

WRITE ON!
Supporting Struggling Writers - Apps Included!

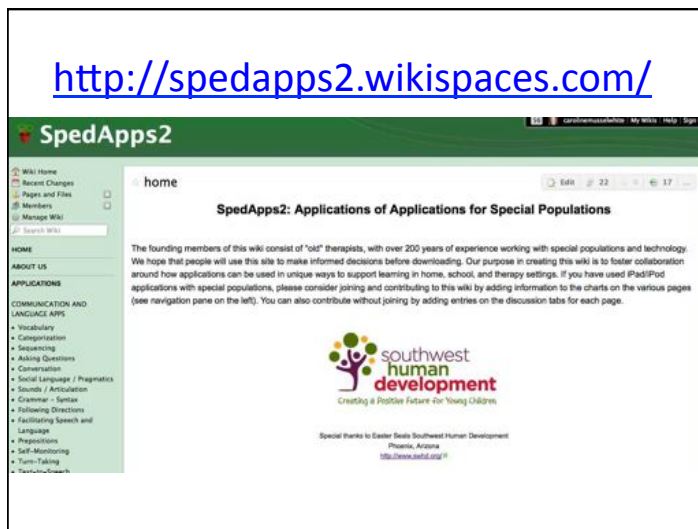
Caroline Ramsey Musselwhite
www.aacintervention.com
<http://aacgirls.blogspot.com>
<http://spedapps2.wikispaces.com>

Full handout available at:
<http://aacgirls.blogspot.com>

After the conference

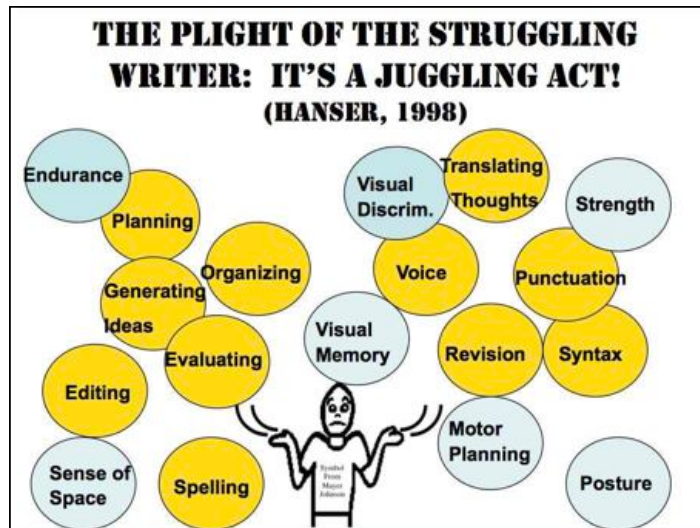
Other Websites by Musselwhite & Friends:
www.aacintervention.com
<http://spedapps2.wikispaces.com>
<http://aac-balancedliteracy.wikispaces.com>

<http://spedapps2.wikispaces.com/>



Emergent Writing / Conventional Writing

- **Emergent Writing**
 - Using symbols, words, and drawings to write
 - Scribbling with the alphabet
 - Practicing forms of writing: notes, poems, signs
 - Learning the **function** as well as the **form** of expressing the self through print
- **Conventional Writing**
 - Writing practices that conform to the standard rules of grammar, punctuation, and language use.
 - Practicing a wide range of genre: personal narratives, instructional texts, persuasive writing
 - Learning the **writing process**: prewriting, drafting, revising, editing, publishing



Writing: Time, Teaching, Tech

- **Time:** students wrote EVERY day for many purposes; also time for PLANNING
- **Teaching:** many mini-lessons; how to
 - pick a topic
 - brainstorm ideas
 - use graphic organizers such as TIE
 - sound out words
- **Tech:** overhead; some students used Neo (alternate keyboard) ; document camera; *Inspiration, CoWriter, I pads for motivation!*

TRANSLATING
Thoughts Requires...

ACCESS to
Vocabulary!!!

February 12, 2011

Texas A&M University System
Education Network

Pinterest: Accessing the Alphabet



Write From the START!
 Use Some Type of Alternative Pencil!
Writing With Alternative Pencils CD, \$35
 Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill, UPDATED!!!

The Writing PROCESS!

5 Steps to Writing

<u>Teacher Talk:</u>	<u>Student Talk</u>
• Pre-Writing:	Getting it started
• Drafting:	Getting it down
• Revising:	Getting it good
• Editing:	Getting it right
• Publishing:	Getting it out

Rog & Kopp, *The Write Genre*, 2004

Pinterest: Conventional Writing

Pinterest Name: Caroline Musselwhite

Mini-Lessons at Each Stage

What? 5 - 15 minute minilesson (T.V. segments are 11 minutes or less!!)

Could be about:

- **procedure:** how to organize your notebook
 - **process:** using a specific graphic web
- **craft:** how to do characterization; using strong verbs
 - **conventions:** when to capitalize

I: PREWRITING

- **Topic Selection**
- **Generating Ideas**
- **Organizing Ideas**

How Much Time for Prewriting?

- Murray (1982) suggests that the planning-out stage should account for 70% of the writing time
- Skilled writers spend significantly more time planning and organizing what they are going to say (Hillocks, 1987)
- Most students spend **3 minutes** (on average) thinking and planning before writing! (Nat'l Center Ed Statistics, 1996)

Using Photos as Topic Ideas

- Light tech
- Talking Photo Album
- PowerPoint
- iPad apps such as *Pictello*




*SonicPics**

*PhotoPad**

Click n Talk


Pictello

- Spinner
- Up to 10 choices [Image Spinner](#) 
- Pics:

Topic Starters

- 4 funky cats
- Noun / verb / prep / adj about your calendar
- 4 photos from Ellis Island

Bonus!!
Can add sounds to each selection!



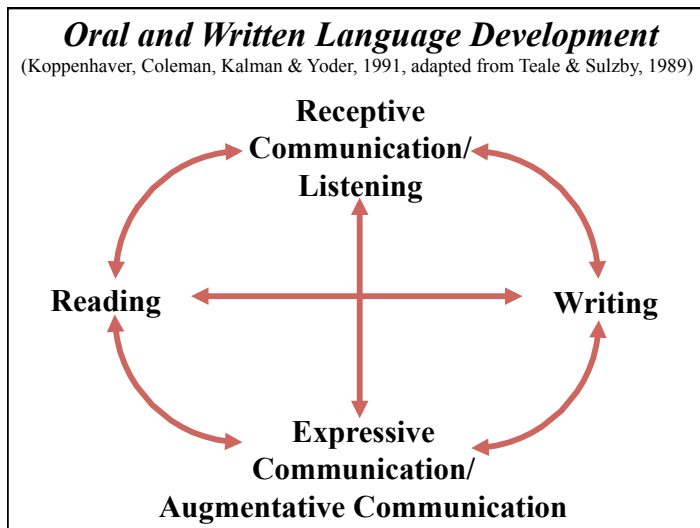
Whose Idea Is It? Topic Setting!

Writing Bingo


Name: _____ Date: _____

My favorite holiday was	Something that once scared me was	I was really surprised when	At last
I felt ripped off when	I got this scar from	A really dumb thing I did was	I like it when my family
When I was little	Someone did a nice thing for me when	I was so mad when	I couldn't believe that

From: Rog & Kropp, (2004)
The Write Genre, Pembroke Publishing



How to Use Writing Bingo

It's on the CDI


WRITING BINGO: Reading / Writing / Speaking / Listening Series
WRITING BINGO: Reading / Writing / Speaking / Listening Series
(Musselwhite, 2011)

WHAT
In *The Write Genre*, (2004), Rog and Kropp suggest using Writing Bingo to support students in setting topics. This strategy is an enjoyable way to help students think about topics that they might otherwise not have considered. The graphic shows a writing bingo form shared by Rog and Kropp. Their form presents a range of topic starters.


Writing Bingo

My favorite holiday was	Something that once scared me was	I was really surprised when	At last
I felt ripped off when	I got this scar from	A really dumb thing I did was	I like it when my family
When I was little	Someone did a nice thing for me when	I was so mad when	I couldn't believe that

Writing Bingo Samples:
Tip Sept 2010

Writing Bingo How-To:
March, 2011

Writing Bingo Baseball		
Name:	Date:	
The funniest thing that ever happened at a ball game was	The craziest thing I ever saw at a ball game was	My favorite ball game memory is
I like to go to ball games with _____ because	The very best part about a ball game is	Ball games would be even better if
One time at a ball game I	A scary thing happened at a ball game one time.	One thing I really do NOT like about ball games is



**Baseball
Bingo**

For a
young man

Save As . . .
Your Best
Friend!


Graphic Organizers

Storyboards

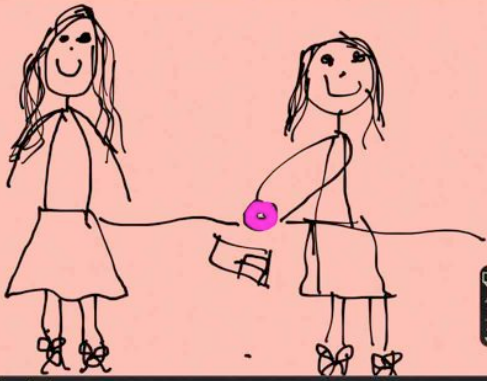
ARTIST'S STORYBOARD - SHORT VERSION

Here's how I picture myself the main character...	Here's where I was - the setting...	Here's the first event
And the next event	And another important event	Here's what happens at the end...

Idea from Rog & Kropp, *The Write Genre*, 2004


Storyboards: Notability
*

Note Oct 13, 2012 (1) Oct 13, 2012, 4:36 PM



1

2

3



**Good Day/
Bad Day**

By Caroline Musselwhite and Laurel Richardson

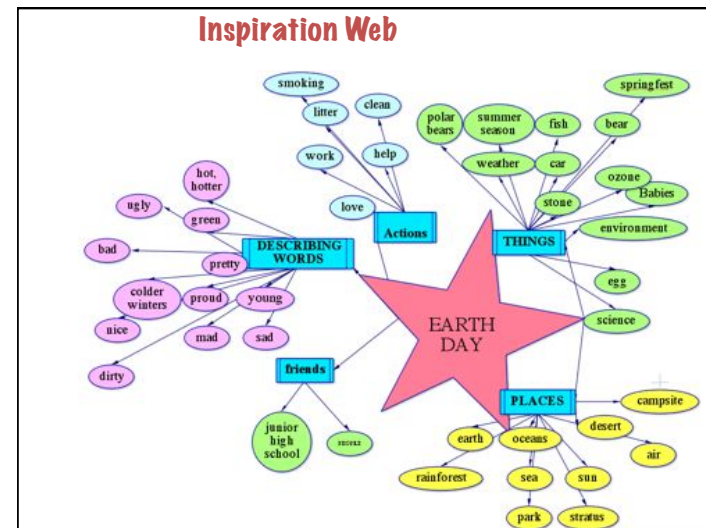
Learning to Work | Food Service | Good Day/Bad Day

Learn to Work, www.attainmentcompany.com

The image shows the cover of a book titled "Good Day/Bad Day" by Caroline Musselwhite and Laurel Richardson. The cover features two side-by-side photographs of a man with glasses and a goatee, wearing a red polo shirt. In the left photo, he is giving a thumbs-up. In the right photo, he has his arms crossed. The title "Good Day/Bad Day" is written in large white letters across the middle. Below the title, the authors' names are listed. At the bottom, there is a small orange circle with the number "9" and a URL: "Learn to Work, www.attainmentcompany.com".

Brainstorming Tricks

- More is **MORE!!** Brainstorm lots of ideas before you select
- Make this **VISIBLE**
 - chart paper + markers
 - graphic organizers (*Inspiration*)
 - graphic organizer apps (*Inspiration*, *Popplet Lite*)



Mind Maps: Inspiration

The screenshot shows the Atomic Structure app interface. It features a central mind map with nodes connected by lines. A 'Move to' cloud is overlaid on the map, listing options: 'Other apps', 'Dropbox', and 'iTunes'. A menu on the right includes 'Print', 'Mail', 'Save to Photos', 'Send to App...', 'Send to Dropbox', and 'Send to iTunes'. The background is a light blue grid.

Mind Maps: Popplet

The screenshot shows the Popplet app interface. It features a central mind map with the title 'Describing Words'. The map is organized into four main branches: 'p', 'h', 'm', and 's'. Each branch contains related words: 'p' includes pink, predictable, and purple; 'h' includes huge, hot, and hungry; 'm' includes multi, massive, and mean; 's' includes smily, squishy, and sick. A 'p' logo is in the top right corner.

Planning ABC Book For preschool

- Teams
- 1st Sparkle words
- Then strong verbs

Sticky Notes app

Before & After – ‘cooking’ Ivory soap

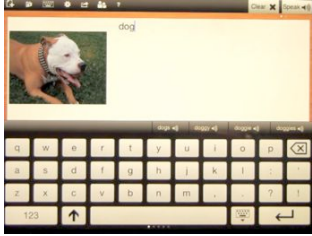
BEFORE	AFTER
hjad	paff soap
hard	hht
cold	crumbly
gghhhhjjjjkl	griDml(?'lonkifgbkffbfmfg
clod	bmgbmgbk
	erbrubry

II: Drafting


Students Need Opportunities to Write **Without Standards** Every Day!

Longer
Longer
Longer

Sample Apps to Support Actual Drafting



Abilipad, \$19.99
www.apptherapy.com



Co:Writer, \$17.99
www.apptherapy.com

Kick It Up: Write Books

Noun / Verb / Adjective / Preposition Stories

Idea from Karen Erickson

silly cat



surprised cat



embarrassed cat



Story by Patty Ashby

- show a model
- pick a topic
- grab some photos
- start writing!!

Tip of the Month!
November, 2006

How To Write Books With Students

Simple Stories . . . In a New York Minute!
Based on an Idea by Karen Erickson
Stories by Musselwhite Workshop participants
Writup by Musselwhite (2005)

WHAT ARE SIMPLE STORIES AND WHY DO WE NEED THEM?

For older students who are very beginning readers, limited reading materials are available, and those that are available are often

- childish (no text, topic, graphics)
- boring (students would be unlikely to want to read them multiple times)
- not on topics that interest older students


Musselwhite suggests a number of strategies for creating or adapting materials for older students (WHAT'S TO READ? Locating, Analyzing, and Adapting Appropriate Literacy Materials for Older Students Who Are Emergent Readers: a workshop). But here is a strategy that you can do TODAY so that your students have appropriate . . . and exciting . . . materials to read TOMORROW!

Karen Erickson at the Center for Literacy and Disability Studies has suggested that one approach to creating reading materials is to write stories using the Noun / Verb / Adjective / Preposition approach. These stories can be quite simple, and can support students in having a wide range of stories that are appropriate to read.

HOW - TO: WRITING TIPS FOR QUICK STORIES

- 1) Write on topics that interest YOUR students. For purposes of literacy, do not limit students to stories with a social purpose - students should have a wide range of stories to read, including stories that are just fun!
- 2) Illustrate stories using:
 - digital photos of YOUR students
 - photographs from the internet (see the Sept. 2009 Tip for sites)
 - magazines or collections that interest your students (Generalist, Pop Stars)
 - websites of interest to your students (see Harry Potter, Star Wars)

It's on the CDI



Preposition Books with Carrier Phrase

- <noun> in the <noun>.
- <noun> at the <noun>.
- <noun> on the <noun>.
- <noun> with <noun>.
- <noun> and <noun>.
- <noun> under the <noun>.



Jake's stories, written with Gretchen Hanser



Book Creator App

SPECIAL FEATURES!

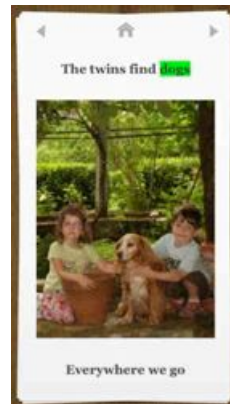
- multiple text boxes
- multiple audio files
- 'invisible' audio buttons
- opens in iBook . . . with recordings!!
- **now import videos!**



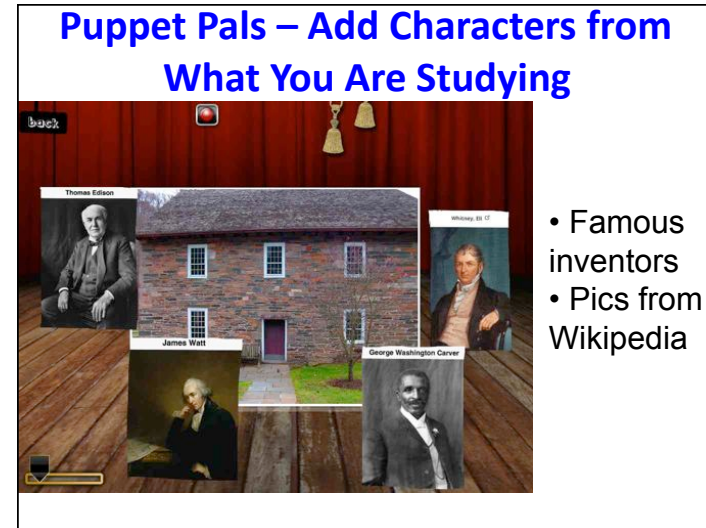
Story Creator



Pictello – With Videos!!



Kick It Up: Write A Script



Puppet Plan




My Puppet: _____


**E-Z Script
Planner**

Do This	
Say This	
Do This	
Say This	

**Kick It Up:
PERSUASIVE
ESSAYS!**

The Three Hs

- Head 
- Heart 
- Hand 


**Review the
PowerPoint
On *SlideShark***



HEAD

- Give facts to convince
- Appeal to their 'head'
- Example: Travel is a very good way to learn!



HEART

- Give stories to win them over
- Appeal to their 'heart'
- Ex: I will smile all the way there and all the way back!

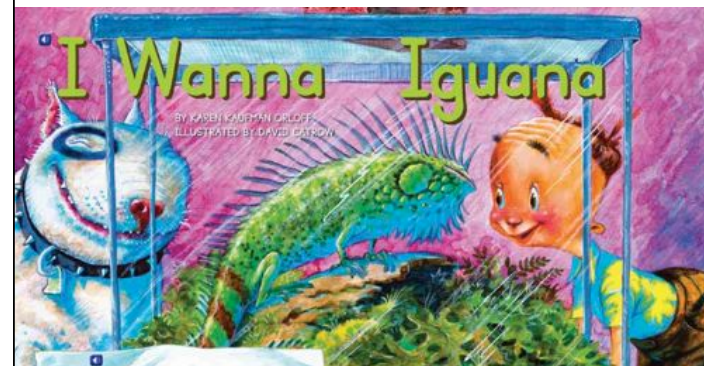


HAND

- Make the listener feel like you are in this together
- Think of a 'handshake'
- Ex: It's great being with my family!



Persuasive Letter Model: 'I Wanna Iguana'



Listen for The Three Hs

- Head



- Heart



- Hand



III: Revision

- Revise content
- Add information

TAG Conference Sheet

- **Tell** me something you like
- **Ask** questions (at least three)
- **Give** advice
- **Writer's Plan:** (what am I going to do to improve this piece of writing)

Rog & Kopp, *The Write Genre*, 2004

TRY THIS!

- Make a T.A.G. form on your paper
- T = Tell something you like
- A = Ask questions
 - 1)
 - 2)
 - 3)

G = Give Advice

Let's do it!!!

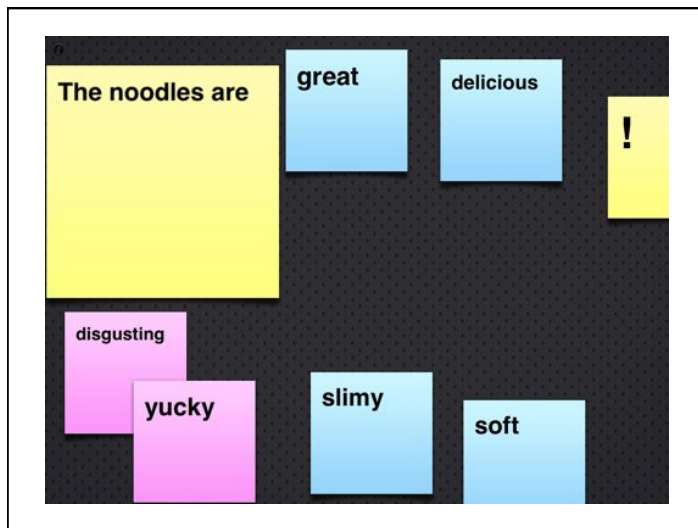
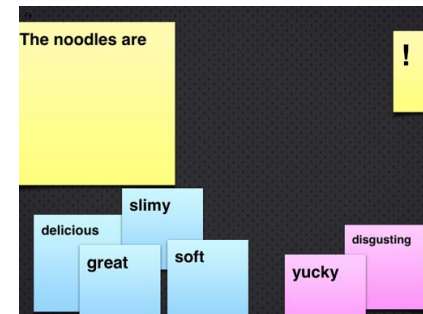
Now, let's talk about it!

REVISION – WRITE MORE!!!

We wrote with
Sticky Notes app

-students developed sentences using the target words and/or other words they had been saying in previous sessions.

Working first with a structured activity such as this, then moving on to a more open-ended activity, encourages my students to write/talk beyond one word



After this activity, we *immediately* moved on to more open-ended writing.

Again, **sticky notes** was used.

IV: Editing

Revision vs. Editing

- **Revision** = Revising content & adding more
- **Editing** = correcting ONLY the mechanics of writing

CUPS

- **C** = Capital letters
- **U** = Usage & grammar
- **P** = Punctuation
- **S** = Spelling



- Don't focus on grammar
- Use CUPS sparingly

Make It Easy

C.U.P.S. for Editing!

Student: _____ Date: _____

- C** = Capital Letters
- U** = Usage and grammar
- P** = Punctuation
- S** = Spelling

*Write to
Talk CD*

*Open in
Pages!!!*

*Or Doodle
Buddy!*

NameSelector

- Intended to offer random name choosing for classes
- Up to 8 lists
- Selection methods: random, no repeats, sequence,
- Use it for strategies such as:

CUPS Capitalization; Usage; Punctuation; Spelling



Working with target concepts with the **letter jumble** app

<https://itunes.apple.com/us/app/letter-jumble/id471405425?mt=8>



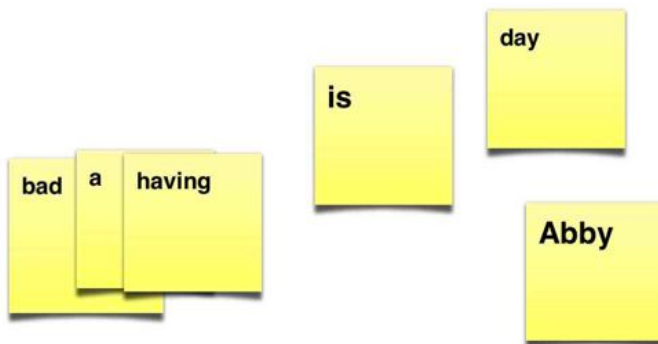
Depending on the student's needs, the jumble can be solved with different support levels.

My class: We worked it out together with the iPad projected on a white board. The students worked together putting the letters in different order and trying to figure out the word.

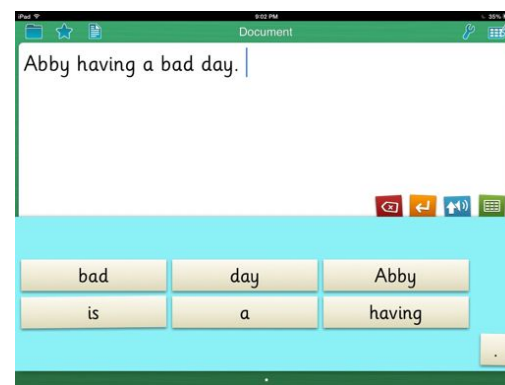
Since they had such strong background knowledge of the target word, they always figured it out!



Work on Word Order with **Sticky Notes**




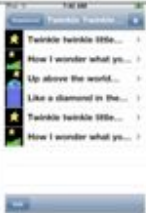
Add Speech Feedback!!!
Clicker Sentences



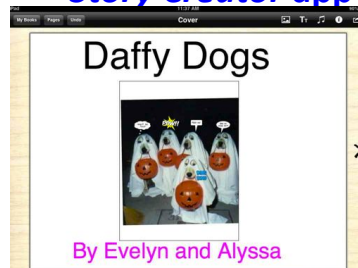
V: Publishing

- Generally, just sharing with an audience
- Ideas: frame it, read it, put it on the wall
- Occasionally, publish it more formally

Tap Sequence App

 \$29.99	TapSpeak Sequence	Functions like a step-listing communication device <ul style="list-style-type: none">• Unlimited # of sequences• Unlimited sentence length and recording length• Can use built-in icons (shapes, colors) for quick recording• Can also add photos• Many settings for tap & touch duration, extra movements allowed, and feedback <p>Note: Program in landscape mode, and use in portrait mode!</p>	
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Book Creator or Story Creator app



- Look at the photo
- Alphabet Flip Book – students pick letter
- Then give 3 word choices + None
- Write their choice
- Pick a partner to record it

Post Your Stories!




www.tarheelreader.org

VA Aligned Standards: share writing with others

**AUDIO CELEBRATION:
Short Pieces 'Sound' Great!**

AutoRap Songify Talkapella



Voice Morph Pro

**Short Pieces 'Sound' Great!
Reward That Hard Work!**

Effect: OriginalSound



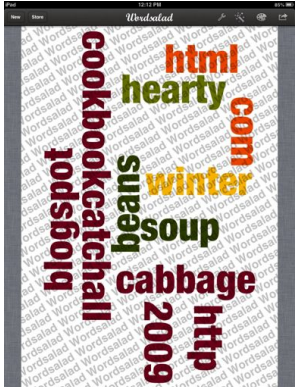
Effect: OriginalSound



Wordles!! www.wordle.net/create Tip, April 09



Visuals: *Word Salad*






 **Visuals: Visual Poetry**

Thanksgiving

Thank you.
Thank you Kendra.
Thank you Kendra,
Mommy.
Thank you Kendra,
Mommy,
Daddy.
Thank you.
Thanksgiving



 **Visuals: Path On /
Swipe to Type**




Post Your Poems!!!

aacbalancedliteracy.wikispaces.com

Writing Summary

This section helps students EXPRESS THEIR thoughts on paper. Students need support in learning how to organize their thoughts, find the vocabulary they need, and share their personal selves through writing.



Resources

- Erickson & Koppenhaver, 2007. *Children with Disabilities: Reading and Writing the Four-Blocks Way*. www.donjohnston.com
- Harris & Graham, 1996. *Making the Writing Process Work: Strategies for Composition and Self-Regulation*. Cambridge, MA: Brookline Books.

- Graham & Harris, 2005. *Writing Better Effective Strategies for Teaching Students with Learning Difficulties*. www.brookespublishing.com
- Rog & Kropp, 2004. *The Write Genre: Classroom Activities and Mini-Lessons That Promote Writing with Clarity, Style, and Flashes of Brilliance*. www.stenhouse.com