

CONVENTIONAL **WRITING**

T.E.K.S. (K.4) The student develops the foundations of writing.

Area: Conventional Writing

OBJECTIVE

TEACHING ACTIVITIES

1. The student will write short messages, labels, lists, and captions for illustrations using knowledge of letters and sounds.

1. Using a teacher-made template, students will complete simple statements about the day's or week's events. For example:
- This week we are reading _____.
 - We are writing about _____.
 - It has been a _____ week.

Variation: Students may also be given a template sheet of homework consisting of simple statements to complete about activities at home. For example:

- I went to bed at _____.
- I ate _____ for dinner.
- I took a bath? Yes _____ No _____

This can be an ongoing activity throughout the year.

2. At the end of the school year have each student write an introduction of themselves to the teacher by filling in blanks to provide the information. Students should include several favorite pictures to tell about themselves and their individual interests. One example of a letter that the student can complete is:

Dear (second, fourth)-grade teacher,

I would like to introduce myself. My name is _____. I am going to be in your class this year! Last year I learned to _____, _____, and _____. My favorite activity was _____. I was really good at _____. This year I want to learn _____ and, _____.

Your friend,

(current date)

Conventional E-1



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

Include this introduction in the student's Portfolio of Progress to document things that the student likes, things he/she has learned, and as a sample of handwriting and spelling.

3. Students will investigate a subject that utilizes the five senses and complete a brief statement that addresses each of the five senses by filling in the blank. For example, students can investigate bubblegum. The student will chew the gum provided by the teacher and complete a sheet entitled "Bubblegum Investigation." The summary sheet will say:
"My bubblegum looks_____."
"My bubblegum smells_____."
"My bubblegum feels_____."
"My bubblegum sounds_____."
"My bubblegum tastes_____."

RESOURCES/MATERIALS

Stories About Me (Richman, 1989)
Homework templates
Student letter of introduction
Bubblegum

Adaptations:

- A computer may be used in place of pencil and paper.
- If students need adapted access to computer, an alternate keyboard such as IntelliKeys (IntelliTools) and OverlayMaker software can be used, if needed.

Conventional E-1



T.E.K.S. (2.14) The student writes for a variety of audiences and purposes and in various forms.

Area: Conventional Writing

OBJECTIVE

TEACHING ACTIVITIES

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| <p>2. The student will write for different purposes and audiences, such as composing notes, letters, stories and poems, using examples as needed.</p> | <p>1. Create a template for a ready-made story so that students can fill in required information such as names, preferences, place and more. The stories will create a “record” for students to refer to about things they have done. The stories also help students organize their thoughts about experiences. A good resource for this type activity is <u>Stories About Me</u> (Mayer-Johnson, Inc.).</p> <p>2. Since students have difficulty sharing experiences and information about school with parents at home, provide a template for a ready-made class newsletter. The newsletter should require students to expand their knowledge base about a subject and to share that knowledge with others. Topics around which a class newsletter can be organized include current events, sports, birthdays, movie/book/restaurant/recipe reviews, weather, an interview page and a student advice column. The interview page can feature one class member, someone from the school community, or someone who has visited the class. The advice column allows students to submit questions and then to answer from the viewpoint of a student. Many topics can be incorporated into classroom activities prior to producing the newsletter. Encourage each student to take responsibility for one portion of the newsletter.</p> |
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OBJECTIVE

TEACHING ACTIVITIES

(Continued)

3. Students compile an experience story about places visited in the school. As students go to the school library, the school cafeteria and to special events at school, they take photographs of the place or the event, write a sentence (or dictate a sentence to copy), and compile pictures and captions into a book for the class library. When all pages are laminated and sequenced in order, bind them together for the classroom library. Allow students to check out books to take home to read to their parents.

RESOURCES/MATERIALS

Stories About Me (Richman, 1989)
Story-writing template
Newsletter-writing template
News-2-You book (Clark, 1996)
Photos of various shared experiences

Adaptations:

- A computer may be used for writing in place of a pencil and paper.
- OverlayMaker and IntelliKeys (IntelliTools) may be used to allow adapted access for using writing templates.
- Co:Writer (word prediction program) and Write:Outloud (talking word processing program) may be used to assist with spelling and physical access.



T.E.K.S. (K.14) The student develops the foundations of writing.

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1. The student will write short messages, labels, lists, and captions for illustrations using knowledge of letters and sounds.
1. Provide a message board on the classroom door or next to the door for messages. The students take turns completing a simple message telling where they have gone as a class. As an example, the teacher can prepare a permanent beginning of the statement and leave a blank for the students to complete the message: "Our class has gone to _____. We will return at _____." This will provide information to people trying to locate the students and provide a place for messages to be left for the class.
2. Using a teacher-made template, students will complete simple statements about a book that is being read to the class. For example: This week we are reading _____. The characters are _____. The story is (funny, sad, etc.) _____. I think the book is (good, bad) _____. This can be an on-going activity throughout the year and can be used to document stories or books that students have read as well as examples of student comprehension and handwriting skills. This can also be used to document other class activities, as appropriate.

RESOURCES/MATERIALS

Message board and markers
Writing template

Adaptations:

- A computer can be used for writing tasks in place of paper and pencil.
- Alternate access to a computer can be through an alternate keyboard and appropriate software.

Conventional M-1



T.E.K.S. (2.14) The student writes for a variety of audiences and purposes and in various forms.

Area: Conventional Writing

OBJECTIVE

TEACHING ACTIVITIES

2. The student will write for different purposes and audiences, such as composing notes, letters, stories, and poems, using assistance as needed.

1. Create a message board to be used inside the classroom in order to encourage students to communicate in writing with the teacher and fellow students. The message board can be made using a library pocket for each student glued to poster board. Laminate the poster board and cut slits in the laminating film to reopen the library pockets. At first students may not want to write messages, but they will be excited to receive messages. Receiving messages will hopefully motivate students to write back to the person who sent them a message.

VARIATION: Kid Desk (Broderbund) is a software program that allows students to send mail to each other within the application itself. The mail feature of Kid Desk may be used in the same way as the message board described above.

2. Students contribute a column to the school newsletter. Articles to consider as a student project include restaurant reviews, movie/video reviews, spotlight articles school staff, school leaders (student council officers), members of sports teams (including Special Olympics), or an advice column. If students select the advice column, the teacher needs to screen inappropriate questions and subjects. If students choose the advice column, it will provide an excellent opportunity to talk about and to research social topics that may be especially difficult for students.

Conventional M-2



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

NOTE: Students will need to refer to a word wall for any writing activity.

3. Students write notes home as supplies are needed for school, when money is needed for Community Based Instruction, when they need to wear school shirts on school spirit days, etc. Provide a word bank associated with subjects for notes so that students can be as independent as possible.
4. Students develop experience stories about places visited on Community Based Instruction, (C.B.I.). Provide an assigned student with a camera to take photographs during the C.B.I. Students select photographs that will tell a story, sequence them, write a short explanation for each photograph, and laminate the pages. After pages are sequenced and laminated, assist students in binding the book. Put the book in the class library, allowing students to check it out to take home to read to parents.

NOTE: Provide a word wall for students to reference as they write. This will allow students to be as independent as possible.

RESOURCES/MATERIALS

Message board (poster board with library pockets)
Kid Desk software (Broderbund)
Classroom word wall

Adaptations:

- The computer may be used for writing in place of pencil and paper.
- Adapted access to the computer may include using IntelliKeys and OverlayMaker (IntelliTools) and/or an alternate mouse.



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1. The student will write short messages, labels, lists, and captions for illustrations using knowledge of letters and sounds.

1. Provide opportunities for students to answer the telephone in the classroom and to take a written message. Students can refer to a list of students and staff names that have a picture of the individual to speed up the process. Students are taught to answer appropriately, tell the caller that the person requested cannot come to the phone (to preserve teaching time and decrease classroom interruptions), request assistance for spelling names, (if needed), and ask for a telephone number. Students post the message in a designated area so that everyone concerned can check for messages. Encourage students to practice the skill at home.

EXTENSION ACTIVITY: When students become proficient at taking messages in the classroom, provide opportunities for students to work in the school office.

2. Students write standard phrases that can be used when signing greeting cards. Before signing a get-well card, a birthday card or other greeting card for a specific purpose, students generate a list of messages appropriate for the person and the occasion. Students choose the greeting he/she wants to use. If the student needs an example or wants to change the wording, he/she can refer to the examples or ask for a staff member to spell the words needed to assist in writing the greeting.

Conventional H-1



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

VARIATION: Students make a list of appropriate sentiments to write when signing yearbooks. As examples of word (or letter) formation are needed, the student can refer to the list or ask for an adult to spell the word aloud.

3. Students address letters, greeting cards or other forms of mail requiring an envelope. If the student needs assistance with the spelling of a word in the address, he/she can ask a staff member to spell the word aloud or to request a written example to copy.
4. Students will compose lists for various purposes, as needed. When shopping, buying groceries, making a "to do" list, etc., the student either writes the words from memory, copies from a word bank or asks a staff member to spell the word for him/her. Encourage parents to have the student use the skill at home.

RESOURCES/MATERIALS

Telephone
Message pads/pencils
List of student and staff names
Message board
Greeting cards
Yearbooks
Envelopes

Adaptations:

- Provide picture symbols/photographs next to student and staff names for quick identification.
- Greeting card software may be used to generate cards on the computer. If adapted access is needed, use an adapted mouse, touch screen, or alternate keyboard.



T.E.K.S. (2.14) the student writes for a variety of audiences and purposes and in various forms.

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OBJECTIVE

TEACHING ACTIVITIES

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| <p>2. The student will write for different purposes and audiences, such as composing notes, letters, stories, and poems, using assistance as needed.</p> | <p>1. To encourage students to use e-mail independently, provide access to an e-mail program designed for people with limited literacy skills. Inter_Comm and Writing With Symbols (Mayer-Johnson) are software programs that work together to allow the user to address, write, send, receive, and read e-mails, using symbols and photos. Other software programs which are designed for people with limited literacy skills include:</p> <ul style="list-style-type: none">• I Can Email (www.rjcooper.com)• Web Trek Connect (www.ablelinktech.com) <p>2. Encourage high school students to create big books for children in preschool or kindergarten. Ask the teacher of a preschool or kindergarten class to write a note to your students requesting big books as they are needed.</p> |
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Read the request and explain the need to the students. Allow students who are interested to discuss and think of ideas for writing a big book. Students may brainstorm ideas or look for pattern ideas from books such as Making Big Books with Children (Evans, 1989).



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

Assist students in writing target words to complete sentences (e.g., My teddy bear likes to eat_____.) Provide students with a word or symbol bank. Encourage students to write variations on their stories so that each story is different.

Have students read the big books to young children after they have had numerous opportunities to practice.

3. Students create and write a brief thank you note for personal gifts, special experiences provided for the class, etc. To assist with the writing process, students brainstorm a word bank of words that may be useful and that will allow them to be as independent as possible in the writing process. After the note has been edited and re-written, students address the envelope and mail the note.
4. Students keep a journal of job experiences or career exploration in a spiral notebook or other book appropriate for a journal. Depending on the frequency of the job, this may be done on a daily basis. To assist with independence, each student develops a word bank of words applicable to most jobs, supplemented with words that are job specific. Encourage students to outline thoughts and ideas before entering information in the journal.



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

Students should address specific tasks for a job, supplies required for the job, whether the job is a group job or done independently, specific skills that are needed where the job is done, whether they like the job or not and why. This journal will serve as an excellent resource as students apply for jobs.

RESOURCES/MATERIALS

Internet access
Adapted e-mail programs
Materials for creating big books
Thank you notes
Word banks
Student journals

Adaptations:

- A touch screen, adapted mouse, or alternate keyboard may be used to access e-mail programs.
- Use a computer for writing in place of paper and pencil.
- Greeting card software may be used to create thank you notes and may be accessed using an alternate keyboard.



T.E.K.S. (110.54) The student writes for a variety of audiences and purposes.

Area: Conventional Writing

OBJECTIVE

TEACHING ACTIVITIES

3. The student will apply writing skills to completing forms and writing checks, with examples and assistance given when needed.

1. When on Community Based Instruction or at specific job sites for skill training, students request a copy of a job application used by the business. After returning to the classroom, students help generate a word wall or word bank of words used on job applications and words needed to complete job applications. Make copies of each job application to allow students to practice skills needed to fill out the application. Provide students many opportunities to fill out a variety of job applications. Assist students in recognizing when they need assistance and how to ask for assistance.

EXTENSION ACTIVITY: Students practice reading words on word wall or in word bank so that they are familiar with words which give directions for completing a job application.

2. Order forms utilize many of the same skills that job applications require. Students locate order forms in magazines or catalogues. Make copies of the order form and allow students to practice filling out the forms using words from a student-generated word bank. Students place orders for specific items as needed for classroom use. Allow students to practice on actual order forms and order forms found on specific websites.

Conventional H-3



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

EXTENSION ACTIVITY: Students practice reading words on word wall or in word bank so that they are familiar with words which give directions for completing an order form.

3. Students practice writing personal checks, using vocabulary on word wall or in word bank for spelling words. Words to include on a word wall or in a word bank include number words, money words and names of stores and restaurants that students visit frequently. Assist students in knowing when they need assistance and how to ask for assistance appropriately.

Extension activity: a) Students read words on word wall or in word bank so that they are familiar with words located on a personal check. b) Students collect shopping bags or food wrappers from locations visited on Community Based Instruction. Students display bags and/or food wrappers on a bulletin board that can be referenced, as needed.

RESOURCES/MATERIALS

Job applications
Job related word bank/word wall
Sample order forms
Order form word bank/word wall
Copies of personal checks
Word bank for writing personal checks
Shopping bags

Adaptations:

- Program words/phrases/personal information needed to complete various forms into multi-location voice output devices so that students who are not able to talk or write can “tell” another person what to write in specific locations when completing the forms.

