

## Initial Use Strategies - Co:Writer

**Select the strategy you will use when you return to your classroom by double clicking in the box in front of the strategy**

**Save the document to your desktop and email it as an attachment to yourself and to the person conducting the training.**

Make sure that students have time to think and talk about their topic prior to being asked to write. Be sure students have a clear understanding of the assignment/expectations.

Activating Strategies for all writing assignment:

- Model by “thinking out loud”
- Writing Prompts, choose prompts that engage students emotions (ethical/moral situations “what would you do?” prompts) – Writing prompts can be text or a picture. Discuss prior to individual writing.
- Visualization: Have student close their eyes and listen to you describe a person, place, or thing – let them try, then write it.

Discuss formal language vs. informal language. Give examples from either a story/article or from how you are speaking to the class. Point out that you speak differently depending on the situation and your audience then point out that when you write you typically use a more formal style (better grammar, more advance vocabulary, etc). Typically we are expected to use formal language when writing.

Open the attached Write:Outloud document and use the speaker icon in Write:Outloud to read each sentence. Discuss that each “pair” of sentences basically says the same thing discuss which “writer” sounds smarter.

Using a computer hooked to a smart board or projector, activate Co:Writer. Write a few example sentences using exaggeratedly large words (but correct grammar, Co:Writer does a better job of prediction if it can “guess” what you want to say based on phonetic approximations and grammar). Intentionally misspell these words the way that your student may misspell them and use the prediction list to find and select the correct word – this showing them how to use the program.

Let them start to give you suggestions sentences, spelling, and how to use the program. Depending on the class you may even want to let students take turns coming up to the computer.

Allow time for guided practice where students independently use the program but you are there to suggest alternate letter sounds and other use strategies.

One-on-One or using a computer hooked to a smart board or projector, start typing on a student selected/ high interested topic. Model the use of Co:Writer using phonetic spelling, showing the features and problem solving out loud as if it were your first time using the program. Allow students to orally create sentences and make spelling suggestions.

Allow time for guided practice where students independently use the program but you are there to suggest alternate letter sounds and other use strategies. Request students to dictate the sentence first, then you will better know how to support them and they will not change their thought mid-stream.

Create a Power Point presentation with nothing but pictures (and/or sentence starters depending on the level of the student(s)) on a topic with which the students are very familiar. (e.g. recently read book/story, recently studies/mastered topic)

Create or select a topic dictionary for your Power Point - model use first, then allow students to add text to each slide or picture using Co: Writer.