilder, etc. students are able to enjoy the brainstorming and planning process with motivated and engaging activities.



## Drafting/Outlining for CompuWrite 2006

### **Kidspiration by Inspiration Software Inc.**

Kidspiration is a visual learning tool for students in grades K-5. It is designed to assist students with developing and organizing ideas through integrated diagramming and outlining features. With Kidspiration students organize their ideas before writing with the help of graphic organizers that incorporate text, pictures, and spoken words. Kidspiration is a wonderful tool for students with learning/writing difficulties that enables them to outline the product before writing. Some of the features include:

- Shapes and graphics to categorizing and grouping ideas
- Ways to create graphic organizers and brainstorm ideas in Picture View
- Automatically available Writing View for drafting (one click away)
- Speech support
- 75 built-in activity templates

For more information go to: <http://www.inspiration.com>



### **Useful Resources:**

#### **Free 30-day trial of Kidspiration**

<http://www.inspiration.com/freetrial/index.cfm>

#### **Kidspiration Interactive Presentations**

[http://www.inspiration.com/productinfo/kidspiration/interactive\\_demo/index.cfm](http://www.inspiration.com/productinfo/kidspiration/interactive_demo/index.cfm)



## Inspiration by Inspiration Software Inc.

Inspiration is a learning tool for students to plan and organize any project. It is designed for students in grades 6<sup>th</sup> through 12<sup>th</sup>. It offers a selection of more than 120 templates in different subject areas: language arts, social studies, and science. Inspiration helps students organize information, develop thinking skills and demonstrate knowledge. The easy transition between the Diagram and Outline Views encourages understanding of visually represented ideas and motivates further development of topics into written reports. Some of the features include:

- RapidFire tool to brainstorm ideas quickly
- Visually integrated notes
- Easy insert of video and sounds
- Substantial selection of symbols
- Contextual spell checker
- Easy to use to link and extend initial ideas
- Easy transfer of diagram and outline into word processor to finish the writing process

For more information go to: <http://www.inspiration.com>



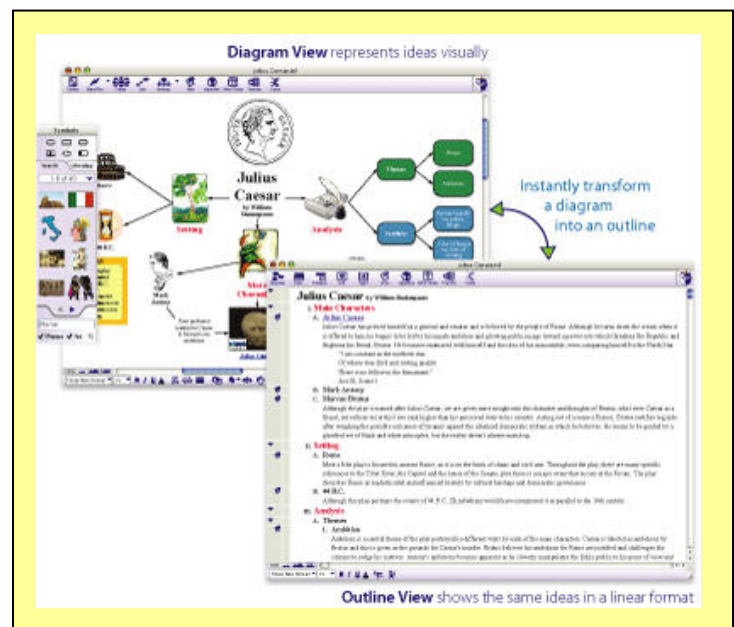
### Useful Resources:

#### Free 30-day trial of Inspiration

<http://www.inspiration.com/freetrial/index.cfm>

#### Inspiration Interactive Presentations

[http://www.inspiration.com/productinfo/inspiration/interactive\\_demo/index.cfm](http://www.inspiration.com/productinfo/inspiration/interactive_demo/index.cfm)

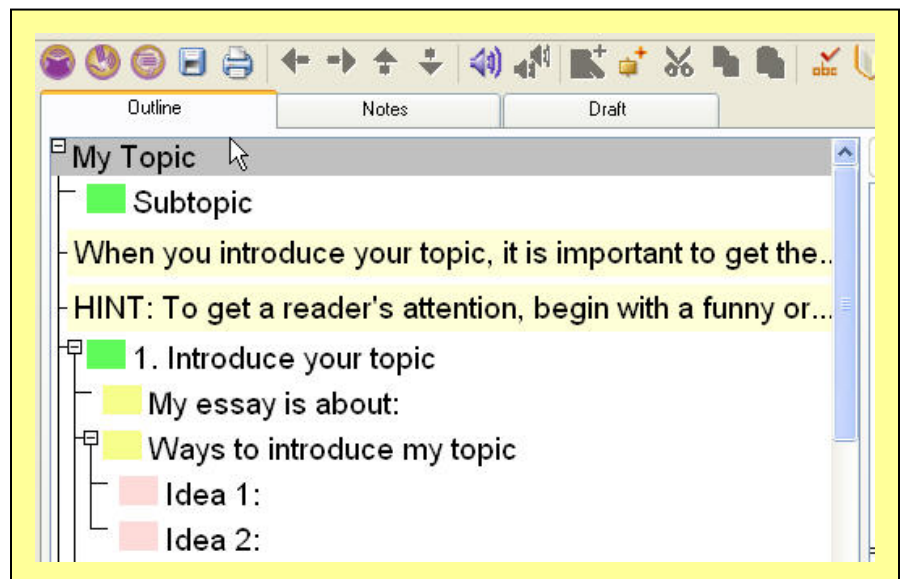


## **Draft:Builder SOLO Edition by Don Johnston Inc.**

Draft:Builder SOLO Edition is a tool that enables students to plan and organize their writing. It leads students through three key steps in creating a first draft: organizing ideas, taking notes, and writing the draft. A visual display of the process gives students a framework to generate, manipulate, and connect ideas and information. In addition, the writing process is broken into chunks making it much easier for students with writing difficulties. Draft:Builder reinforces and structures writing in all genres: book reports, essays, and research papers. The program includes:

- Step-by-step prompts
- Tools for editing and revising
- Build-in speech and talking spell checker
- Homonyms and bibliographer feature
- Templates that can be modified

For more info go to: [www.donjohnston.com](http://www.donjohnston.com)



### **Useful Resources:**

**Video demonstration: Overview of Draft:Builder features**  
[http://www.setbc.org/setbc/access/access\\_solo\\_resources.html](http://www.setbc.org/setbc/access/access_solo_resources.html)

## **Writer's Companion by Vision Technology in Education**

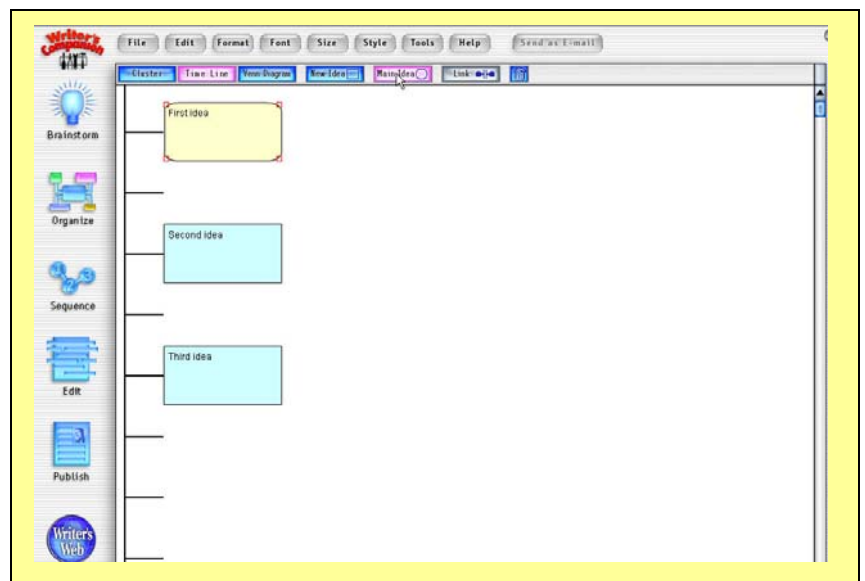
Writer's Companion program provides students with learning/writing difficulties with tools to complete writing product from brainstorming to publishing the final draft. It walks them through the sequential process. It offers opportunities to enter text, graphics, sound and communicating through web pages and email. All these features encourage and ease up the entire writing process for writing. Writer's Companion consists of five sections/modes:

- Brainstorm – where students can quickly write down all their ideas;
- Organize – to organize the ideas into clusters for paragraph writing; timelines for stories in sequences, and Venn diagrams for comparing and contrasting;
- Sequence – to put all ideas in order;
- Rough draft – to put the ideas in the document for further editing;
- Publish – where students format their products changing background texts, backgrounds, and adding graphics.

For more information go to: <http://www.writerscomp.com>



### **Useful Resources:**



### **Demo version of Writer's Companion**

<http://www.writerscomp.com/Downloads.htm>

### **Writer's Companion video tutorials**

<http://www.writerscomp.com/Movies/index4.html>

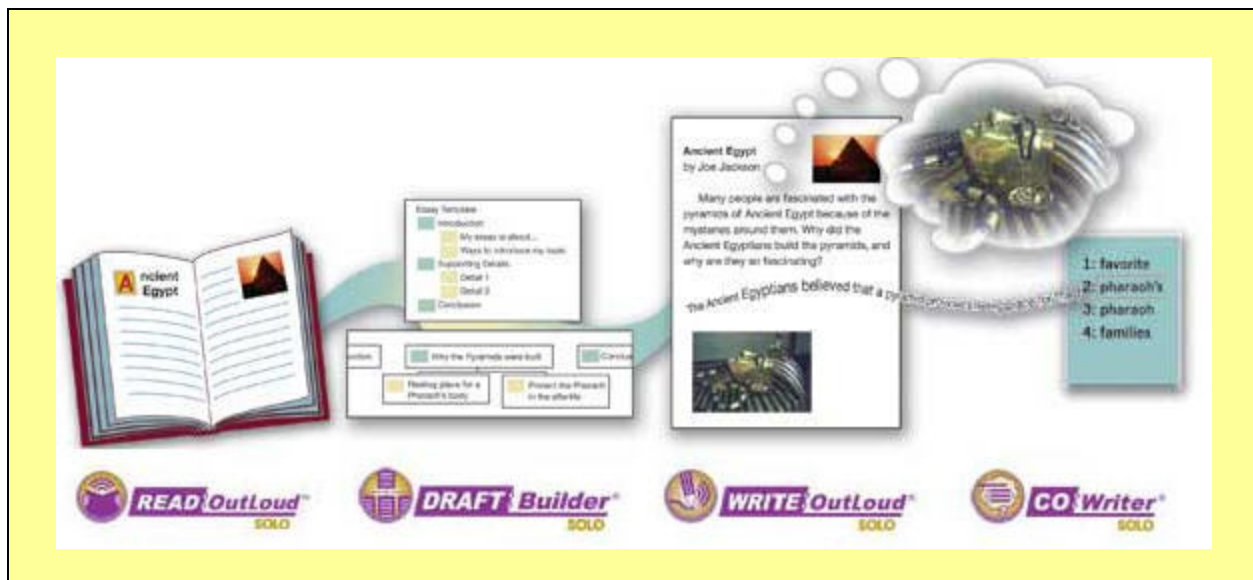
## **SOLO by Don Johnston Inc.**

SOLO integrates four programs: Read:OutLoud, Draft:Builder, Write:OutLoud, and Co:Writer. With all these programs inside SOLO, it walks students through the continuous process of reading and writing assisting with reading, comprehension, note taking, planning, organizing, writing, editing, and revising. It is a great solution that supports students in various subject areas: language arts, social studies, and science.

The program includes:

- Auditory support for reading
- Tools for successful planning, organizing, and draft-writing
- Revision and editing tools with text-to-speech features
- Word prediction based on inventive spelling and contextual grammar

For more info go to: [www.donjohnston.com](http://www.donjohnston.com)



### **Useful Resources:**

**Video demonstration: Overview of SOLO features**

[http://www.setbc.org/setbc/access/access\\_solo\\_resources.html](http://www.setbc.org/setbc/access/access_solo_resources.html)

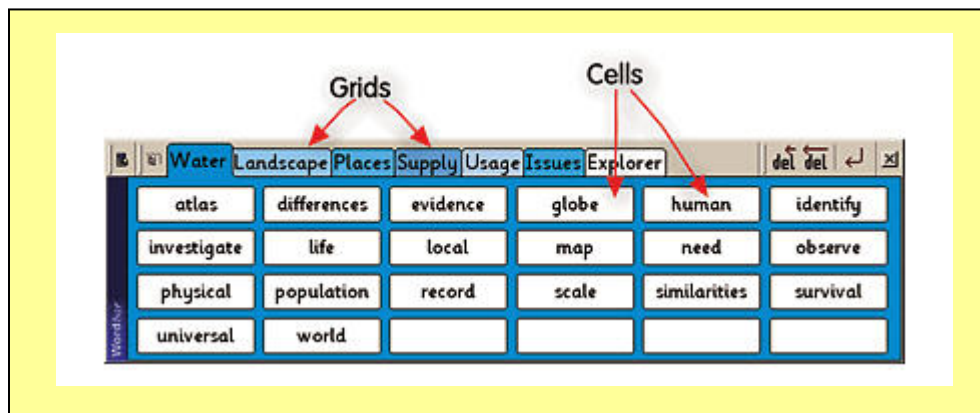
## Programs for Writing for CompuWrite 2006

### WordBar by Crick Software

WordBar is a program that works with any word processor. It gives instant access to words and phrases that students may need for writing. Each cell in numerous bar grids consists of words and phrases that can be inserted into word by simply clicking on them. Auditory support allows users to hear each word/phrase before inserting it. WordBar is especially beneficial for older students. The words/phrases can be programmed to meet individual needs of students or can be topic or content related. They can be stored alphabetically or categorically.

- Access to thousands of words
- Easily customizable word wall
- Age appropriate grid templates
- Text-to-speech feature with multiple languages
- Adjustable colors and fonts

For more information go to: <http://www.cricksoft.com/us>



### **Useful Resources:**

#### **Free Resources for WordBar, ClozePro, Clicker**

<http://www.learninggrids.com/WelcomePage.aspx?siteId=2>

#### **Free demo of WordBar**

<http://www.cricksoft.com/us/downloads/index.htm>



## **Clicker 5 by Crick Software**

Clicker 5 is a talking word processor equipped with insertion grids that sit at the bottom of the document page. It provides visual and auditory curs to assist users. It consists of the Clicker Writer, the word processor, and the Clicker grid. The grids may contain words, phrases, and/or pictures. Clicker speaks both words in the cells of the grid as well as what has been entered into the document. While the grids are embedded in a clicker word processing program, they can be applied to other programs. It is equipped with a customizable spell checker and numerous templates.

- Writing without using the keyboard, just selecting words/phrases/sentences from the grid
- Text-to-speech features with highlighting as it speaks
- Changing the words in the grid
- Using pictures and animation

For more info go to: <http://www.cricksoft.com/us>



### **Useful Resources:**

#### **Free Sample Tutorial movies for Clicker 5**

[http://www.atomiclearning.com/clicker\\_5](http://www.atomiclearning.com/clicker_5)

#### **Clicker Teaching Ideas**

[http://www.cricksoft.com/us/ideas/using\\_clicker/index.htm](http://www.cricksoft.com/us/ideas/using_clicker/index.htm)

#### **Video demonstrations of Clicker 5**

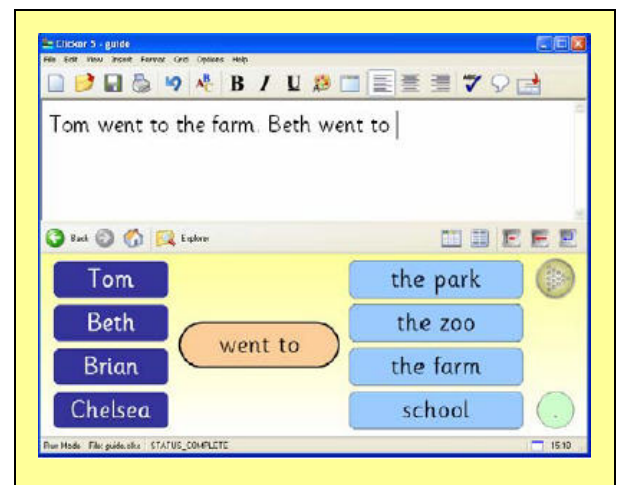
[http://www.setbc.org/setbc/access/access\\_clicker5\\_resources.html](http://www.setbc.org/setbc/access/access_clicker5_resources.html)

#### **Free Resources for WordBar, ClozePro, Clicker**

<http://www.learninggrids.com/WelcomePage.aspx?siteId=2>

#### **Free 30-day trial of the Clicker**

<http://www.cricksoft.com/us/products/clicker>



## **IntelliTools Classroom Suite by IntelliTolls**

IntelliTools Classroom Suite is designed to assist students in grades K through 8<sup>th</sup> in preparing to the standard-based assessments. It contains 33 instant activity kit supporting curriculum-based projects. Students can use activities in language arts, math, science, and social studies as well as provides support for English language learners. Classroom Suite incorporates IntelliPics, IntelliTalk, and IntelliMatics using the best qualities of each program. Through self-directed instructions, students are engaged in multimedia activities that enhance their knowledge and skills in different areas. Some of the Classroom Suite features include:

- Spoken text and auditory feedback
- Graphics, video, animation and sounds
- Onscreen manipulation
- Preview and repetition activities
- Word prediction
- Exposure to mathematics terminology
- Reports and private student portfolio

For more information go to: <http://www.intellitools.com>



### **Useful Resources:**

#### **Intellitools Suite 90-days trial version**

[http://www.intellitools.com/Products/classroom\\_suite/download.htm](http://www.intellitools.com/Products/classroom_suite/download.htm)

#### **IntelliShare Classroom Activities Exchange**

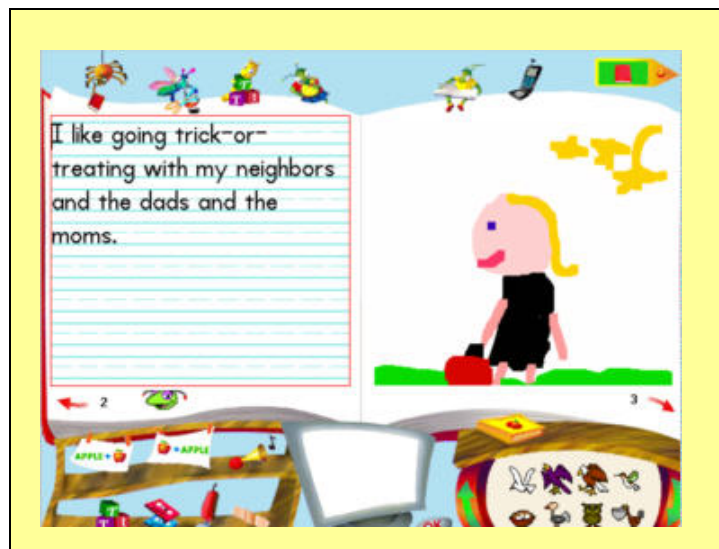
<http://www.intellitools.com/icsaex/home.php>

## **Storybook Weaver Deluxe by the Learning Company**

Storybook Weaver is a great students' productivity software. It allows students to create and print books with pictures, words, and sound effects. Students can find thousands of story-starters to spark their creativity. Auditory feedback and editing features ensure a high-quality product at the end. Storybook is a powerful creative writing tool that allows students creating multimedia books. It improves students' writing and story telling skills with the help of the following features:

- Bilingual text-to-speech feature
- Spell check and thesaurus
- Great collection of graphics (e.g., scenery combinations, objects, etc.)
- Ability to record the voice and narrate the story
- Prerecorded sound effects and music selections
- Ability to choose between English and Spanish languages

For more information go to: <http://www.learningcompany.com>

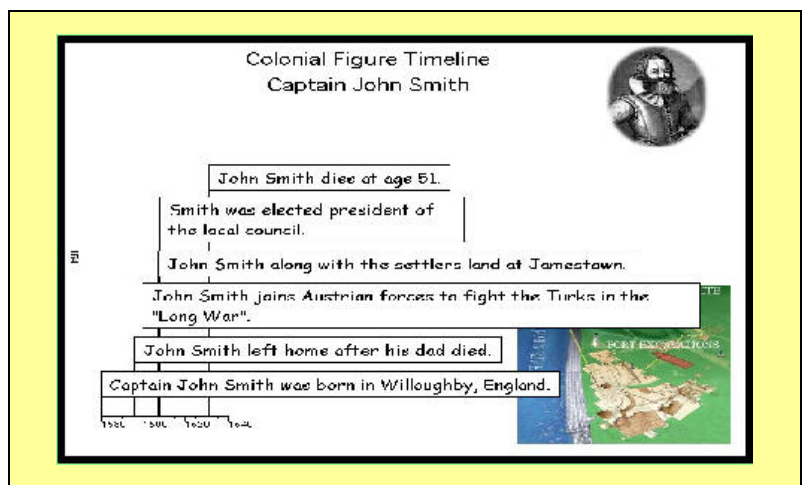


## **TimeLiner 5.0 by Tom Snyder**

TimeLiner is another organizational program that allows organizing information chronologically. Users create dynamic time lines that may include pictures, sounds, movies, and notes. It is very easy to use. Students just enter events in any order and the TimeLiner does the rest. They can create historic timelines or construct their autobiographies. Timelines can be published as banners or as a slideshow. This program is design to suit needs of students from kindergarten through 12<sup>th</sup> grade. Some of the TimeLiner features include:

- Automatically organizes any sequential information
- Multiple display formats
- Multimedia features easily added to timelines
  - Links to websites
  - Graphics and sounds
  - Movies
  - Notes, etc.
- Great collection of photographs and clip art images

For more information go to: <http://www.tomsnyder.com>



### **Useful Resources:**

#### **45-day free trial of TimeLiner**

<http://www.tomsnyder.com/products/product.asp?SKU=TIMV50>

#### **Time Liner Product Tour**

<http://www.tomsnyder.com/Products/ProductExtras/TIMV50/overview/#>

## **Kreative Komix by Visions Technology in Education**

Kreative Komix is a graphic writing program that is designed for students of different ages. The program is represented by different libraries: Fairy Tales, Super Hero, and American History. Kreative Komix adds element of creativity and makes any writing project fun and exciting. This program also has a Komix Player so students can play their books on the computer and enjoy the project they have created. This feature is highly motivating. These are some features:

- Ability to select backgrounds and add various objects to the page
- Creative unique characters
- Text-to-speech feature that reads out loud what students wrote
- Great selection of pre-recorded sounds
- Animation
- Ability to create book with different layouts

For more information go to: <http://www.kreativekomix.com>



### **Useful Resources:**

#### **Kreative Komix Tour**

<http://www.kreativekomix.com/tour.htm>

#### **Free demo of Kreative Komix**

<http://www.kreativekomix.com/demo.htm>

## More Programs

### HyperStudio by Sunburst

HyperStudio program is an authoring tool that encourages students' creativity while creating the stack of cards using various different tools. Brainstorming tools, visual organizers, project planners, desktop publishing features, and multimedia presentation capabilities allow students to incorporate text, graphics, sound, video, hyperlinks into your presentation making the writing process interesting and motivating. With HyperStudio you can:

- Draw on the card using numerous graphic tools
- Add/modify text
- Add buttons with actions
- Add graphics that can be animated



For more information go to: <http://www.sunburst.com>



#### Useful Resources:

Video demonstration: Overview of features

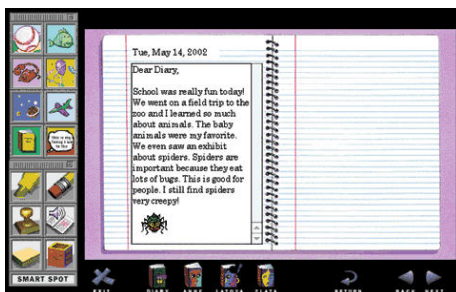
[http://www.setbc.org/setbc/access/access\\_solo\\_resources.html](http://www.setbc.org/setbc/access/access_solo_resources.html)

### Diary Maker by Scholastic

Do you need to motivate your students to write? This program may be a great solution. Students can create their own public or private diaries using different tools. Highlighters, stamps, sticky notes, text-to-speech options, and a collection of suggestions for writing are just some examples of Smart Tools. Students can design their own pages making them as interactive as they want recording messages and adding pictures. Diary Maker can be used not only for diaries. Ask your students to write a biography, song, poem, or create an art work.

Not only Diary Maker a wonderful student productivity tool, it also provides students with the examples of three the most famous diaries, people who wrote them, and the historical context of when they were written. Students will learn about Anna Frank, Latoya Hunter, and Zlata Pilipovic. Three different diaries, different stories, different times are represented with time lines, photos, slide shows, and presentations.

For more information go to: <http://www.tomsnyder.com>



#### Useful Resources:

45-days free trial of Diary Maker

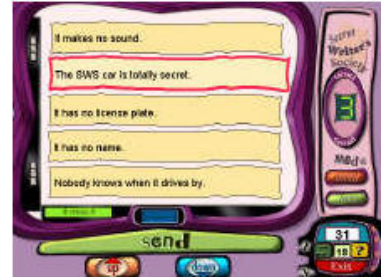
<http://www.tomsnyder.com/products/product.asp?SKU=DIAMAK>

## Secret Writer's Society by Panasonic Interactive Media

Secret Writer's Society is designed for students in the upper elementary grades to grasp the basics of writing. This program engages students in game-like activities encouraging their knowledge and understanding of punctuation, capitalization, sentence and paragraph structure, as well as five-step writing and editing process. All sections in the program are accompanied with interactive videos introducing students to the skills and mechanics of writing in a fun way. Students have to go through six levels to receive the secret writing mission.

For more information go to:

<http://www.superkids.com/aweb/pages/reviews/writing/1/sws/merge.shtml>



## Kid Pix by Riverdeep

Draw and paint with realistic art tools that create 3D effects, integrating text with original art, graphics, sounds, music, or animations. Import photos and add special effects. Users can create a digital story book, multimedia movie, documentary, slide show, book report, or comic book. This program is a production writing software that triggers students' imagination and encourages creativity in any subject area. KidPix integrates:

- Various drawing and editing tools
- A large selection of activity templates and project starters
- Text-to-speech feature and a spell checker make writing easier
- Ability to import and record sound

For more information go to: <http://www.riverdeep.net>



### Useful Resources:

KidPix Integration Ideas

[http://www.forsyth.k12.ga.us/sbeck/kid\\_pix\\_integration\\_ideas.htm](http://www.forsyth.k12.ga.us/sbeck/kid_pix_integration_ideas.htm)

Kid Pix Free Trial

[http://www.riverdeep.net/portal/page?\\_pageid=353,142929,353\\_142939&\\_dad=portal&\\_schema=PORTAL](http://www.riverdeep.net/portal/page?_pageid=353,142929,353_142939&_dad=portal&_schema=PORTAL)

## Digital Camera Project Kit by Tech4Learning Inc.

Digital Camera Project Kit enables students to use digital camera for a variety of projects. Editing images with this kit is easy even for students in kindergarten. This program provides means for creating and presenting high quality projects in all subject areas. The kit includes the ImageBlender software that provides the image editor and the Teaching with Digital Cameras book with tons of ideas and pre-designed activities.



For more information go to: <http://www.tech4learning.com>

## Type To Learn 3 by Sunburst Technology Inc.

Type to Learn is a drill and practice program that presents an interactive keyboarding course for students in grades 2<sup>nd</sup> and up. It offers skill-building lessons in the proper keyboarding techniques (e.g., correct fingers positions, etc.). The program generates program reports including the typing speed and accuracy.

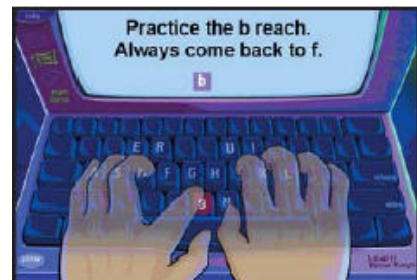
For more information go to: <http://www.sunburst.com>



### Useful Resources:

Free trail version of Type to Learn 3

<http://store.sunburst.com/ProductInfo.aspx?itemid=176646>



**Punctuation Marks** by Thomas S. Klise Company (<http://www.klise.com>) – learn about punctuation in a fun way

**Up Words** by Hasbro Interactive ([www.hasbro-interactive.com](http://www.hasbro-interactive.com)) – making words

**Earobics** by Cognitive Concepts Inc. (<http://www.earobics.com>) – builds phonological awareness

**Simon Spells It Out** by Don Johnston ([www.donjohnston.com](http://www.donjohnston.com)) – phonics instruction

**WordMaker** by Don Johnston ([www.donjohnston.com](http://www.donjohnston.com)) – phonics instruction

**I Spy** by Scholastic (<http://www.scholastic.com>) – brain-building games for kids





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Fax: 989.224.0330  
TTY: 989.224.0346  
E-mail: [matr@edzone.net](mailto:matr@edzone.net)  
Web site: <http://www.cenmi.org/matr>

## Assistive Technology: Writing Tools Found in Microsoft Word Updated March 2004

MS Word, the most common word processor software program, is a tool that can be used to assist with writing tasks and is accessible on Macintosh or Windows platform. There are many writing tools available within MS Word that can enhance a students' ability to write. Formatting tools found in MS Word, such as centering text, columns and tables, and changing font size and color. The following highlights specific features that can be used as strategies to support writing skills.

**Spell and Grammar Checker** – MS Word uses red and green underline squiggles representing spelling (red) and grammar (green) errors. For each incorrect item, the program tools offer alternative solutions that can easily replace, or ignore the “incorrect” item with a click of the mouse.

**Thesaurus and Dictionary** – The thesaurus helps to refine writing as well as expose students to new vocabulary words. Students with poor spelling skills often have difficulty using a dictionary. This feature provides an instant definition for a highlighted word, eliminating the task of dictionary lookup.

**Use of auto correct** – Whether a word is mistyped or misspelled, the auto correct feature can automatically correct certain errors. If the first two initial letters are capitalized, auto correct will capitalize only the first letter, as well as the first letter of a sentence. A correction can replace the error as the student types, if so specified. Within the auto correct feature, a list of common mistakes can be added to an existing “error table”.

**Use of auto summarize** – Auto summarize in MS Word will summarize a document. If the text from a textbook chapter is scanned into the computer as a MS Word document, then the chapter can be summarized for the student. When enabled, a window opens to question what kind of summary is needed, such as highlight key words in the document, create a new document with the summary, insert an abstract at the top of the document, or hide the document except for the summary. The student can also specify, with a percent, the length of the summary.

**Insert voice or typed notes for later recall or study** – Under the Insert menu item, a student can insert a comment in a document where the cursor is positioned. A typed note or voice note (using the microphone), or both can be entered. When selecting insert comment, a window opens in which a note can be typed. The location of the note is highlighted to show a note exists. The note pop up box is displayed as the cursor is placed over the spot where the note was inserted.



Michigan's Assistive Technology Resource is an IDEA Mandated Activity Project offered through the Michigan Department of Education Office of Special Education and Early Intervention Services

### STATEMENT OF COMPLIANCE WITH FEDERAL LAW

The Michigan Department of Education complies with all Federal laws and regulations prohibiting discrimination, and with all requirements of the U.S. Department of Education.

**Highlighting of text** – In the formatting toolbar, there is an icon for highlighting text with a variety of colors from which to select. By highlighting important passages, a student can focus on important information when studying. By editing text with copy, cut and paste, a student can create a new document of highlighted text for study notes as well as easily reorganize the sequence of sentences as needed.

**Font size and background color** – Adjust background color and font color and size to increase visibility and attention to text.

**Writing Templates** – For those students who need additional writing support, a teacher can provide structured writing opportunities by creating writing templates that may or may not include specific prompt questions for the student to answer. MS Word does come with templates for mostly business applications; however, new templates can be created and stored in the template folder. For example, a teacher can create a template for a science or book report, a compare/contrast writing assignment, or a topic report.

**Pictures with text** - For emergent readers who benefit from symbols or pictures, pictures can be inserted anywhere in the document.

**Text readers used in conjunction with MS Word-** Speech output provides strong reading support as well as writing support. With speech output, students can monitor their writing by noticing omissions, incorrect grammar or misspellings as it is read aloud to them. A free text reader from [readplease.com](http://readplease.com), [E Reader](#) from CAST, [Text Assist](#) from Mindmaker, Universal Reader from Premier Assistive Technology, or [Screen Reader](#) from TextHelp, can be used with MS Word in order to provide text-to-speech capabilities. Examples of **scan and read** integrated systems that interface a scanner, word processor such as MS Word, and speech output are [Read and Write Gold](#) from TextHelp or [Scan and Read Pro](#) from Premier Assistive Technology. These program offers all the writing tools found in MS Word, as well as text-to-speech, phonetic spell checkers, word retrieval, talking calculator, homophone assistance, and a word predictor.

**Test templates**-MS Word can be used to develop and design tests using the forms toolbar. Tools included in the toolbar are: specific text boxes for fill in the blank, a check box, and a drop down field for multiple-choice questions. Text can also be locked to prevent students from changing test questions.

### **References**

Microsoft Accessibility <http://www.microsoft.com/enable/>

Built-In Windows Accessibility Features and Utilities to Enhance Diverse User Needs: DiverseAbility.Net [http://www.dlrp.org/html/IT/diverseability/access\\_features\\_ability.htm](http://www.dlrp.org/html/IT/diverseability/access_features_ability.htm)



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MATR Assistive Technology: Writing Tools Found in Microsoft Word

# Writing



# Strategies

## **Strategies for the Reluctant Writer**

### **Ensure That Student Have Appropriate Subskills**

Provide explicit instruction on each stage of the writing process (see next page);  
Model each stage for students;  
Use mnemonics if needed (see below);  
Use visual organizers/mind maps;  
Encourage students to think about the key vocabulary words prior to writing;  
Make sure that students know about sentence structure, subject verb agreement, verb tense consistency, capitalization, punctuation, etc.

### **Writing for a Purpose**

Make sure that students understand that they are writing for a purpose;  
Persuasive writing is one example of a purposeful writing;  
Teach students to separate opinions and facts (e.g., ask them to analyze ads from magazines and newspapers);  
Encourage students' creative ideas with computer graphics;

### **Be Creative and Incorporate Fun and Excitement into Students' Writing**

Ask students to visualize the situation before writing;  
Have students role-play the situation with peers;  
Provide a humorous word or phrase for students to use;  
Encourage students to draw their ideas first;  
Create a silly situation or ask them to compose a song.

From <http://www.ldonline.com>



## Writing Process

### Brainstorming



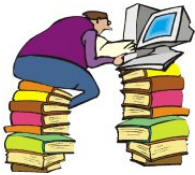
- ◆ Record all ideas
- ◆ Use your imagination
- ◆ Anything goes, don't criticize or evaluate
- ◆ The more ideas you have the better

### Drafting



- ◆ Organize your thoughts
- ◆ Develop your ideas/Gather information
- ◆ Write a first draft

### Revising



- ◆ Read what you wrote
- ◆ Let others read it and offer suggestions
- ◆ Rearrange words and ideas
- ◆ Add or take out parts
- ◆ Replace overused or unclear words

### Editing



- ◆ Make sure all sentences are complete
- ◆ Check spelling, capitalization, and punctuation
- ◆ Look for words not used correctly
- ◆ Mark all corrections that are needed
- ◆ Make another draft with the corrections

### Publishing



- ◆ Read it aloud to a person or group
- ◆ Bind it in a book
- ◆ Record it on tape
- ◆ Display for others
- ◆ Illustrate it, perform it, or set it to music

## A Learning Strategy

(a mnemonic device that assists a student in understanding and completing an academic task, usually by specifying a series to be completed in sequential order)

### SCORE A: A Research Paper Writing Strategy

- S** Select a subject
  - C** Create categories
  - O** Obtain resources
  - R** Read and take notes
  - E** Evenly organize the information
- 
- A** Apply the process writing skills
    - Planning
    - Drafting
    - Revising



### COPS: An Editing Strategy for Checking a Paragraph

- C** Capitalization
- O** Overall appearance
- P** Punctuation
- S** Spelling

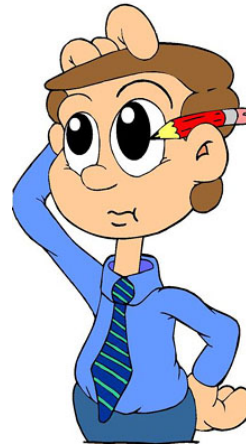


From Bender, W. (2002). *Differentiating Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators*. Corwin Press Inc.

## More Mnemonic Strategies for Editing

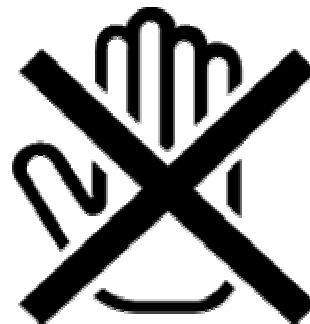
### C – SOOP

- C** Capitalization
- S** Sentence Structure
- O** Organization
- O** Overall Format
- P** Punctuation



### STOPS

- S** Sentence Structure
- T** Tenses
- O** Organization
- P** Punctuation
- S** Spelling



## **POWER** Strategy

### **Plan**

Why am I writing this?  
Who am I writing for?  
What do I know? (brainstorm)

### **Organize**

How can I organize my ideas into categories?  
How can I order my categories?

### **Write** rough draft

### **Edit**

Reread and Think  
Which parts do I like the best?  
What parts are not clear?  
Did I: stick to the topic>  
    Use 2-3 categories  
    Talk about each category clearly?  
    Give details in each category?  
    Use key words?  
    Make it interesting?

### **Revise/Rewrite**





## **Karen Savage's Teacher Tools for Writing**

# Ideas to Do



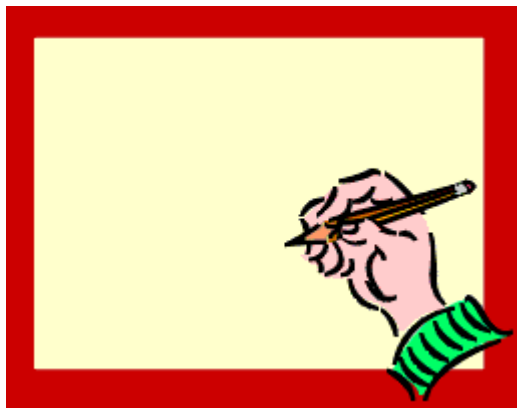
# With Campers

## Journal Writing Prompts

(This pool/list includes all types of writing expository, narrative, descriptive, and persuasive)

1. Write about yourself and what makes you special.
2. Sometimes the weather is very hot and sometimes it is very cold. What is your favorite kind of weather? Write a story about what you like to do during that weather.
3. Think of what you and your friends like to play. Think of where you go to play.
4. Have you ever wanted to change something at school? Think about one specific improvement you would like to make.
5. Think of a sports game/board game/computer game that you really enjoy.
6. Think about a time when you felt happy, sad, scared, excited, angry, embarrassed or surprised. Describe that time.
7. Describe your best or worst day in school. Tell the story of what happened.
8. If I were the teacher, I would...
9. Describe a dream that you had recently. Provide as many details as possible.
10. Tell five things you'd like to do on your next birthday.
11. In 20 years, I will be...
12. I was most angry when...
13. What would you do if you were president of the United States?
14. If you were an insect, what kind would you be and why?
15. Describe your house/apartment in detail. What do you like about it and why?
16. I am happy when...
17. If I could change one thing it would be...
18. I hope to learn about \_\_\_\_\_ this year because...
19. My favorite subject is \_\_\_\_\_ because...
20. My favorite food is \_\_\_\_\_ and I do not like \_\_\_\_\_ because \_\_\_\_\_.
21. I have \_\_\_\_\_ people in my family, Tell me about each person.
22. My favorite color is \_\_\_\_\_. List all the things that are that color.
23. The one thing I remember about last year was...
24. When I grow up I want to be...
25. List some of your favorite animals. Tell me what you know about each one.
26. What did you do on the weekend?
27. This really puts me in a bad mood....
28. What are some of your chores at home.
29. The Most Perfect Puppy
30. Here are 5 great things about me.
31. If I owned a toy store I would...
32. The best month of the year is...
33. If I could trade places with someone it would be \_\_\_\_\_. (Why?)
34. Mmmmm! I love the smell and taste of.....
35. I get excited when...
36. For lunch yesterday...
37. What would happen if you could fly whenever you wanted? When would you use this ability?

38. What would happen if animals could talk? What are some of the questions you would like to ask animals?
39. What would happen if everyone wore the same clothes?
40. What if everyone lived under water? Where would people live? What games would children play? What would school be like?
41. What would you do if you found a magic wand?
42. What things do you think are beautiful?
43. What makes you feel safe?
44. What makes you laugh?
45. What things are better than going to school? Why?
46. How do you have the most fun--alone, with a large group, with a few friends--and why?
47. Describe your favorite toy. Why do you like it best?
48. Describe the best teacher you ever had.
49. When you are angry, how do you look?
50. When have you felt lonely?
51. When do you feel proud?
52. When was the last time you cried and why?
53. Families are important because...
54. What I would like to change about myself.
55. What I REALLY enjoy doing.
56. The funniest thing I ever saw was...
57. I remember when I first ate \_\_\_\_\_ and...
58. When I get out of camp...
59. When I grow up
60. I woke up one morning and everything was blue (missing, tiny, different, etc.)
61. The day the teacher was gone and they asked me to be the substitute!
62. You have an extra \$100,000 to give away, and you cannot spend it on yourself. What would you do with the money?
63. What is your favorite food and how do you make it?
64. List all the reasons why people need to know how to read.
65. What do you think would happen if an elephant walked into the schoolyard?



## **The first day**

9:30 – meet and greet your student(s) and his/her parents

9:40 – 10:00 – begin with the journal writing prompt in Microsoft Word (you may want to choose a topic that will tell you more about the student) – observe, fill out the word prediction checklist

10:00 – 11:45 – Work with student on prepared lesson plan. Start out the day with basic/fun program.

Help student make a name tag

Together with a student(s) personalize your station (puppets, books, pictures, etc.)

Help your student make a banner to go up at your station.

Have your student make something to take home the first day (i.e., project on KidPix)

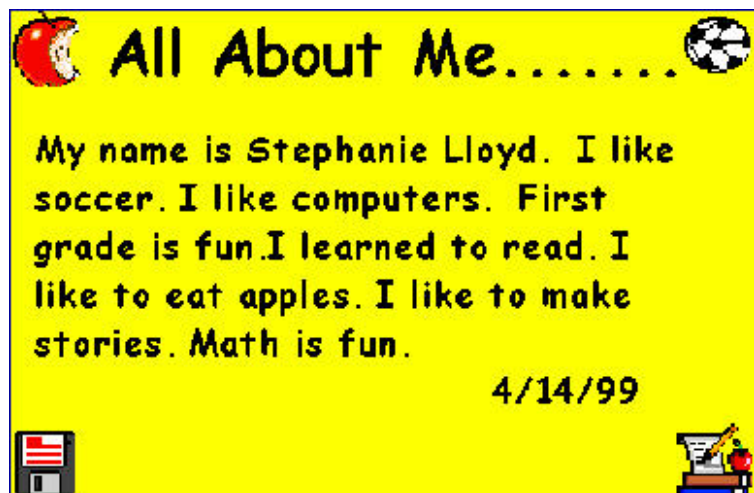
All About Me activities

Basically get to know your students abilities.

In between have a break. It may be a good idea to get students off the computer during the break. Off-line projects are welcomed.

11:45 Write a note home to parent regarding your student's first day. This may be a time you ask them for more information on your student.

12:00 Wait with the student for his/her parents or take the student outside to meet the parents.



## Group Activities Ideas

The toilet paper - activity where everyone pulls off a couple squares from a toilet paper roll and for each square they have to share something about themselves

Write two true sentences about yourself and one false sentence. See if others can figure out which is false. To extend this activity, play Bingo.

Write three clues about your favorite animal. See if other students can guess what it is.

Write three action verbs and act out. Have others guess the verb.

Jeopardy/bingo games about writing process

Design, develop, and write children's book. Role-play it.

Explore the wilds of Africa (or any other place in the world) through our writing adventure safari. The camp will focus on descriptive writing while researching areas of Africa. Create books and/or travel brochures, which depict places to visit, animals to study, foods to taste and cultures to explore.

Prepare the final presentation about the camp experiences and/or the best project.



# Additional Resources

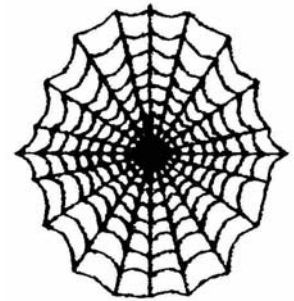




## Internet Resources

### Games and Writing Activities

- <http://games.funschool.com/games.php> - games and activities in all subject areas
- <http://www.eduplace.com/tales> - Wacky Web pages, practice grammar creating your own webpage
- <http://www.mrsmcgowan.com/1stgrade/lotsofscrambles.htm> - online scrambles
- <http://www.enchantedlearning.com/categories/interactive.shtml> - interactive activities in all subject areas including writing (need to subscribe)
- <http://www.funbrain.com/index.html> - reinforcement activities/games, Grammar Gorillas
- <http://www.newseum.org> - interactive museum of news
- <http://pbskids.org> - games to play during the break
- <http://puzzlemaker.school.discovery.com> - create educational puzzles
- <http://www.timeforkids.com/TFK> - news for kids
- <http://www.field-guides.com> - virtual field trips
- [www.yahooligans.com](http://www.yahooligans.com) - search engine
- <http://www.essaypunch.com> - interactive online essay writing tutorial
- <http://www.writesite.org> - writing skill development through journalism
- <http://www.allmixedup.com/cgi-bin/hangman/hangman> - Hangman
- <http://www.coloring.com> - online coloring pages
- <http://nationalzoo.si.edu/Audiences/Kids/default.cfm> - National Zoo just for kids
- <http://www.whitehouse.gov/kids> - White House for kids
- <http://www.nationalgeographic.com> - National Geographic online
- <http://www.aps.edu/aps/Cochiti/6traits> - Six Traits Writing Model for teachers and students
- <http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html> - online writing lab for elementary students
- <http://www2.pvc.maricopa.edu/tutor/eng/engessbody.htm> - writing terrific paragraphs
- [http://www.eduplace.com/kids/hme/k\\_5/proofread/proof.htm](http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm) - Power Proofreading
- <http://www.cogcon.com/gamegoo/gooey.html> - kids games
- <http://kids.mysterynet.com/writing> - mysteries for kids
- <http://www.cyberkids.com> - fun site for kids
- <http://www.storiesfromtheweb.org/sfwhomepage.htm> - Stories from the Web based on age
- <http://www.do2learn.com> - online games and activities available in writing
- <http://helponenglish.homestead.com> - informative website about writing in English







## Books Available for Review

1. **300 Incredible Things for Sport Fans on the Internet** by Ken Leebow – are your students fascinated with sports? Find wonderful resources in this book to incorporate Internet into writing activities.
2. **300 Incredible Things for Kids on the Internet** by Ken Leebow – more resources in different subject and interest areas
3. **Night of the Living Mad Libs** – word game
4. **Incredible Quotations** – you can use some of these quotations as an inspiration or a base for a writing project
5. **Kidspiration Activity Book** – ideas on how to use Kidspiration with your students
6. **Story Writing with Arthur** – plenty of motivating writing activities
7. **50 Fantastic Poems with Wonderful Writing Prompts** by Jacqueline Sweeney
8. **50 Graphic Organizers for Reading, Writing, and More** by Karen Bromley, Linda Irwin DeVitis & Marcia Modlo – examples of graphic organizers, strategies for using them, and full-size templates
9. **Structured Writing: Using Inspiration to Teach Paragraph Development** by Charles Haynes & Katheleen McMurdo – ideas on how to use Inspiration with your students
10. **Complete Writing Lessons for the Primary Grades** by Marjorie Frank
11. **PowerPoint Workshop for Teachers** by Janet Caughlin – learn about new and creating ways to use PowerPoint in your lessons



## Demos and Demonstrations

### Video demonstration:

**Overview of Co:Writer SOLO Edition features**

**Overview of Write:OutLoud SOLO Edition features**

**Overview of Draft:Builder SOLO Edition features**

**Overview of SOLO features**

[http://www.setbc.org/setbc/access/access\\_solo\\_resources.html](http://www.setbc.org/setbc/access/access_solo_resources.html)

### 30-day Demo Version of WordQ

[http://www.aroga.com/learning\\_downloads.asp](http://www.aroga.com/learning_downloads.asp)

### Free 60-days demo of WriteAssist

<http://www.secondguessusa.com/freedemo.shtml>

### Free demo of TextHelp: Read and Write

<http://www.readwritegold.com>

### 14-day free demo trial of AspireReader

<http://www.cast.org/products/ereader/index.html>

### Free 30-day trial of Kidspiration

<http://www.inspiration.com/freetrial/index.cfm>

### Kidspiration Interactive Presentations

[http://www.inspiration.com/productinfo/kidspiration/interactive\\_demo/index.cfm](http://www.inspiration.com/productinfo/kidspiration/interactive_demo/index.cfm)

### Free 30-day trial of Inspiration

<http://www.inspiration.com/freetrial/index.cfm>

### Inspiration Interactive Presentations

[http://www.inspiration.com/productinfo/inspiration/interactive\\_demo/index.cfm](http://www.inspiration.com/productinfo/inspiration/interactive_demo/index.cfm)

### Demo version of Writer's Companion

<http://www.writerscomp.com/Downloads.htm>

### Writer's Companion video tutorials

<http://www.writerscomp.com/Movies/index4.html>

### Free Resources for WordBar, ClozePro, Clicker

<http://www.learninggrids.com/WelcomePage.aspx?siteId=2>

### Free demo of WordBar

<http://www.cricksoft.com/us/downloads/index.htm>



**Free Sample Tutorial movies for Clicker 5**

[http://www.atomiclearning.com/clicker\\_5](http://www.atomiclearning.com/clicker_5)

**Video demonstrations of Clicker 5**

[http://www.setbc.org/setbc/access/access\\_clicker5\\_resources.html](http://www.setbc.org/setbc/access/access_clicker5_resources.html)

**Free 30-day trial of the Clicker**

<http://www.cricksoft.com/us/products/clicker>

**Video demonstration: Overview of features**

[http://www.setbc.org/setbc/access/access\\_solo\\_resources.html](http://www.setbc.org/setbc/access/access_solo_resources.html)

**45-day free trial of TimeLiner**

<http://www.tomsnyder.com/products/product.asp?SKU=TIMV50>

**Time Liner Product Tour**

<http://www.tomsnyder.com/Products/ProductExtras/TIMV50/overview/#>

**Kreative Komix Tour**

<http://www.kreativekomix.com/tour.htm>

**Free demo of Kreative Komix**

<http://www.kreativekomix.com/demo.htm>

**Video demonstration: Overview of HyperStudio features**

[http://www.setbc.org/setbc/access/access\\_solo\\_resources.html](http://www.setbc.org/setbc/access/access_solo_resources.html)

**45-days free trail of Diary Maker**

<http://www.tomsnyder.com/products/product.asp?SKU=DIAMAK>

**KidPix Integration Ideas**

[http://www.forsyth.k12.ga.us/sbeck/kid\\_pix\\_integration\\_ideas.htm](http://www.forsyth.k12.ga.us/sbeck/kid_pix_integration_ideas.htm)

**Kid Pix Free Trial**

[http://www.riverdeep.net/portal/page?\\_pageid=353,142929,353\\_142939&\\_dad=portal&\\_schema=PORTAL](http://www.riverdeep.net/portal/page?_pageid=353,142929,353_142939&_dad=portal&_schema=PORTAL)

**Free trail version of Type to Learn 3**

<http://store.sunburst.com/ProductInfo.aspx?itemid=176646>

**Intellitools Suite 90-days trial version**

[http://www.intellitools.com/Products/classroom\\_suite/download.htm](http://www.intellitools.com/Products/classroom_suite/download.htm)

**IntelliShare Classroom Activities Exchange**

<http://www.intellitools.com/icsaex/home.php>



# Miscellaneous

