

Master Teacher

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Time Allotment

One 75-minute class period

Overview

Writing is an essential element in communicating, learning, understanding, even interacting with others, especially from a distance. Although computer and other technological tools are on the rise in the educational setting, writing still is the “backbone,” even in the technological world. Written communication can cause agreements, disagreements; it is a means of storing and sharing our feelings and emotions, our thoughts, decisions, specific interests. Written directions tell us how to do certain things. We have many reasons for writing: to inform, to persuade, to describe, to tell about people, places, things, ideas, ourselves. Writing moves people from generation to generation. Writing is a challenge for many deaf students. One challenge in writing, often noted, is their struggle with progression of ideas in order to develop a topic(s) in written assignments or tasks. Students who, do not “hear” language, learn to “see” language skills they need to apply.

The activities in this lesson are designed to assist students in writing events in a logical, progression, in order to develop clear and concise topic(s). Students will examine Web sites and video clips. In addition, they will participate in hands-on activities, in order to further apply these skills, and use them naturally during written assignments. This lesson will ideally be used after writing biographies, to reinforce, and strengthen,

students’ skills in using logical progression of ideas to develop a topic(s).

Differentiation of Instruction




Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myscschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

Subject Matter

English

Learning Objectives

Students will be able to:

-  Answer personal questions about themselves;
-  Complete sentences relevant to autobiographies;
-  Select categories of entries to write about their personal lives.

South Carolina Standards

(These Standards can be found online at <http://www.myscschools.com/Offices/COS/page.htm>.)

English2-W1.2: Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.

Media Components

Video

Club Write, Lesson 2: “Biography/Autobiography,” gives students visual experience of what is involved in gathering information about one’s life; then, from the information, narrow, eliminate, yet choose,

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enough to write an interesting paper. It also explains what an autobiography is.

Web Sites

Examples of student autobiographies online:

My Autobiography (<http://www.tcnj.edu/~kopeski2/mybio.html>)

Hi (<http://www.tcnj.edu/~filipov2/ChrisFA.htm>)

My Revised Autobiography (<http://www.tcnj.edu/~nowacki2/ENGL098/autobio2.html>)

Marcel Grant (<http://www.tcnj.edu/~grant4/MarcelA.htm>)

John Aiello (<http://www.tcnj.edu/~aiello3/JohnA.htm>)

Teach-nology: Autobiography Entry (facts) *Teach-nology* (http://www.teach-nology.com/worksheets/language_arts/creative) This site allows students to print a form on which to write about different features or elements of their lives: simple facts, important days, hobbies, accomplishments, hopes and fears, short term goals.

Materials

pencil and paper
paper strips (multi-colors) 1-2 per child
tag board, "Know Me File"

Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

Adapting Video

- ✍ Closed captioned and total communication for deaf students
 - Interpret (sign) closed-captioned video to provide total communication for deaf students.

- Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.
- Signing over narration helps students focus when an emphasis on certain information is needed.

✍ PAUSE strategy and closed captioned

- When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
 - The teacher may need to rewind after the pause and then begin to play the video.
 - Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
 - Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.

✍ Non-captioned video

- Prepare to interpret (sign) the video for deaf students.
- Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.

✍ Screen size for visually-impaired students

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- Use a projection device with the VCR to project the video to a large screen.
- Allow students to sit close to TV or large screen.
- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

Adapting Web Sites

- ✎ Web sites with audio
 - Provide an interpreter for each hearing-impaired student.
 - Use with small groups with teacher interpreting and guiding the activity.
 - Direct students to alternate text files for the video/audio if available.
- ✎ Screen size for visually-impaired students
 - Use a projection device with the computer to project to a large screen.
 - Allow students to sit close to computer screen or projector screen.
 - Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.
- ✎ Web sites with total communication for the blind
 - Use sites encoded with Braille.
 - Use sites with audio.
 - Use sites that are easily read by text reader software. (Page is formatted from left to right

allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the image in relation to the text on the page.)

Prep for Teachers

- ✎ Preview and bookmark the Web sites.
- ✎ Preview and cue the video.
- ✎ Preparation for the hands-on part of the lesson:
Write several categories, “Know Me: ___” each on a large piece of chart paper or tagboard. Fill in the blank with items suggested below.

Actions in My Life: things I have done, felt, thought, dreamed, experienced, learned

Emotional Content: happy, sad, excited, exhilarating

Time Periods: before school age, during elementary school, middle school years

Areas in My Life: school, family, friends

Place the charts so that the students can attach the following sentence strips to one of the charts.

Questions and sentences to write on tagboard strips:

I am happy when _____.

What is a favorite time in your life?

My best years were _____.

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When was your most wonderful experience in your life?

A disappointing time in my life was _____.

I felt _____ when _____.

I am sad when _____.

The best experience I ever had was _____.

My best school years were _____.

I love being with my family when _____.

Introductory Activity

Step 1: Begin the lesson by telling the class that each student will write an autobiography. Further explain that before we do any writing, each will select a Question/Sentence strip and use the suggestion on the strip to participate in an oral activity.

Step 2: Once each has selected a strip, ask the students to preview it. There may be a question, or maybe a sentence needing a word in a blank.

Step 3: Ask each student to put the strip chosen under one of the categories on the tag board. Ask students to note the categories of information on the tag board. Explain to the class that the strips contain questions or sentences in which could prompt them to write about something about themselves.

Learning Activities

Step 1: Explain to the students that they will watch a video about writing autobiographies. The girls and boys in the video have

also written biographies, just as they have.

Focus for Media Interaction: After watching the video clip, define an autobiography.

Step 2: Insert the video into the VCR. PLAY the tape at the beginning of the section about autobiography. The teacher is talking to the class. She has just praised them for the wonderful job done in writing their biographies, and tells them that next they are going to write autobiographies. You hear: "Those were wonderful biographies. And now the second part of our project is 'Writing Autobiographies.'" PAUSE the tape at this point. Ask students to define autobiography.

Step 3: Provide your students with a **Focus for Media Interaction**, asking them to explain reasons people write autobiographies. START the tape at its previous point. Continuing this scene the host will explain reasons people write their autobiographies. The teacher is still in front of the class. PAUSE the tape when the speaker says, "To try and make sense of their life experiences." Ask the students reasons people write their autobiographies.

Culminating Activity

Step 1: Focus for Media Interaction: Read the student autobiographies on the bookmarked Web sites. Notice how each one is written: What events did the students share? Which way of presenting the information do you like best?

Step 2: Ask your students to log on to the following Web sites:

My Autobiography (<http://www.tcnj.edu/~kopeski2/mybio.html>)

Hi (<http://www.tcnj.edu/~filipov2/ChrisFA.htm>)

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My Revised Autobiography

(<http://www.tcnj.edu/~nowacki2/ENGL098/autobio2.html>)

Marcel Grant (<http://www.tcnj.edu/~grant4/MarcelA.htm>)

John Aiello (<http://www.tcnj.edu/~aiello3/JohnA.htm>)

Step 3: Focus for Media Interaction:

Explain to the students that they will select any one Autobiography Entry (by clicking on the numbers in the right column), print the selected form, then complete the information about themselves.

Each student will access the bookmarked Web site *Teach-nology* (http://www.teach-nology.com/worksheets/language_arts/creative)


Students will keep the autobiography as a part of their writing journal. They may be shared with the class and/or evaluated by the teacher.

Cross-Curricular Extensions

Social Studies: Include this information in the autobiography:

1. What size is your community or hometown?
2. What places do you go to in your hometown or community?
3. What are some activities in which you get involved in your community or hometown?

Community Connections

 Ask students to write a letter to one deaf adult in the local community to request an interview with that person. Prior to the interview, the students will choose two areas of interest or curiosity. They will write a biography of that person. Students will then use the same areas of interests and write an autobiography. They will compare the biographies and autobiographies.