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From: Shared Predictable Chart Writing for Students with Significant Cognitive Disabilities Ann Jacobson, MEd, MRT ann.jacobson@esc13.txed.net Nichole Kertis, OT Nichole.kertis@esc13.txed.net

Topic:

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| Day | Activities | Materials | Tools | Extra Support |
| 1 | Write the Chart • Teacher introduces topic and models writing the first sentence • Students contribute their own ideas, using adaptations • As students share, teacher writes the sentence frame with their idea and name • Teacher and students read sentences multiple times • Opportunities for students to read using their “inner voice” are included |  |  |  |
| 2 | Reread/Work with the Chart • Teacher focuses on a specific element in the text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ • Teacher and students read the chart multiple times • Opportunities for students to read using their “inner voice” are included • Teacher models concepts about print such as: Speech maps to print Point to words Read left to right Read top to bottom |  |  |  |
| 3 | Cut-up Sentences • Teacher prepares 2 complete models of each student sentence on a strip, one to be cut into individual words• Teacher present the words in an accessible format to student such as choice board or eye gaze frame• Teacher supports student in creating sentence using their words Allows them to make mistakes Rereads and discuss their attempts Shows them how to use the model and guides them to create the correct sentence• Students read sentences throughout with focus on “inner voice” |  |  |  |
| 4 | Be the Sentence • Teacher and students choose the cut-up sentence that will be used for “Be the Sentence” • Students receive one word and line up • Teacher provides adaptations as needed, such as single message devices with programmed word • Teacher works with students to line up in the order of the sentence • Students say or use their devices to say their word • Teacher allows for mistakes and support students in eventually lining up in correct order |  |  |  |
| 5 | Make the Book! • Each student creates a page with their sentence • Students work with their words in an accessible format such as eye gaze, computer, choice board or partner assisted scanning • Students choose/create a picture to illustrate their page from Internet, magazines, or digital pictures • Teacher supports students in using the individual words to write their sentence • Teacher allows for mistakes and guides students in creating the correct sentence • Completed book is added to class library |  |  |  |