**Final TLP Project Part 2**

**Laura Stokes**

**I. Students:**

The class that I teach in is a first grade classroom in a low socioeconomic area. There are 17 students. Of those students, 11 are boys, and 6 are girls. Most of my students range in age from 6-7 but I have one student who repeated first grade and is 8 years old. It is a self-contained classroom and the students only leave briefly each day to attend music and P.E. There is also an hour of time for students to receive interventions in the morning, should they need them.

I have 3 students that have really struggled the entire year. Two are boys, and one is a girl. I think they would be great candidates to use technology applications collaboratively with activities I have planned on working with them as well. I hope that by allowing them to use the technology, I will be able to take data from it to help them further in areas that they are struggling in. Hopefully with the dual effort, I will see literacy improvements among these students.

One of the boys, Todd, has made some huge improvements since the beginning of the year, but he is still not up to grade level. He is challenged when it comes to his reading fluency. His comprehension skills are outstanding, but decoding words on a page is sometimes a struggle for him. Todd is diagnosed with ADHD and he takes medicine three times a day. Sometimes his dosage needs to be adjusted, and when this is a case, learning new information is extremely difficult for him. Todd leaves the classroom for 30 minutes for reading interventions where he works in a small reading group to get help with his reading skills. He is extremely smart when given any type of math problem and can often do above age level math. Todd likes to receive praise and is aware of the areas he needs to work on. This is something that I will take into consideration when making my plan.

Another student, Simone, has slight difficulty decoding words, but her main challenges are her comprehension skills and her ability to write down information. She tends to struggle to remember what she has read, and has even more difficulty writing down information or written answers to questions. Her comprehension is a problem because of her inconsistency to be able to tell you what she has read or heard. She is sometimes able to do this, but even that is not always the case. Again she is very inconsistent in writing down answers to questions about things she has read or heard as well. The fact that she can sometimes do this makes me wonder if there is a way to get her comfortable with understanding questions and learning to read and listen with the intent of gathering information. She demonstrates this skill in the class, but as I previously stated it is not consistent therefore we will need to focus on getting her consistently able to tell or answer questions about a text. She was in speech as a kindergartener but has no other diagnosed disabilities. Simone enjoys art and draws pictures in her spare time. She also enjoys reading things that are overly simple for her. Simone is very laid back and easy going, and also enjoys getting recognition when she does something correctly or improves.

Marcus is the final student that I would be using in my plan. He came to the class about ¾ of the way through the year. He was significantly below grade level and struggled to even read basic sight words. After some intense one on one work with him, I was able to bring him up to the half way mark of where he needed to be by the end of the year. In our school, we use a running record reading program that is referred to as a Rigby testing. At the end of first grade, a student should be on a book level 16 reading at 60 words per minute. Therefore, with the work that Marcus put into his learning, he was able to go from a level 2 up to a level 8 in a few short weeks. Marcus was diagnosed with ADD as well and is on medicine for it that he takes once a day. If he is not on his medicine, it is difficult to get him to focus and he often times does not get his work done. Marcus goes to reading intervention for 30 minutes a day as well as math intervention for another 30 minutes a day. He has difficulty with sentence structure and spelling, but writing is one of his favorite things to do. He enjoys writing stories and cards that he likes to give away to other people. Marcus is aware of his needs and that he is not exactly where he needs to be academically in first grade. He likes to take books home, and to see his progress. He is on a Rigby level 8 book reading at 40 words per minute, and in the past, every time he moved up a level I had to let him know and we put stickers on a chart to show his progress. The visual motivation has worked very well for him, and I will consider this when making my plan.

**II. Curriculum:**

The students will be expected to read and apply what they have read to answering questions both verbally and written, as well as verbally summarizing what they have read to the class. We do mini book reports on the books they take home to read, and they are expected to summarize the story they read through pictures, or words that they present to the class. They will also be expected to decode words and be able to apply them to comprehend the written text. This can apply in reading as well as writing to answer questions about written text in all subject areas. Aside from the obvious ways to decode words, I want to see them also be able to learn some basic sight words. There are dolch word lists that are used to help teachers know what sight words the students need to know by the end of the year. I will work with some of the students to get them to know the words first graders need to know. Overall comprehension, writing complete thoughts and ideas, and answering simple questions related to text are the areas that need to be focused on.

The students that I will be working with each have different literacy needs that must be met. I will focus on each individual student and differentiate my expectations based on their needs.

Todd will need help learning his dolch words. He will also need to be able to apply his knowledge of letter sound recognition to decode words on his own to be able to comprehend written text. He does a fairly good job with simple words, but when blends or more than one syllable enter the picture, he struggles. I would like to see him get more comfortable and relaxed when presented with these types of words. I am hopeful that he can learn some strategies that will allow him to decode the words on his own. He tends to jump to conclusions from looking at the first letter, or has learned to just ask someone else. While asking is a way to learn, it can also become a crutch, and I want him to be comfortable and confident reading on his own too. He needs to work on applying his comprehension skills in his writing so that he may also answer questions completely. His fluency is an area for improvement as well.

Simone will need help working on her comprehension, and writing skills as well as her reading fluency. She can read well for the most part, but remembering what she has read and being able to answer questions about a written text is an area that she needs to improve on and therefore will need the most focus in. Aside from being able to tell about what she has read, I would also like her to be able to answer written questions about what she has read as well.

Marcus is still very low on his reading level. We will need to spend the most time helping him to learn to decode words and learn the dolch words as well as how to comprehend the text that he is able to read. He loves to write but getting him to write complete ideas is an area for improvement also. Eventually sentence structure would be a goal for him, but to get a complete idea down in writing will be where we start.

**III. Technology**

I believe that technology is a wonderful tool that can be used to assist a teacher to enhance the learning for their students. Much like any other tool available to teachers, technology needs to be handled with care and it needs a teacher who has taken time to become familiar with it. A knowledgeable teacher will be able to use technology appropriately and efficiently. When researched correctly, a teacher can use technology to add video clips to a lesson, take her students on virtual field trips, even have her students meet their pen-pals from across the country. Taking the time to see what is available to you, as well as what is relevant to what you are teaching will help to make technology add more components to your lessons and spice up the day to day learning for the students. Technology also adds an excitement aspect to learning as well. This can be very beneficial to a teacher who has students that have difficulty focusing and paying attention. With the multiple types of technology available, finding what works best for you and your students can help to make a classroom environment more engaging for those students that struggle. When you look at how far technology has come and what it has to offer the education community, it would almost be a crime not to take advantage of all of the free technology tools that are out there for educators. Any classroom that has access to a computer with Internet has countless free technology applications right there at their fingertips.

For example, many classes study amazing and interesting things, yet are never able to experience those things in real life. A virtual field trip is one of the best options that technology can offer a class such as that. Students that live in states that are land locked may never get a chance to experience what an ocean is like, yet getting a chance to take a virtual field trip to an aquarium or even see online videos of an ocean can help to give them some type of an experience to relate to the subject that they are learning.

Aside from a simple field trip, it can help students with disabilities in many different ways. For example, a student that has ADD and may have a difficult time staying in their seat to hold a pencil and write some sentences may benefit from using a computer with a word processing program. Even in my first grade classroom, I had some students that became very good at typing just from our visits to the computer lab. Technology offers fun ways to do the same thing you do in a normal classroom, only it spices it up a bit and keeps children more interested. This can benefit those with focusing disabilities by offering them ways to stay excited about tasks that sometimes get boring. Another way it can help students with disabilities is by offering sight, sound, and writing all at once. The more senses that a child uses when learning, the more likely they are to retain the information. There are numerous different programs that are offered for students learning how to read that show a picture, then may show the word while saying it, and then ask the student to type the word. They are seeing, hearing, writing, and sometimes even saying the word themselves. The list of options could go on and on for what is available to students with disabilities but these are just a few that I have noticed in my experience.

In the school I teach in, I have been extremely fortunate. We have access to just about anything you could possibly want related to technology. In each individual classroom, there are 4 Mac desktop computers, and each teacher has a laptop computer. The desktop computers each have the software for Microsoft Office, Pixie, and Accelerated Reader. They also each have access to the Internet, which opens up even more opportunities to educational websites etc.

At the school, we have access to digital cameras, video cameras, smart boards, projectors, opaque projector, video conferencing materials, listening centers, and materials to hook up the laptop to the television (which is in every classroom) We also have access to video and DVD players as well. We have a computer lab that has 28 computers. Those computers have the software listed above as well as a few other programs such as Type to Learn. Part of our technology requirement is to have our children complete a project every nine weeks. I take full advantage of this and enjoy the things that my students do in the computer lab, as well as in our classroom. We go to the computer lab once a week but use the computers in our classroom daily. I also use the laptop and hook it up to the computer quite frequently. It is great to use teachable moments to find information online and share it with the students through the television so they can see their questions answered, and get information that they may not have had access to. While I have not had a chance to use the smart board, that is something that I would like to incorporate into our classroom next year. Aside from that, I also have two Leap Desks in my classroom that I would use with some of my lower students to focus on individual letters and sounds, as well as words and word patterns. Technology offers more ways for a teacher to differentiate for her students.

 Most of my students surprisingly are very computer literate. Every student in my classroom has access to a computer at home that has Internet. This was very apparent when we would take trips to the computer lab as well as use the computers in the classroom. I didn’t have to spend much time going over the right click on a mouse, typing in websites etc. Most of the male students in my classroom have some type of video game at home, or use the computer for video games. There was always quite a bit of talk about video games among the boys in the classroom.

Todd is one who plays them, as well as Marcus. They both talked quite a bit about them. Todd loves the computer, and loves using any type of program for any type of subject. I have had him use the computer for math games, reading stories and answering questions, as well as typing in the word processing program. He was enthusiastic each time.

Marcus had video games at home, and although he had a computer with Internet access, he was not very familiar with it. I think this was due to the fact that he had only recently moved here and had not had an opportunity to use it. I don’t think he had a computer at his old house. He showed interest in using the computer to play sight word matching games, and rhyming games as well. I think that he would benefit from using a word processing program since he enjoys writing so much, but we have not had the opportunity to try this since he is not as familiar with a computer.

Simone loves the computer as well and from conversations that I have had with her and watching her in the computer lab, she uses her computer at home for educational games and research. She loves Starfall, and Between the Lions websites. She also told me about different Nick Jr. sites she has gone to and how she learned about different animals. This tells me that she is excited and capable of using technology and that perhaps it will be a great tool to further her literacy learning.

**IV. Literacy Toolbox**

The first program that I decided to choose was actually the one that I had done a review on. It was called *Read and Write Gold*. This program is considered literacy software and it had a lot of qualities that I wanted to work on with my students such as writing complete sentences, spelling words correctly, as well as the option for me to monitor which parts of the program each student can use. There is more information on this program at the following website: [http://www.synapseadaptive.com/texthelp/read&write\_gold/read&write\_gold\_default.htm](http://www.synapseadaptive.com/texthelp/read%26write_gold/read%26write_gold_default.htm)

The second technology-based application I wanted to use is actually the idea of audio books. Depending on the student, this means either an audio book that they create themselves, or listening to one that I have created for them on an ipod or computer. It will also depend on what we are learning as to what type of an audio book will be created. This is a website with an example of text along with an audio book for kids to listen to: <http://storynory.com/2008/02/25/the-three-little-pigs-2/>

The third is a device called the Wizcom Reading Pen. This device is one that can be used to assist troubled readers understanding text. The basic model is the only one that would be necessary in our elementary classroom because it has all the main components that we would need. There is an Advanced Reading Pen that can be used for older students such as those in college, but it seemed to have more than the K-12 needed such as a larger dictionary and thesaurus. This is from the actual Wizcom site, and it gives a detailed explanation of the Reading Pen: <http://www.wizcomtech.com/usaeng/catalog/platforms/01/default.asp?pCat=3&PlatformID=7>

The fourth technology program I chose to use was My Story Maker. The program offers children a chance to create stories with words, however they can create them without having to write all of the words on their own. My Story Maker allows them to click on an action or emotion, and the words appear in complete sentences for them at the bottom of the page. It has a few more levels of complexity that can be used based on the user’s ability level. This is why I chose to use it in my plan. Once they have created their story, it becomes part of a “library” and they are given a special number so they can share their story with other people. Here is the website for My Story Maker: <http://www.carnegielibrary.org/kids/storymaker/>

The last two applications I would use would be more for fun and reinforcement. The fifth technology application would be an add-on for Firefox. I would use it more as an incentive for the students that they would get to do when they complete other tasks in the classroom. The add-on would be Zoodles, which allows you to make an account for your child or class. Once you do this, it compiles appropriate games for the age level of child or children you have specified. I would find the literacy games for specific skills for my kids to use. There are many to choose from such as word family building, reading fluency games, sight word matching games etc. This would be fun for them to “earn” and yet be learning at the same time. Here is more information on the program Zoodles: <http://www.zoodles.com/home/features>

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|  | Read and WriteGold (Writing support) | Digital Audio Books(Reading Comp.)  | Wizcom Reading Pen(Literacy support)  | My Story Maker(Writing and Reading Comp.) | Wordle(Spelling and literary elements)  | Zoodles Add On (Reinforcement) |
| Todd | X | X | X | X | X | X |
| Simone | X | X |  | X | X | X |
| Marcus | X | X | X | X | X | X |

The sixth application is a fun word website called Wordle. It allows the children to type in words and create types of art using only the words. They would be able to use this for spelling words, or characters in stories. There would be lots of fun ways to incorporate this into my literacy plan. Here is where you can let your own word imagination go: <http://www.wordle.net/>

*Read and Write Gold* is going to have many uses for all three of my students. For Todd, this software will provide him with the text to speech option to hear what he has written, read back to him. This will allow him to attempt to get his complete thoughts and ideas down on paper so that they make sense. By having the program read the words he writes back to him, he will be able to tell if his thoughts are complete or if they don’t make sense. If they are complete, he can move on, and if they need work, he can fix them to be complete. He will also be able to use the word prediction option to assist him in writing complete thoughts as well. Todd also struggles with his spelling and this program has the option to check your work for spelling errors as well. While this is a great option for writing, it is a little advanced for his needs with writing at this age. However, if he were to practice writing only his spelling, dolch or sight words, that option would be a great way to help him see which words he missed and still needed to work on. It would also give me a chance to see the words he needed help with as well by using the teacher monitoring option that keeps track of misspelled words. This program will help Todd become familiar with what a complete thought looks and sounds like in writing. It will also help him to get as much practice as possible spelling words and learning the words from his dolch list.

I will use the *Read and Write Gold* program to do many of the same things for Simone that I mentioned with Todd. She struggles with making complete thoughts and sometimes has a difficult time hearing what a complete thought sounds like. She will benefit from the text to speech option in this program by writing her thoughts out and having them read back to her to see if they make sense and are complete or not. Simone is a good speller, and as I mentioned above, using the spell check feature on the program for writing is a little too advanced for them at this age. Since she is such a good speller, I would not need to use the spell check feature to have her practice her spelling or dolch words in. The word prediction option might be one that is beneficial to Simone because it does cover an area that she struggles in, and one that needs to be met according to the curriculum. It will help her by predicting what she wants to type into a complete sentence. This will act as a great tool for her to use to see how to get her thoughts and ideas down in complete sentences. This could also be an option that could be removed once she gets more comfortable with writing complete sentences.

For Marcus, using the *Read and Write Gold* word prediction option might be quite difficult for him because he is not as far as the other two in his writing. He has a very difficult time making sense of what he is writing, and uses made up words quite often. I think using the text to speech option would benefit him because he would be able to hear what he is typing, but I think having the word prediction would only confuse him. His spelling is an area he could greatly improve on, and because of this, I feel that the spell check option for spelling words only would be beneficial to him. He would be able to get practice, and could see which words he misspelled. Again, with Marcus, I would be able to use the teacher-monitoring portion of the program to see which words he misspelled and needed help with.

The digital audio books are something that I think could benefit all three of my students. At first, I think having them listen to an audio book and then answer some questions verbally would help get their minds thinking that they read for a purpose. I would give them the option to listen to the story, hear the questions, and then listen to the story again. This would give them a chance to register what details they needed to pay attention to and an opportunity to pay closer attention the second time around. This could perhaps be a tool that could be taken off later on, once they get an idea of how to listen to stories for a purpose. Perhaps they could hear the questions first and then listen to the story. They could also have audio books with literature to match that they needed to follow along with. This would get them familiar with the words on the pages, as well any words they may not be familiar to hearing. By having the text in front of them, they can look at the unfamiliar words at the same time as hearing them. Depending on their progress, the students would have an option of recording their own audio books on the computer as well. This would help to bring up their reading fluency and confidence. They could use the same story and record it multiple times on different days to listen to their progress. Once they have mastered a story, they could move onto another one. There are many options and ways that the audio books could be used to help their comprehension with reading and listening, as well as their reading fluency. It will depend on how they do given different tasks assigned with it that will determine if they are ready to create their own, or if it is better to just listen and follow along to pre made audio books. If they are able to create their own, I could use this as an assessment tool to check their fluency and see how it improved either with the same story from the beginning of a week to the end, or with different stories over time.

The third form of technology is the *Wizcom* Reading Pen. I feel that since Simone is a good reader, she doesn’t necessarily need the aid of a pen to help her decode words. Her strength in spelling has made her capable of figuring out most age appropriate words on her own. However, Todd and Marcus still struggle with decoding some of those same age appropriate words. The pen will help them with words that are difficult for them such as multiple syllabic words, words with blends, and simple sight words that are difficult to decode. The more times that a child hears a word the more likely they are to remember it. Sight words are a struggle because you can’t always sound them out, but the pen will give them more exposure to the words, and help them become familiar with them. Once they are comfortable with words they can’t decode, and even those that they learn how to decode, the pen is something that can be removed so they rely more on themselves for reading. It can also be used to help them read and understand written directions for activities and assignments in the class. It will allow them to be more independent by reading the directions to themselves before asking for help.

*My Story Maker* is a program that I think will work well for all three of my students in a multitude of areas. To begin, the program will help them to come up with complete thoughts to create a story on their own. They will get to decide who the main characters are, what their goal is, and how the story plays out. It will help them to see that stories have meaning and that there is usually an outcome to what you read. In this case, their main character reaches a goal. Once they have become comfortable with the program coming up with the story, they can begin creating their own text in the story by deleting what is written, and writing their own lines. Once their stories are completed, we can come up with questions that they have to answer about each other’s stories. This way they are being exposed to the idea again, that you read for a purpose.

 The program *Wordle* is one that will be used differently for the two boys than it will be for Simone. Since she is a good little speller, this could be something fun she could do to reinforce her spelling, but to make sure she gets the most out of it, I could have her write the names of main characters in stories, or settings of stories etc. The list could go on. This will help her to improve her comprehension as well as get her to focus on details and what she has read. The two boys still struggle with spelling, and this program would be a great way for them to practice writing their spelling, dolch or sight words words. They could also use the program in the same way that Simone does, but it might be a little bit more difficult for them since their reading is lower than hers. It would definitely be a good challenge for them, and fun at the same time!

The last program I would use with my students would be *Zoodles*. I think that this program would be beneficial because it would offer the kids an outlet to play games while they would still be learning at the same time. This program found games such as chunking words, and making word families. They are fun and simple and the concepts are actually ones the Todd and Marcus both struggle with. For Simone, I think it would offer her more of a chance to reinforce what she is already quite good at, but at the same time, it is something fun and an incentive to keep her working well. There are stories that work very similar to an audio book, and Simone could benefit from these, as long as I offered her some comprehension questions to go along with them as well. There are also some sentence games that she would benefit from.

**V. Toolbox Implementation:**

We have four classroom computers therefore we have the option to use the programs whenever we would like as long as they are on the classroom computers in our room. I would like the students to be able to use *Read and Write Gold* whenever we do sentence writing assignments. By using this program during those tasks, the students will be able to have their sentences read back to them to be sure that the sentences they are writing make sense and are complete thoughts. I would also like to see them use this program to answer 4 simple questions when time permits about their book in a bag. A book in a bag is a leveled book that gets sent home each night that is on their level. I also send home a questionnaire for their parents to verbally ask them. The questions on it ask who the story is about, what the story is about, when it takes place, and where it takes place. Depending on the time permitted during the day, this could become an independent activity that the students could go to the computer and do without being asked. It could become their morning work. It would be a lot to expect it every day, but at least twice a week would be a great opportunity for them to work on their reading comprehension as well as complete sentence writing skills. For Todd and Marcus, I would use this program as a morning activity for them to use starting on Tuesday where they could practice writing 5 of their spelling words a day. This would allow them to use the spell-checking feature to help them with the words they may be having difficulty with.

 The digital audio books would be used more often with these students as well as with the rest of the class. I would like to record the class story for the week on an audio book, and perhaps set up a listening center for the students to use to hear the story and follow along in their readers. This would benefit these three students as well as the rest of the class. We do centers daily, so this would give them multiple days to hear the story before their comprehension quiz on Fridays. Aside from the center activity, it would be nice to give them a couple of opportunities during the week perhaps on a Monday, and a Friday to record their own audio book. This would allow them to see their progress from the beginning of the week until the end of the week with their reading fluency and word recognition. I would be able to have something to hear their progress as well. This would be something that they could do during guided reading groups.

 The *Wizcom* Reading Pen could be something that Todd and Marcus each had at their own desk. They could use this to assist them in reading directions for activities, during reading time when they have their own books at their seats, as well as to go over their sight and dolch flashcards. The Reading Pen would essentially be used on a daily basis, and it would depend on the students’ individual needs as to when they would need to use the pen.

 *My Story Maker* is something that I would like to use in a center on Mondays. This would allow the students a chance to create a story on Monday, and then share them with each other and myself throughout the week. It would give them each time to become familiar with their own stories, as well as the stories from the other students. That way, I would be able to ask them verbal or written comprehension questions about the stories, and they would have had ample time to become familiar with them.

 *Wordle* is an application that I would use more as an incentive for the students to use who have completed a task during the week. They would have the opportunity to write their spelling words in the program or characters from the story for the week. This would give them a chance to have fun, at the same time as writing information that helps them study their spelling words and information from the story for the week.

 *Zoodles* is another program that would benefit my entire class and would be something that I would put into centers during the week. There are many different games to choose from and therefore I would pick out a few that demonstrate specific skills that the kids need to work on. For example, I had mentioned that there are different programs such as a “chunking” game, which both Todd and Marcus would benefit from, as well as sight and dolch word matching games, which they could use as well. There are other games that Simone could use where there are stories that you read and then comprehension questions that follow. This would allow her to read at her own pace to be sure that she is reading for a purpose.

As I mentioned before, we do have 4 classroom computers, and all 4 have access to the Internet. In order to use the *Read and Write Gold* program, we would need to get that software on those computers. To use the program, I would need to train my students in the necessary features that I would have them use. I mentioned that Todd and Marcus would be the only ones who needed to use the spell checking feature therefore Simone wouldn’t need to be trained in how to use this. I would take the time during centers to teach them one function at a time and allow them a chance to practice using it. Depending on which function I was teaching, I would only pull those students aside who needed the training in that function.

For the digital audio books, I would actually train the whole class. We have a computer lab with all of the necessary equipment needed to create or listen to an audio book. Our technologist knows how to create them and set them up for the students to listen to. With his help I would be able to allow each of my students a chance to have their own computer and learn the necessary things needed to create or listen to an audio book using Garage Band and iTunes. These are the same programs that we will be using to listen and create our audio books in the class, therefore their training would be relevant. I know it would be difficult for each of them to create an audio book at the same time with everyone else talking, therefore this would just be for practice. It might be easiest for the students to create their own if we had individual microphones that were not the ones simply built into the computers.

The Wizcom Reading Pens would need to be purchased, but in looking at their cost online, they are very affordable. I am thinking about purchasing some for my own classroom. They also actually have workbooks that you an purchase to go with the pens that help the students become familiar with the angle to hold the pen at, as well as the ways to scan words so that the pen is as useful and helpful as possible. I think that giving the students a chance to become familiar with the pens and to use them with the workbooks a few times first would benefit them. They would be able to become a little bit more comfortable with them because they are a bit more bulky than the ads let on. I think it would be important to allow them time to practice in the workbooks, but at the same time to give them the chance for trial and error on their own as well.

My Story Maker is another program that I would take the opportunity to teach my entire class during a computer lab time. This way they would each be able to have a hands on experience to learn the materials, and I would have the extra help of the technologist to answer questions from my students. It would give them all a chance to play around so that when it came time during class to create a story, they would be familiar with it and be able to do so with few or no problems.

Wordle is one that I would teach the class to use by hooking my laptop up to the T.V. This way we could come up with some words together, and the students could see how to create the word art from the website. It is a fairly easy program, and therefore I don’t feel the students need an entire computer lab session to learn how to use it. I feel that doing it together as a group would be a sufficient amount of time for them to see how to work the program.

*Zoodles* would be an application that I would like my students to have an opportunity to play around with in the computer lab. This would get them familiar with how it is set up. They could see how you can choose subject, or concept and that way when I set them up in centers and tell them how to find the games, they would know how to right away. In my experience, every child wants to go to the games they aren’t supposed to, however on this program there really aren’t any games that are off limits unless I set them up that way and the students never know. This gives them a chance to play the games I may not assign for that week and get it “out of their system” so that when it comes times to play only the games that I have assigned, they are able to follow directions.

**VI. Evaluation**

I will be able to evaluate the programs and my students in a variety of ways. With the *Read and Write Gold* program there are a few ways I will use this to evaluate my students. When they have written sentences using the program, I will have them print it off. We will date it and put it in their folder. This way as they progress, we will be able to see what has changed and what they still need to work on in order to write complete sentences. I will be able to note their progress as well, and see where they may need the most attention. I will also be able to use the teacher progress-monitoring feature that shows which words students misspelled. For Marcus and Todd, this would allow me to see which words they were having the most difficult time with on their spelling, dolch and sight word lists.

The digital audio books will be something I use as a more general evaluation. With the help of the students both creating their own and listening to mine, I will be able to see if their reading comprehension improves. I will not only ask more verbal questions to see if they are paying attention to detail and reading for a purpose, but I will also see how they do on the written comprehension test at the end of the week. If they have had a chance to create their own audio books on Mondays and Fridays I will be able to listen to them to see if their fluency has improved. I understand that in having guided reading groups I would be able to do this without the aid of an audio book, but that would take some of the excitement away from the students. This gives them a chance to hear their own success. If I could tell that they were having difficulty answering the written questions, I would ask the same question verbally to see if it is their comprehension that still needed work or if it continued to be their writing.

I think that *Wizcom Reading Pen* will be the most beneficial for helping Todd and Marcus understand written directions better, as well as having the ability to read words that they may have had a difficult time decoding or sounding out. I will keep notes on them to see how often they ask my assistance in written directions, or how often they ask for my help with reading a word they don’t know. If I notice a decrease in this number, I will know that they are learning to be more independent. I will also be able to see if they are getting better with their sight and dolch words when I go over them with the students during our guided reading time. They will be able to use the *Reading Pen* to assist them if they get stuck on a word, and the more times they see the word and become familiar with it, the less they will need to rely on the pen. I will be able to see if they are making as many mistakes on their sight and dolch words as before, or if they are starting to recognize more of the words and relying on me or the pen less.

The *My Story Maker* program is one that I will use as a jumping off point to come up with different comprehension questions about the stories that the students come up with. I will ask them verbal questions as well as occasionally ask them written questions. They will need to tell me things such as who the story is about, what happened, was there a problem etc. If it is a verbal question that I have asked, I will be able to hear their answer and know if they comprehended what they read. If it was a written question, I will be able to see if they are getting better at writing complete thoughts, as well as comprehending the story they have read. If they still have issues with the writing, I will verbally ask them the question to be sure that it is not a comprehension issue as well. By using this assessment, I am able to assess both writing and reading comprehension. Todd does not enjoy reading as much as Marcus and Simone, and I am hoping that this program will give him a chance to take charge of his reading and learn to enjoy it by writing about things that are interesting to him. I will be able to see if this program is a success for him by determining if he is enjoying using the program, as well as being able to comprehend.

As I mentioned before, *Wordle* is going to be more of an incentive for the students to use to practice their spelling words or writing important literature information. Before they get to create their *Wordle*, I will have them show me the words that they have typed so that I can be sure they spelled them correctly, if it is spelling words, or that they have written the correct literary elements such as characters in a story. If they have, then I will allow them to create their *Wordle*  and they will be able to print it off. If they have made a mistake, I will have them fix it. This will let me know if they are able to spell their spelling words, or if they are able to understand what literary element I have asked for.

Depending on which game I have chosen in *Zoodles,* I will be able to assess the skills based on the skills for the games that I have chosen. If I chose a game for Todd and Marcus that was based on 10 of their sight words, I would quiz them at the end of the week, after they have had multiple times throughout the week to use the games to see if they helped them with those 10 sight words. Or if the skill I chose for them for the week was chunking words, I would give them words at the end of the week and see if they were able to chunk them correctly. This would let me know if the games were indeed making a difference, or if they were just a waste of time. There are so many to choose from that I know some of them will be better than others, but it will be trial and error to see which ones work for which students.

Overall, we also have class reading assessments that I mentioned on a given story every week I will use this overall reading comprehension test to assess the combination of skills that they will be working on with the various applications. There are Rigby level reading books that we use as benchmarks to assess where the students are on their reading level. I mentioned that the students need to be at a level 16 and reading at 60 words per minute by the end of first grade. They also need to be able to answer 4 comprehension questions verbally to me. I will use this assessment in combination with the other ones to determine if my students are making progress with their reading and comprehension skills.

I know the programs and technology I have chosen won’t do all of the work. They are simply there to help my students be successful in areas that they are struggling in. For example, with the *Read and Write Gold* program I understand that some children may not “hear” when a sentence doesn’t make sense. However, one of the things I try to do with my students is write sentences that don’t make sense so they become familiar with how a sentence might sound that is not correct. This way if it is a fragment or the subject and verb don’t match they are able to catch that. Practicing and listening are ways that will improve their writing, but even this is not a fool proof method. Some of my students may not be able to be successful by listening to their own writing. Correcting your own ideas is one of the most difficult things to do.

The audio books are a wonderful way for students to monitor their own progress, as well as the teacher, but they are also time-consuming. I had said that in my plan I would really like to see my students be able to create an audio book on a Monday, and on Friday to see their progress. Expecting this every week might get a little tedious and be hard to keep up with. We can try it on a trial basis, but then we may have to switch out technology options to an every other week schedule. Perhaps using the spelling portion of the *Read and Write Gold* program every other week, and the audio books portion on the opposite weeks.

I feel that the rest of the technology and applications that I have chosen will realistically be able to be included in centers for these students, as well as on a daily basis for the *Wizcom Reading Pen*. The only problem I feel that the pen may pose is more of a reliance on it, and less of a confidence booster for Todd and Marcus to learn how to read the words on their own.

I do feel that the applications that I chose are ones that will interest the students that I am working with and will keep them engaged in learning. All three of them have shown a huge interest in using technology and have experience doing so at home. I hope to see results carry over into the classroom and I hope to see a boost not only in their self confidence with reading, comprehension and writing, but also see them enjoying learning again.