

Name: Pamela Costanzo
Grade: High School
School: James E. Allen
District: Western Suffolk BOCES

PROJECT OVERVIEW

Project Title: Using the Story Creator App to Create Student Books	
Topic or Theme: Personalized student books on school based topics	
Project Description: <i>Provide a brief summary or overview of the project.</i> My project is a teacher directed one since the students I work with have severe disabilities and are limited in their ability to access the iPad. I would like to use the students' photos to create personalized stories for each student using the "Story Creator" app. My aim for creating these stories is to increase my students' awareness and comprehension of a variety of school based topics.	
Curriculum Category: <i>(Career and Technical (Vocational) Education, Fine and Performing Arts, Language Arts, etc.)</i> <i>English Language Arts</i>	
Grade Level: Targeted Students are high school aged, but functioning on a <Kindergarten level.	Target Audience: <i>(ESE, ESOL, General, Gifted, or Other)</i> <i>Special Education</i>
Time required to complete the project: 2-4 weeks	

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SETTING THE STAGE:

Essential Questions:

Essential questions are open-ended questions that lead to discovery and stimulate further interest in the topic. They also clearly support the targeted standards.

- How can I effectively modify materials and resources and use appropriate adaptive equipment to support each student's achievement of his/her IEP goals and objectives?

Background Information:

What information do students need to know and be able to do before beginning the project?

Most students are non-verbal and use augmentative communication devices, such as Dynavoxes or iPads with the Proloquo app to respond to questions and assert their knowledge. Background information such as classmates, school activities, holidays, etc. must be entered into devices prior to starting the project. Strategies such as practice and repetition of concepts used will be used to familiarize the students with vocabulary they will be dictating via communication devices to indicate the material they want teacher to add to create a story. Teacher will be responsible for actual story creation.

GATHERING RESOURCES/MATERIALS

Technology:

iPad, Smartboard, lightning to VGA cable

Technology: (Apps)

“Story Creator” app

STANDARDS ALIGNMENT:

Common Core Learning Standards

NYS Common Core Reading Standards for Literature (Pre-Kindergarten)

Actively engage in group reading activities with purpose and understanding.

With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts).

With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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PROJECT STRATEGY

Project Strategy:

Briefly explain the steps that will be used to complete the project from beginning to end.

- Teacher will enter information (vocabulary/pictures/picture icons) into augmentative communication devices regarding school based activities/topics.
- Students will become familiarized with information through repetition and practice during classroom instruction.
- Teacher will take photographs during school routines and activities to copy and enter into “Story Creator” app.
- Teacher will provide picture selection for the student to choose the information they wish to include in their ”book” and using augmentative device dictate words or phrases that teacher will enter as text into the “Story Creator” app to craft the narrative for each story.
- Teacher will display stories to class by attaching iPad into Smartboard via lightning to VGA cable.
- Follow up questions will be presented to check for comprehension following each story. Again, students will respond with a variety of communication strategies and technology.

PROJECT EVALUATION

Assessment of Process and Product:

Describe assessment procedures that will be used in the various stages of project development and presentation.

Informal assessment of student’s knowledge of project based vocabulary, topic based comprehension and ability to respond using their individual communication system will be conducted during the crafting of each story. Further assessment or remediation for individual students that display difficulties will be conducted on an individual basis.