Shared Predictable Chart Writing for Students with Significant Cognitive Disabilities

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Resources available at:

- http://www.livebinders.com/edit/index/455015
Shared Predictable Chart Writing

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Shared, Predictable Chart Writing

What is it?

• A shared writing process that results in materials for reading.

• A structured activity that allows students to generate their own ideas.
  – Teacher writes a sentence frame
  – Students complete the sentence while teacher writes

• A multilevel activity:
  – Choice making for beginning communicators
  – Models of the writing process and concepts about print for emergent writers and readers
  – Repeated reading experience for conventional readers developing fluency.
**Structure**

**Day 1: Write the Chart**

- Teacher selects a sentence frame

- Can be unit related. Example: “Volcanoes are...” “Recycling is...”

- Introduce topic and model writing the first sentence

- Have students select their own ideas to contribute

- Each student shares their idea verbally or using AAC

- As students share, write the sentence frame with their idea

- Read sentences with opportunities for students to use their “inner voice”
Day 2: Reread/work with Chart

• Focus on a specific element in the text
  – Long words, short words, words that have 3 letters
  – Words that are somewhere in the room (word wall, signs, environmental print)
  – Words that start with /t/

• Read the chart with attention to students’ “inner voice”

• Model concepts about print
  – Speech maps on to print
  – Point to words, read left to right and top to bottom
Day 3: Work with Cut-up Sentence Strips

- For each student prepare 2 complete models of their sentence on a strip

- The student cuts apart one sentence into individual words

- Present the words in an accessible format to student

- Support student in creating the sentence using their words
  - Allow them to make mistakes
  - Reread and discuss their attempts
  - Show them how to use the model and guide them to creating the correct sentence

- Read sentences with focus on “inner voice”
Day 4: Be the Sentence

- Use students’ cut up words from Day 3

- Together choose the sentence that will be used for “Be the Sentence”

- Select one student per word and line up
  - Give each student one word card
  - Single message devices programmed with the word can be used

- Work with students to line up in the order of the sentence

- Have students use their devices to say the words
  - Allow for mistakes and support them in eventually lining up in correct order
Day 5: Make the Book!

• Each student is responsible for creating the page with their sentence
• Students work with their words in an accessible format
  – Eye gaze, computer, choice board, partner assisted scanning
• Students choose a picture to illustrate their page
  – Internet, magazine, digital pictures
• Support students in using the individual words to write their sentence
  – Allow for mistakes and guide students in creating the correct sentence
# Shared Predictable Chart Writing Planning Form
(adapted from Caroline Musselwhite 2010)

<table>
<thead>
<tr>
<th>Topic:</th>
<th>ACTIVITIES</th>
<th>MATERIALS</th>
<th>DEVICES/COMPUTER</th>
<th>EXTRA SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td><strong>Write the Chart</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Teacher introduces topic and models writing the first sentence</td>
<td>Chart Paper Markers</td>
<td>single message devices to call out choices</td>
<td>For VI students, use tactuals or partner assisted scanning</td>
</tr>
<tr>
<td></td>
<td>• Students contribute their own ideas, using adaptations</td>
<td>Objects /Symbols/Pics</td>
<td>Mid/High AAC devices to select words</td>
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<tr>
<td></td>
<td>• As students share, teacher writes the sentence frame with their idea and name</td>
<td>• Choice Board</td>
<td>Apps- built in cameral roll = choice board, sounding board,</td>
<td></td>
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<td></td>
<td>• Teacher and students read sentences multiple times</td>
<td>• Flip book</td>
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<tr>
<td></td>
<td>• Opportunities for students to read using their “inner voice” are included</td>
<td>• Core vocab comm board</td>
<td>Digital symbols, word banks, word prediction-</td>
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<td></td>
<td></td>
<td>Alphabet boards</td>
<td>Clicker Sentences app</td>
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<td></td>
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<td>Tactual symbols</td>
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<td>Drawing</td>
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<td>Word banks</td>
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<td></td>
<td></td>
<td>Alternate pencils (ABC flip chart or eye gaze frame)</td>
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<tr>
<td><strong>DAY 2</strong></td>
<td><strong>Reread/Work with the Chart</strong></td>
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<tr>
<td></td>
<td>• Teacher focuses on a specific element in the text:</td>
<td>Chart Markers</td>
<td>Step by step communicator device so nonverbal students can read their sentence</td>
<td>Remember to support inner voice!</td>
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<tr>
<td></td>
<td>• Teacher models concepts about print such as:</td>
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<tr>
<td></td>
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<td>Speech maps to print</td>
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<td>Point to words</td>
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<td></td>
<td>Read left to right</td>
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<tr>
<td></td>
<td></td>
<td>Read top to bottom</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td><strong>Cut-up Sentences</strong></td>
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<tr>
<td></td>
<td>• Teacher prepares 2 complete models of each student sentence on a strip, one to be cut into individual words</td>
<td>Sentence strips- tactualized or Brailled Scissors</td>
<td>Single message devices - To offer more auditory feedback, can Velcro each word onto a single message device. Students can move the single word</td>
<td>May need Braille overlay or tactualized word/sentence strips for VI students</td>
</tr>
</tbody>
</table>
- 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”
  - Message devices around and press them to hear what order the words are in.
  - Clicker Sentences app can scaffold from errorless writing to selecting word bank presented in random order.
  - Partner assisted scanning/eye gaze through words

<table>
<thead>
<tr>
<th>4</th>
<th>Be the Sentence</th>
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</thead>
<tbody>
<tr>
<td>- Teacher and students choose the cut-up sentence that will be used for “Be the Sentence”</td>
<td></td>
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<tr>
<td>- Students receive one word and line up</td>
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<tr>
<td>- Teacher provides adaptations as needed, such as single message devices with programmed word</td>
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<tr>
<td>- Teacher works with students to line up in the order of the sentence</td>
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<tr>
<td>- Students say or use their devices to say their word</td>
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<tr>
<td>- Teacher allows for mistakes and support students in eventually lining up in correct order</td>
<td></td>
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<tr>
<td>Cut apart words from Day 3</td>
<td></td>
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<tr>
<td>Carpet squares – visual spatial place holder for # of words in sentence</td>
<td></td>
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<tr>
<td>Single message devices</td>
<td></td>
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<tr>
<td>Tactualized, braille word strips for students with VI</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Make the Book!</th>
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</thead>
<tbody>
<tr>
<td>- Each student creates a page with their sentence</td>
<td></td>
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<tr>
<td>- Students work with their words in an accessible format such as eye gaze, computer, choice board or partner assisted scanning</td>
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<tr>
<td>- Students choose/create a picture to illustrate their page from Internet, magazines, or digital pictures</td>
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<tr>
<td>- Teacher supports students in using the individual words to write their sentence</td>
<td></td>
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<tr>
<td>- Teacher allows for mistakes and guides students in creating the correct sentence</td>
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<tr>
<td>- Completed book is added to class library</td>
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<tr>
<td>Paper, adapted markers, picture options, tactuals or Quick Draw Paper, glue</td>
<td></td>
</tr>
<tr>
<td>Word processing + clip art; powerpoint books with voice, sound, photos, or movie imbedded;</td>
<td></td>
</tr>
<tr>
<td>APPS- Little Story Maker, Scribble My Story</td>
<td></td>
</tr>
<tr>
<td>WEB- Tarheel Reader, Tarheel Typer</td>
<td></td>
</tr>
<tr>
<td>SOFTWARE- First Author Writing Software</td>
<td></td>
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<tr>
<td>Students may use devices/communication boards/flip books to direct partner</td>
<td></td>
</tr>
</tbody>
</table>
Shared Predictable Chart Writing Ideas

(Adapted from http://www.k111.k12.il.us/lafayette/FourBlocks/chart_suggestions.htm)

I...

- I can . . .
- I like . . .
- I do not like . . .
- I _____ in the snow.
- I have a . . .
- I wish I had . . .
- I wish I had 100 . . .
- I see a . . .
- I want some . . .
- I wish . . .
- I saw . . .
- I want to be a . . .
- I am a . . .
- I dream about . . .
- I gave a . . .
- I will . . .

If I . . .

1. If I had a pet,
2. If I had a garden,
3. If I went to a restaurant,
4. If I got to cook,
5. If I could get a book,
6. If I picked a song to sing,
7. If I talk to an animal,
8. If I could fly in an airplane,
9. If I ate some fruit,
10. If I could draw a picture,
Animals

- At the zoo, you can see a . . .
- On the farm, you can see a . . .
- (Animal name) can . . .
- A (animal name) lives in (animal home or habitat).
- In the jungle, you can see . . .
- Under the ocean I saw a . . .
- A (animal name) (animal sound).
- (Animal sound) went the (animal name)
- a (animal name)(animal action or characteristic).

Other Ideas

- I will go to _____ in a ______.
- Look at me! I can _____.
- My favorite color is ____.
- The cloud that looked like a . . .
- A _____ has wheels.
- There is a _____ in the toolbox.

Related to Books

Green Eggs and Ham I don't like . . .

Yuck Soup (Wright Group) I want some _____. Yum!

Cloudy with a Chance of Meatballs Today is cloudy with a chance of . . .

Things I Like (by Anthony Browne) I like . . .
### Holidays

- **Grandparents Day**
  > My grandma (or grandpa) . . .

- **Halloween**
  > I will be a . . .

- **Thanksgiving**
  > I am thankful for . . .

- **Christmas**
  > Santa please bring me . . .
  > Dear Santa, thanks for the . . .

- **New Years**
  > I am going to . . . (resolution)

- **Martin Luther King's Birthday**
  > I dream that . . .

- **Winter**
  > In the snow I . . .

- **100th Day of School**
  > I would like 100 . . .
  > I could eat 100 . . .

- **Valentines' Day**
  > I will send a Valentine to . . .

- **Easter**
  > If I had a pet bunny, I would name it . . .

- **Spring**
  > In my garden, I will plant . . .

- **End of School Year**
  > In the summer I can . . .