Technology-Enhanced Writing with Predictable Pattern Books

Rationale

Predictable pattern books provide opportunities for students to engage in creative responses to shared reading experiences. The book's pattern serves as an effective way to present students with a scaffold for their own writing as they create innovations to the original text. Technology affords many advantages over a traditional paper-and-pencil approach to pattern writing. Children's publishing and productivity software provides a medium for beginning writers to create professional looking text and graphics. Incorporating sound with their work enables students to hear themselves or the computer read their writing, thus reinforcing the reading-writing relationship. Further creative opportunities exist as students select appropriate music and sound effects. Opportunities for collaborating with peers are available as children work in small groups to turn their text into slide shows or electronic books. Diversity in learning styles and abilities can be more readily addressed with talking word processing software. *Write Out Loud* (Don Johnston), *Amazing Writing Machine* and *Kid Pix* (Broderbund) provide instant feedback for writers.

Research Support

- **Early Literacy:** Characteristics of effective early literacy instruction include 1) guidance in the form of structured lessons and 2) opportunities for children to work independently of the teacher, either alone or in small groups (Morrow, Tracey, Woo, & Pressley, 1999).
- **Shared Reading:** Shared reading has been found to be an effective way to immerse beginning readers in literature (Holdaway, 1979: Slaughter, 1993). Beginning readers, linguistically and culturally diverse, and reluctant readers feel more successful in interacting with books as a result of shared reading experiences (Trachtenburg & Ferruggia, 1989; Wicklund, 1989).
- **Innovations on Text:** Pattern books and predictable books feature repeated patterns of language, natural sounding, familiar concepts and sequences. These books offer beginning writers models of patterns of writing to emulate (Searfoss & Readence, 1999). Innovations on text allow a focus on the structure of text and the language authors use (Tompkins, 1997). Pattern story writing utilizing predictable, pattern books provides a scaffold for early writers (Rhodes, 1991).

Ohio Content Standards

Language Arts Standard	Benchmark	Grade Level Indicator
Reading Applications: Literary Text	Recognize defining characteristics and features of different types of literary forms and genre.	Grades K-1 Recognize predictable patterns in stories.
Writing Process	Generate ideas for written compositions. Publish writing samples for display or sharing with others, using techniques such as electronic resources and graphics.	Generate writing ideas through discussions with others. Reread own writing. Rewrite and illustrate writing samples for display and sharing with others. Grade 1 - Mimic language from literature when appropriate.
Writing Applications	Write responses to literature that demonstrate an understanding of a literary work.	Dictate or write simple stories using letters, words, or pictures.
Writing Conventions	Spell grade-appropriate words correctly.	K - Show characteristics of early letter name-alphabetic spelling. Grade 1 - Create phonetically spelled written work that can usually be read by the writer and others.

ISTE Standards Addressed

Profiles for Technolgy-Literate Students, Grades PreK-2

Prior to completion of Grade 2, students will:

- Use input devices and output devices to successfully operate computers.
- Use a variety of media and technology resources for directed and independent learning activities.
- Use developmentally appropriate multimedia resources to support learning.
- Work cooperatively and collaboratively with peers . . . when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology.
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.

Professional Standards (ISTE National Educational Technology Standards)

- Technology Operations and Concepts (I) - Teachers demonstrate a sound understanding of technology operations and concepts.
- Planning and Designing Learning Environments and Experiences (II)- A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners; B. Apply current research on teaching and learning with technology when planning learning environments and experiences; D. Plan for the management of technology resources within the context of learning activities; E. Plan strategies to manage student learning in a technology-enhanced environment.
- Teaching, Learning, and Technology (III) - A. Facilitate technology-enhanced experiences that address content standards and student technology standards; B. Use technology to support learner-centered strategies that address the diverse needs of students; C. Apply technology to develop students' higher order thinking skills and creativity; D. Manage student learning activities in a technology-enhanced environment
- Assessment and Evaluation (IV) - A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Social, Ethical, Legal, and Human Issues (VI) -B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities; E. Facilitate equitable access to technology resources for all students.

Prerequisite Knowledge and Skills for Teachers

- Understanding of shared reading procedure.
- Knowledge of predictable pattern books.
- Ability to use writing and publishing software (*KidPix*, *Amazing Writing Machine*, *KidWorks*,*PowerPoint*, *Write Out Loud*).
- Ability to use digital camera (still and video) and scanner - if these options are used in the lesson.

Materials, Technology, and Resources

- Software: *KidPix Deluxe* or other available writing and publishing software such as *KidWorks*,*Amazing Writing Machine*, *Write Out Loud*, *Appleworks*, *Microsoft Word*, *PowerPoint*.
- Computer and multimedia projector for sharing of sample and student work.
- Predictable pattern books. Examples:
    - Carle, *Brown Bear, Brown, Bear*; *Polar Bear, Polar Bear*; *The Very Hungry Caterpillar*
    - Carter, *In a Dark, Dark Wood*
    - Shaw, *It Looked Like Spilt Milk*
    - Wood, *Silly Sally*

Activities - Directions for the Instructor

Class Period/Training Session One

1. Use *It Looked Like Spilt Milk* to review stages of shared reading with participants:
   Prereading
   - Look at cover of book and first few pages
   - Predictions: What do you think the book will be about? Why?
   - Build Schema: What shapes do clouds make? Have you ever seen pictures in the clouds?

   Reading
   - Read the book to the class or select one of the participants to do this.

   Post-Reading
   - Ask: Did this story remind you of times when you looked at the clouds?
   - Discuss why this is a predictable pattern book and demonstrate how the following pattern can be used for a scaffold for students() ' writing: "It looked like _____ but it wasn't _____."
2. Share the sample *KidPix* slide show titled "It Looked Like." Download a *KidPix* Template.
3. Share a template screen and demonstrate how students could use the paint tools to draw their clouds. Have a volunteer draw a cloud and color in the background area. Brainstorm possible words that could be used to describe the cloud and have the volunteer fill in the template.
4. Show participants how to record their voices reading the text. Click on the sound button, then click on the microphone and record the volunteer's voice reading the text.
5. Demonstrate how to save the completed slide:
   Go to "File - Save as" and give the slide a name. (Note: Suggest that students use their first name and last initial when saving their slides.) Save the slide to a new folder titled "Slide Show-Group 1."
6. Have the class complete at least two more slides and save them to the folder.
7. Open the sample slide show and demonstrate how to add new slides to the show. (Note: Explain that students could be divided into groups of five to eight to create slide shows using the writing patterns in predictable books. When all of the slides are completed, the students work as a group to decide how their slides will be arranged. Numerous sequences can be tried out by the group before it is ready to save its slide show. Completed slide shows can be played for the rest of the class and printed to make group books.)
8. Share the written lesson plan model for the "It Looked Like Spilt Milk" lesson.
9. Have participants work in small groups to select a predictable pattern book from the examples you have brought and brainstorm how the books can be used for a similar pattern-writing activity.
10. Have each small group create a *KidPix* slide with a writing scaffold based on their selected book.
11. Formative Assessment: Review each group's sample slide to determine understanding of the concept of story pattern, ability to create an appropriate writing scaffold, and ability to use the software.

Field Site Assignment

Have individuals or small groups of participants select a predictable pattern book and develop a shared reading and pattern writing lesson to be carried out with students at their field experience sites. The lesson plan should include a rubric to assess student performance. Require submission of a written lesson plan and a lesson reflection. Participants will share lesson plans and a student-created slide show with the group during the follow-up training session.

Follow-Up Class Period/Training Session

Have participants share their selected books, lesson plans, and samples of student-created slide shows with fellow class members. Encourage peer critiques of the lessons.

Resource List

Archambault, John and Martin, Bill. A Beautiful Feast for a Big King Cat. HarperCollins. New York. 1989.

Brown, Margaret Wise. Goodnight Moon. Harper Trophy. New York. 1967.

Brown, Margaret Wise. The Runaway Bunny. HarperCollins. New York. 1942.

Carle, Eric. The Very Hungry Caterpillar. Philomel Books. New York. 1969.

Emberley, Barbara. Drummer Hoff. Prentice-Hall. New Jersey. 1968.

Gag, Wanda. Millions of Cats. Putnam. New York. 1977.

Krauss, Ruth. Big and Little. Scholastic. New York. 1987.

Martin, Bill. Brown Bear, Brown Bear, What Do You See? Henry Holt and Company. New York. 1983.

Martin, Bill. Polar Bear, Polar Bear, What Do You Hear? Henry Holt and Company. New York. 1991.

Mosel, Arlene. Tikki Tikki Tembo. Henry Holt and Company. New York. 1968.

Numeroff, Laura Joffe. If You Give a Mouse a Cookie. HarperCollins. New York. 1985.

Numeroff, Laura. If You Give a Pig a Pancake. Harper and Row. New York. 1998.

Shiefman, Vicky. Sunday Potatoes, Monday Potatoes. Simon and Schuster. New York. 1994.

Silverstein, Shel. A Giraffe and a Half. Harper and Row. New York. 1964.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. Atheneum. New York. 1972.

Westcott, Nadine Bernard. I Know an Old Lady Who Swallowed a Fly. Little, Brown. New York. 1980.

Williams, Sue. A House is a House For Me. Penguin Putnam Books. New York. 1982.

Williams, Sue. I Went Walking. Harcourt Brace. New York. 1992.

Wood, Audrey. Silly Sally. Harcourt Brace. New York. 1982.

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Early Literacy

Cecil, N. (2003) *Striking A Balance: Best Practices For Early Literacy.* Scottsdale, AZ: Holcomb and Hathaway.

Tompkins, G. (2003). *Literacy For The Twenty-First Century; Teaching Reading And Writing In Pre-Kindergarten Through Grade Four.* Upper Saddle River, NJ: Prentice-Hall.

Shared Reading

Holdaway,D. (1979). *The Foundations of Literacy.* Portsmouth, NH: Heinemann.

Slaughter, J.P. (1993). *Beyond storybooks: Young children and the shared book experience.* Newark, DE: The International Reading Association.

Trachtenburg,P. & Ferruggia, A. (1989). Big books from little voices: Reaching high-risk beginning readers. *The Reading Teacher*, 42, 284-289.

Wicklund, L.K. (1989). Shared poetry: A whole language experience adapted for beginning readers. *The Reading Teacher*, 42, 478-481.

Innovations on Text

Rhodes, L.K. (1981). I can read! Predictable books as resources for early reading and writing instruction.*The Reading Teacher*, 34, 511-517.

Searfoss, L. & Readence, J. (1999). *Helping Children Learn to Read.* Needham Heights, MA: Allyn and Bacon.

Tompkins, G. (1997). *Literacy for the Twenty-First Century; A Balanced Approach.* Upper Saddle River, NJ: Prentice-Hall.

Model Lesson Plan

Purpose of the Lesson: Through a shared reading experience, students will identify the pattern in the story and contribute to the creation of an original slide show using the story pattern as a writing template.

Materials Needed:

· *It Looked Like Spilt Milk* by Charles G. Shaw
· Classroom Computers with KidPix Deluxe Software
· Teacher-Created Template Slide
· Teacher- Created Folder on the computer hard drive for each group's slides

Objectives:

The students will be able to . . .

- Recognize the pattern in the story.
- Brainstorm possible shapes and descriptive words for clouds.
- Use KidPix paint tools to add shapes and colors to their slides.
- Fill in the template with appropriate words to describe their cloud shapes.
- Read the text on their own slides.
- Use the "Save as" function to save their slides to a folder.
- Work cooperatively with others in the group to organize their slides into a slide show.

Procedure:

1. Prereading
    a. Show students the cover of book and the first few pages
    b. Predictions –Ask: What do you think the book will be about? Why?
    c. Build Schema – Ask: What shapes do clouds make? Have you ever seen pictures in the clouds? Allow students to share experiences with seeing shapes in clouds
2. Reading
    a. Read the book to the class, tracking the lines of text and encouraging students to read along with you as they are able to predict the words.
    b. Stop periodically and call on individual students to fill in predictable words

3. Post-Reading
    a. Ask – Did this story remind you of times when you looked at the clouds?
    Put the following writing scaffold on the board. "It looked like _____ but it wasn't _____." Read the words to the students and ask how the blanks could be filled in to tell about shapes they have seen in clouds.
    b. Explain that students are going to be making group stories about cloud shapes using this sentence.
    c. Show students the template on *KidPix* and demonstrate how to use the paint tools to draw and color a cloud and fill in the sky. Demonstrate how students might find other appropriate clip art to add to their slides.
    d. Divide students into groups of five to eight. If there three to four computers in the classroom, students should be assigned times to work on their slides. Post a rotation schedule with students' names near the computers.
    e. When all students have completed and saved slides, print out the slides and have the students meet in their groups to share slides with each other. Encourage students to try our several ways to sequence the group slides. When a sequence is decided upon, staple the slides in the proper order and assist each group in putting their slides in order in the *KidPix* slide show program. (Option: Record students' voices as they read their slides or set the *KidPix* program to read each slide.)
    f. Have each group share its slide show with the rest of the class.
    g. Print and bind a hard copy of each slide show, place the book in the classroom library, and allow students to borrow the book to take home and read to their families.

Sample Lesson Review and Analysis

1. The lesson meets the Ohio Academic Content Standards and learning outcomes.

    - The content addressed in this module includes reading applications and several standards that address the writing process.
    - The indicators itemized are from grades K-1.
    - This module covers substantive content in these areas.

2. The lesson incorporates technology appropriate for supporting learning goals, including Ohio academic goals, and individualized student needs.

    - The lesson uses an innovative approach to reading and writing using computer software that makes learning fun by encouraging young students' creativity.
    - The activities allow for multiple levels of success depending on individual students' abilities.

3. The lesson incorporates technology appropriate for the professional development requirements of the National Council for Accreditation of Teacher Education (NCATE) or other professional development licensure needs.

    - This lesson not only requires the use of hardware and software but also provides many support resources.
    - The ISTE standards for teachers addressed by this module are listed and are met by the activities.

4. Technology is integral to learning in the lesson.

    - This lesson requires the learner to use technology.
    - The goals could not be met as easily without the use of technology. The technology enhances the learning experience for students.
    - The software (*KidPix*) used in this lesson is relatively inexpensive ($19.99 from http://www.broderbund.com). Participants may want to explore other modules for software that can be used for creating technology-enhanced lessons. School districts may already own other software that could be used to accomplish the same goals. Suggestions for other software include *Microsoft PowerPoint*, *HyperStudio*, *KidWorks*, and *Amazing Writing Machine*.

5. Technology use in the lesson empowers learners.

    - Using a word processing program allows the learner to efficiently move between drafting and revising.

- The features of a good word processing program (deleting, inserting, cutting, pasting, search and replace) give learners the ability to manipulate text and provide an environment where experimentation can be done efficiently.
- Learning to use the software, in conjunction with effective teaching of the writing process, will allow the novice writer to become proficient much more quickly.
- Collaborative writing by email or other electronic means.
- Learners can collaborate with peers or teachers and the feedback the learner receives will affirm his or her efforts, in addition to providing opportunities for growth.
- Students are empowered by the ability to create and publish artwork to accompany the stories they write.
- A basic word processing program can help students with learning disabilities or those who need remediation by having the spelling and grammar checkers available. In addition, there are numerous assistive technologies available that can help students with learning disabilities participate equally in the writing process. Suggestions include Don Johnston's*CoWriter* and *Write Outloud*.

6. The lesson promotes a variety of research-based instructional strategies and takes into account various learning and teaching styles.

    - The lesson is based on the use of text innovations for emergent readers and writers. Writing with text innovations allows the child to work in his zone of proximal development (Vytgotsky) as the teacher controls the amount of support the writer is given.
    - Varying levels of support may be provided by controlling the amount of text provided in the writing template. This allows the teacher to adapt the lesson to students of diverse abilities and developmental levels.
    - This module provides clear and precise direction given to both the teachers and the students.
    - This lesson allows flexibility in the choice of software as well as the content. A list of predictable pattern books is provided. The technology skills and instructional strategies of the lesson can be easily applied to other content.

7. The lesson engages students in learning that is anchored in their diverse needs of individuals.

    - Another highlight of this module is the potential for active engagement, increased time on task, increased enthusiasm, and learning for understanding and long-term memory.
    - With the option for controlling the amount of support provided in the writing template and the opportunity for collaborative writing, needs of diverse students can be addressed.

8. The lesson requires students to be active participants, explorers and researchers.

    - Students are actively engaged in the construction of their electronic story. They are able to use clip art and paint tools on the computer to create their own art to accompany the story.
    - Students may use research skills to find appropriate words for their pattern stories.

9. The lesson requires students to demonstrate conceptual understanding, not just recall.

    - In order to complete the module, students must apply and transfer their knowledge of predictable patterns to a new story that they create themselves.

10. The lesson encourages students to develop understanding and create personal meaning through reflection.

    - Students must first reflect on the predictable pattern book to create meaning from the story and to analyze the book's pattern. They must then use their own background knowledge to create a text innovation that makes sense and that follows the story pattern.
    - In working collaboratively with peers, students must reflect upon how pieces of the story fit logically together.

11. The lesson requires students to relate knowledge to real-world contexts.

    - Students must relate their knowledge of "book language" to their creation of stories. Because these stories are easily shared in both their electronic and printed versions, students are able to assume the role of author.

12. The lesson promotes a variety of assessments that align with Ohio standards, learning outcomes, instructional strategies, and technology use.

    - The rubrics used to assess the module and the lesson align with K-12 and teacher education standards and the stated outcomes of the lesson.

13. Lesson assessments promote teacher understanding of a variety of assessment tools and how to implement them.

    - This module provides clear instructions on creating a rubric to allow the teacher to look for the students' abilities to demonstrate a variety of language arts and technology skills.

14. Lesson assessments support and expand upon students' learning and inform stakeholders.

    - The assessment for the lesson clearly indicates the level of student performance on each of the stated outcomes.

15. Lesson assessments are performance-based and advance higher order thinking and knowledge construction.

    - Both the module and the lesson assessments are based on instructor observation of teacher-participant and student performance and on the products created.
    - Teacher-participants and students are assessed on creativity as well as the ability to apply knowledge.