Thinking Outside of the Box Book

AT, UDL, and the ELA Guidebook
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www.laticenters.org
Today’s Goals

● Identify the relationship between AT and UDL.

● Adapt and individualize an ELA Guidebook Lesson for SWD.

● Identify assistive technologies available to support general education curriculum access and participation for SWD.
AT and UDL 2002 Michael F. Giangreco
Definitions

**Assistive Technology**

“...technology designed to be utilized in an assistive technology *device* or assistive technology *service*.”

*Assistive Technology Act of 2004, P.L. 108-364*

**Universal Design for Learning**

“...research-based set of principles to guide the *design* of learning environments that are accessible and effective *for all*.”

*http://www.cast.org/*
Additional AT Definitions

Assistive Technology  **Device**

“...any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.”

Assistive Technology  **Service**

“... any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.”

*Assistive Technology Act of 2004, P.L. 108-364*
Lesson 1
Teaching Notes
Let’s Prepare!

Card 4 ~1 minute

Let's Prepare!
Card 4 of 13

Today we will:

- Read chapter 1 of *The Lion, the Witch, and the Wardrobe*.
- Determine the meaning of unknown words and phrases from the text and develop Semantic Maps.
- Work in groups to summarize chapter 1.
- Share our summaries with the class.

Teacher Notes

Card 5 ~3 minute

Let's Prepare!
Card 5 of 13

You will need:

- A copy of *The Lion, the Witch, and the Wardrobe*, by C.S. Lewis
- Your reading log
- The Semantic Map handout

Teacher Notes
CHAPTER I

Lucy Looks into a Wardrobe

Once there were four children whose names were Peter, Susan, Edmund and I to them when they were sent away from London during the war because of the Professor who lived in the heart of the country, ten miles from the nearest railway. He had no wife and he lived in a very large house with a housekeeper called Mrs. M. Margaret and Betty, but they do not come into the story much.) He himself was a bit over most of his face as well as on his head, and they liked him almost at once; but him at the front door he was so odd-looking that Lucy (who was the youngest) wanted to laugh and had to keep on pretending he was blowing his nose.

As soon as they had said good night to the Professor and gone upstairs on the they all talked it over.
Let’s Prepare!

Low Incidence Supports

Graphic/Pictorial Mode Materials

Creating with Read&Write for Google Picture Dictionary

1. Select your text: Lucy felt very inquisitive.
2. Insert a table into your Google Doc.
   a. 2 rows: 1 for text and 1 for graphics
   b. 2 columns: # is determined by your text
3. Type text in any row, distributing the words into columns.
4. Open the Read&Write Picture Dictionary.
5. Click on a word to see the available graphics.
6. Drag the graphic to the corresponding column on the other row.
7. Format the table to hide borders and center the contents.

Other Accommodation Ideas

Alter Format of Materials on Page

Adapted Book PDF

"Of course it would be raining" said Edmund. They had just finished their breakfast with the Professor and were upstairs in the room he had set apart for them - a long, low room with two windows looking out in one direction and two in another.

"Do stop grumbling, Ed," said Susan. "Ten to one I'll clear up in an hour or so. And in the meantime we're pretty well off. There's a wireless and lots of books."

"Not for me" said Peter; "I'm going to explore the house."
Let's Read!
Card 6 ~12 minute

- Listen and follow along as I read chapter 1.

Teacher Notes
Let’s Read!

High Incidence Supports

General Masking & Highlight Tool

Read&Write for Google Chrome

CHAPTER I

Lucy Looks into a Wardrobe

Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids. They were sent to the house of an old Professor who lived in the heart of the country, ten miles from the nearest railway station and two miles from the nearest post office. He had no wife or children, but was helped by his housekeeper and three servants. (Their names were Ivy, Maud and Betty, but they don't come into the story much.) He himself was a very old man with shaggy white hair, which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the train he was so old-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund, who was not exactly shy, was not too glad, and had to keep on pretending he was blowing his nose to hide it.

As soon as they had said good night to the Professor and gone upstairs on the first night, the boys came into the girls' room and they all talked it over.

"We've fallen on our feet and no mistake," said Peter. "This is going to be perfectly splendid. That old chap will let us do anything we like."
Let’s Read!

**Low Incidence Supports**

**Voice Output Device**

*PENfriend*

**Other Accommodation Ideas**

**Tactile Graphics: Pull offs**

Lucy felt a little frightened, but she felt very curious and excited as well. She looked back over her shoulder and there, between the dark tree trunks; she could still see the open doorway of the wardrobe and even catch a glimpse of the empty room from which she had set out. (She had, of course, left the door open, for she knew that it is a very silly thing to shut oneself into a wardrobe.) It seemed to be still daylight there. “I can always get back if anything goes wrong,” thought Lucy. She began to walk forward, crunch-crunch over the snow and through the wood towards the other light.
Find your group's word in the text, and reread the paragraph or section in which it appears.

- air-raids
- inquisitive
- faun
- wardrobe
- parcels

Complete the Semantic Map with your group using context clues and the dictionary.

Teacher Notes
In about ten minutes she reached it and found that it was a lamp-post. As she stood looking at it, wondering why there was a lamp-post in the middle of a wood and wondering what to do next, she heard a pitter patter of feet coming towards her. And soon after that a very strange person stepped out from among the trees into the light of the lamp-post.

He was only a little taller than Lucy herself and he carried over his head an umbrella, white with snow. From the waist upwards he was like a man, but his legs were shaped like a goat's (the hair on them was glossy black) and instead of feet he had goat's hooves. He also had a strange, but pleasant little face with a short pointed beard and curly hair, and out of the hair there stuck two horns, one on each side of his forehead. One of his hands, as I have said, held the umbrella; in the other arm he carried several brown paper parcels. What with the parcels and the snow it looked just as if he had been doing his Christmas shopping. He was a Faun. And when he saw Lucy he gave such a start of surprise that he dropped all his parcels.

"Goodness gracious me!" exclaimed the Faun.
Let’s Works with Words!

Low Incidence Supports

Dictionary

TechRadar Article: Digital Assistants Siri vs Google vs Alexa

Voice Output Device
Step by Step with Levels

Other Accommodation Ideas
<table>
<thead>
<tr>
<th>Let’s Discuss!</th>
<th>Let’s Discuss!</th>
<th>Let’s Discuss!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card 8 of 13</td>
<td>Card 9 of 13</td>
<td>Card 10 of 13</td>
</tr>
</tbody>
</table>

- **Card 8 of 13**: Who are the characters, and what is their relationship to one another?  
- **Card 9 of 13**: What do Lucy’s actions teach us about her character?  
- **Card 10 of 13**: What does the text suggest about Edmund’s character?
Let’s Discuss!
High Incidence Supports

Highlight Tool

Read & Write for Google: Collect Highlights

**Collect by Color**

CHAPTER I Lucy Looks into a Wardrobe

- Scared
- Wardrobe
- Inquisitive
- Paces
- Fail

“Now, come off it!” said Edmund, who was tired and pretending not to be tired, which always made him bad-tempered. “Don’t go on talking like that!”

“Trying to talk like Mother,” said Edmund. “And why are you to say when I’m to go to bed? Go to bed yourself!”

“Of course it would be raining!” said Edmund.

**Collect by Position**

CHAPTER I Lucy Looks into a Wardrobe

- Scared
- Wardrobe
- Inquisitive
- Paces
- Fail

“Now, come off it!” said Edmund, who was tired and pretending not to be tired, which always made him bad-tempered. “Don’t go on talking like that!”

“Trying to talk like Mother,” said Edmund. “And why are you to say when I’m to go to bed? Go to bed yourself!”

“Of course it would be raining!” said Edmund.

Other Accommodation Ideas

Word Bank

Character Traits Word List

Cards 8-10
Let’s Discuss!

Low Incidence Supports

Communication Device

ProSlate 10D

Other Accommodation Ideas

Eye Gaze Communication System

Cards 8-10

Louisiana Believes
Let’s Express Our Understanding!

Card 11 Collaborative Groups ~10 minutes

- In your collaborative groups, discuss the main events of chapter 1.
- As you discuss, create a list of the main events in the order that they occurred. Add any key pieces of information you think are important.
- Write the list in your reading log.

Teacher Notes
Let’s Express Our Understanding!

High Incidence Supports (Collaborative Groups)

Speech to Text

Video: Google Voice Typing

Other Accommodation Ideas

Graphic Organizers
SWBST Chart

Multi-Sensory Modes
Summarizing: Expanding Expression Tool
Expanding Expressions Tool

Voice Typing

Louisiana Believes
Let’s Express Our Understanding!

*Low Incidence Supports (Collaborative Groups)*

**Modify Assignment**

*Modified Reading Log:* Key Details Match

**Other Accommodation Ideas**

*Voice Output Device*

*Step by Step with Levels*

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**Card 11**

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*Louisiana Believes*
Let’s Express Our Understanding!

Card 12 Whole Class ~10 minutes

- Contribute to a whole-class shared summary.
- Copy the shared summary in your reading log.

Teacher Notes
Let’s Express Our Understanding!

*High Incidence Supports (Whole Class)*

**Audio/Recorded Texts**

*Read&Write for Google: Audio Maker Video*

**Audio Maker**

*Read&Write for Google Chrome*

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**Other Accommodation Ideas**

**Product Options: Alt. Projects**

*Chapter 1 Summary Spark Video*

*Tutorial: Adobe Spark in the Classroom*

*Spark Video Planning Pages*
Let’s Express Our Understanding!

Low Incidence Supports (Whole Class)

Switch Interface

Pretorian USB Switch

Other Accommodation Ideas

Modify Assignments

Modified Reading Log: Summary Sequence

Card 12
Today’s Goals

- Identify the relationship between AT and UDL.

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- Identify assistive technologies available to support general education curriculum access and participation for SWD.
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