

# Virtual Supports for Struggling Students

The GaDOE Content Integration Team

# Important Considerations

- Communication
  - Accessibility
  - Resources
- How to apply these tools

# Communication

- Communication is key!
  - Struggling students could be
    - Students with disabilities
    - ESOL Students
    - Suffering an illness
    - ANY and ALL students in the class

**\*\*Remember to follow all guidance from your district about providing special education services to students when using virtual learning\*\***



# Communication

- Communication is key!
  - The better the communication the more likely that students will feel confident in their ability to participate in class.
  - It will also lessen anxiety and depression for our students.

# Communication

- Communication is not one size fits all.
  - What might be some struggles with communication to the whole group?
    - Some students need to work without sound
    - Long written or verbal directions can be forgotten
    - Directions can be confusing
    - Feedback can be confusing
    - Students feel unsure if they should ask questions whole group
    - Some students may not have access to technology to participate live or complete technology-based assignments

# Communication

- So, how can we more effectively communicate with our students?
  - Check to make sure that all communication is clear, concise, well thought out and checked for errors.
  - Provide timely feedback and updates
  - Encourage students to reach out when needed
  - Check in on students individually
  - Use personalized communications

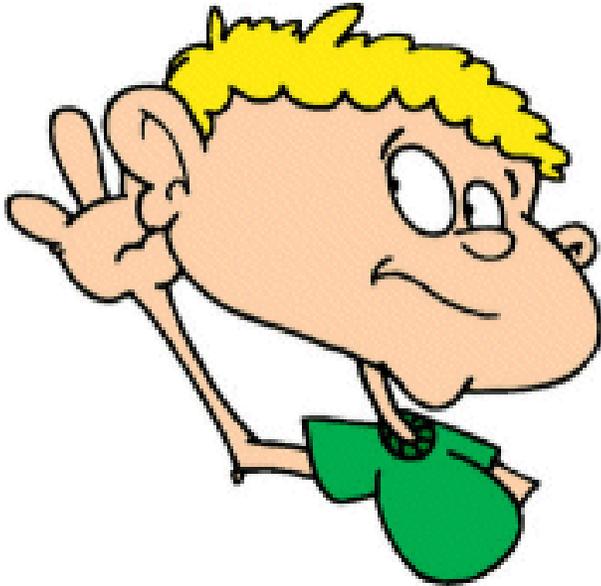


# Accessibility

- Considerations for accessibility
  - Auditory
  - Dictation
  - Visual
  - Time
  - Length of assignments
  - Access



# Auditory



- What can we do to make it easier on students?
  - Use captions
  - Provide transcripts
  - Use visuals that do not require sound
  - Give text to speech options

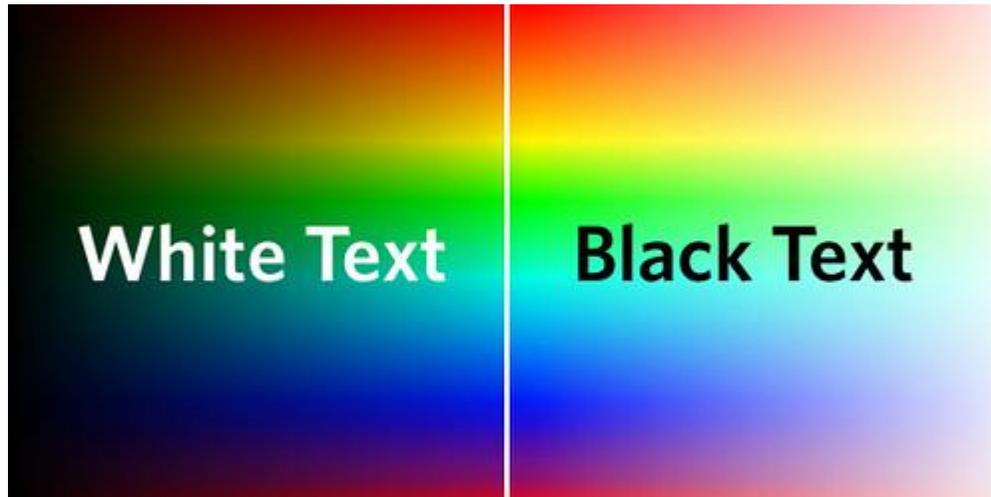
# Dictation

- How can we make it easier to record our thoughts?
  - Use text-to-speech



# Visual

- How can we make it easier for students?
  - Enlarge text
  - Consider contrast
  - Text-to-speech



# Time

- How can we help students?
  - Provide extra time to complete assignments.
  - **This is not school. This is not normal.**



# Length of Assignments



- Consider the length of assignment.

# Access

- Consider access
  - Part of accessibility.
  - Take it a step further and think about the following 2 things:
    - can student receive the information that you are trying to get to them? (i.e. do they have the right technology or book?)
    - Can students understand the information that you are trying to give them? (i.e. can students read on the level of the text?)



# Resources

- We are including a PDF with resources.
- Use programs on your computer:
  - Word and ppt have an accessibility checker.
  - Word has a text-to-speech and speech-to-speech feature.
- Rewordify.com- will help level texts to post for students.
- Natural reader- will read content on websites, assignments or assessments.

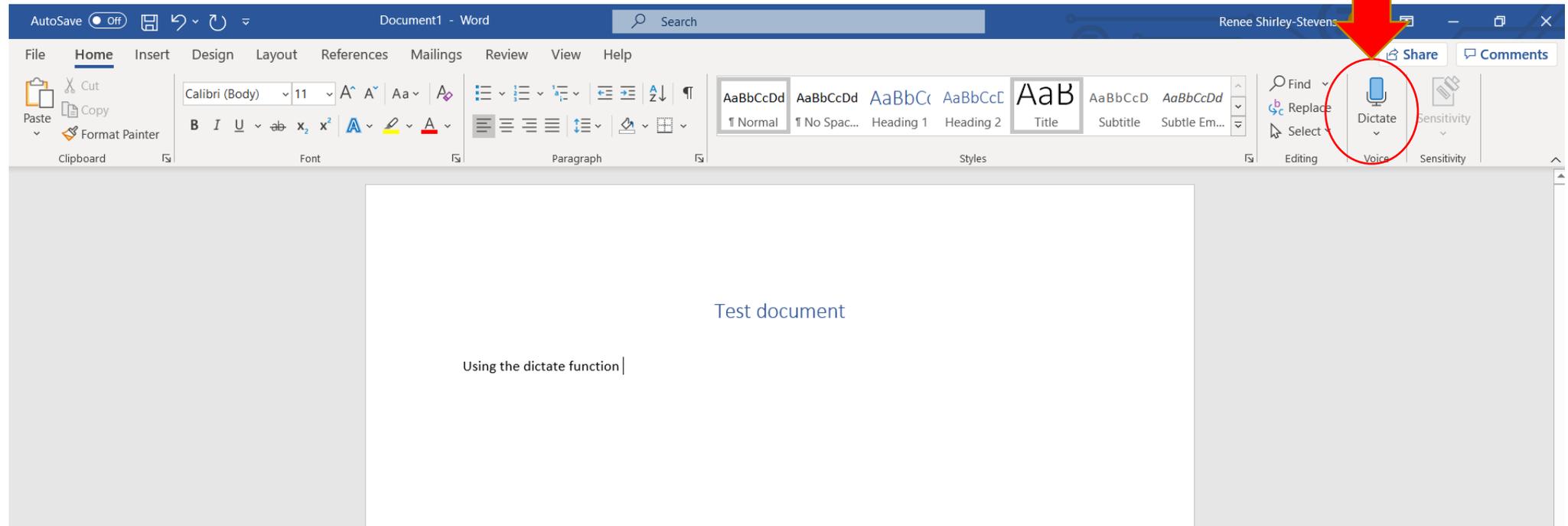


# How to use these tools

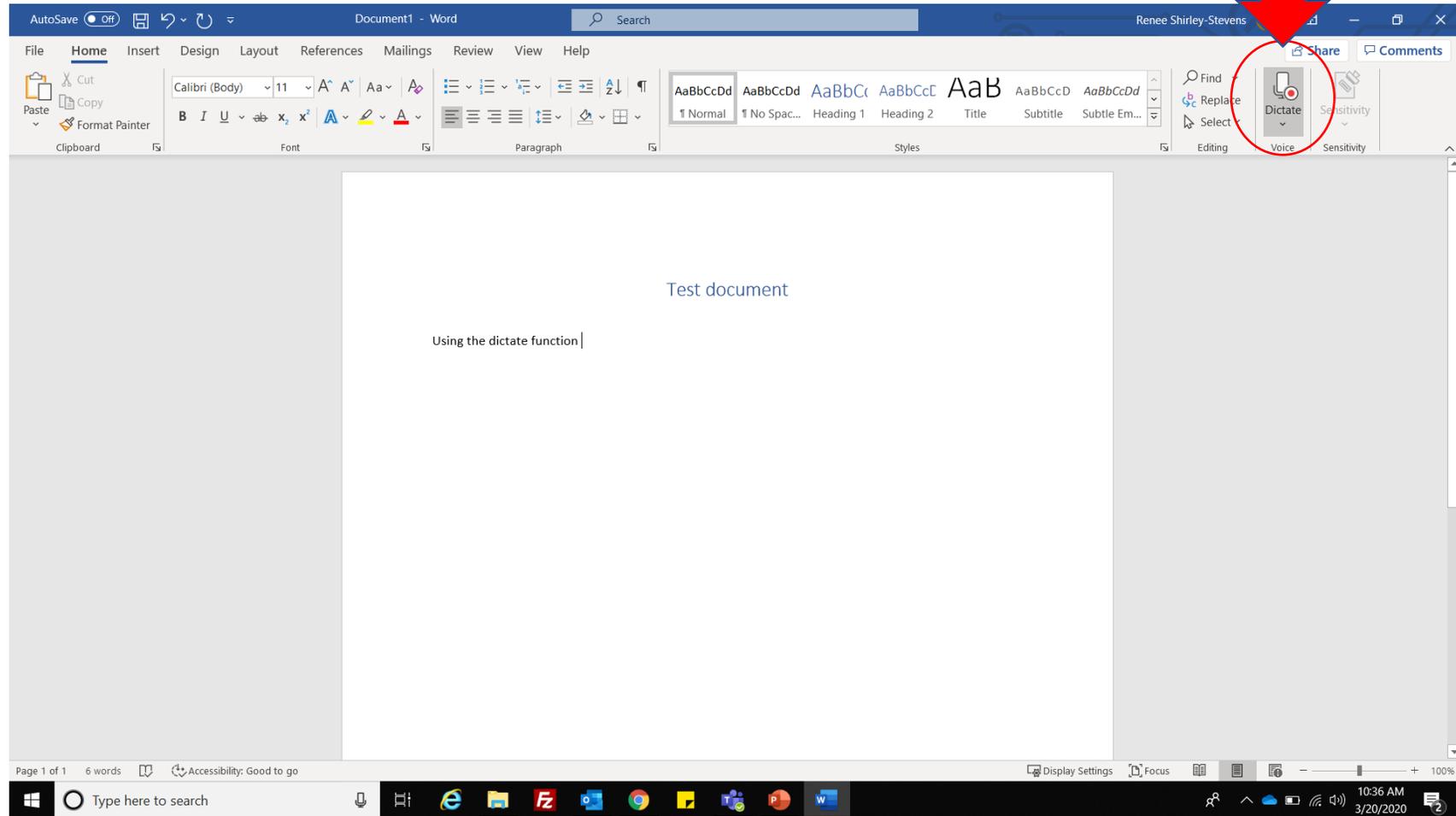
Word  
Powerpoint



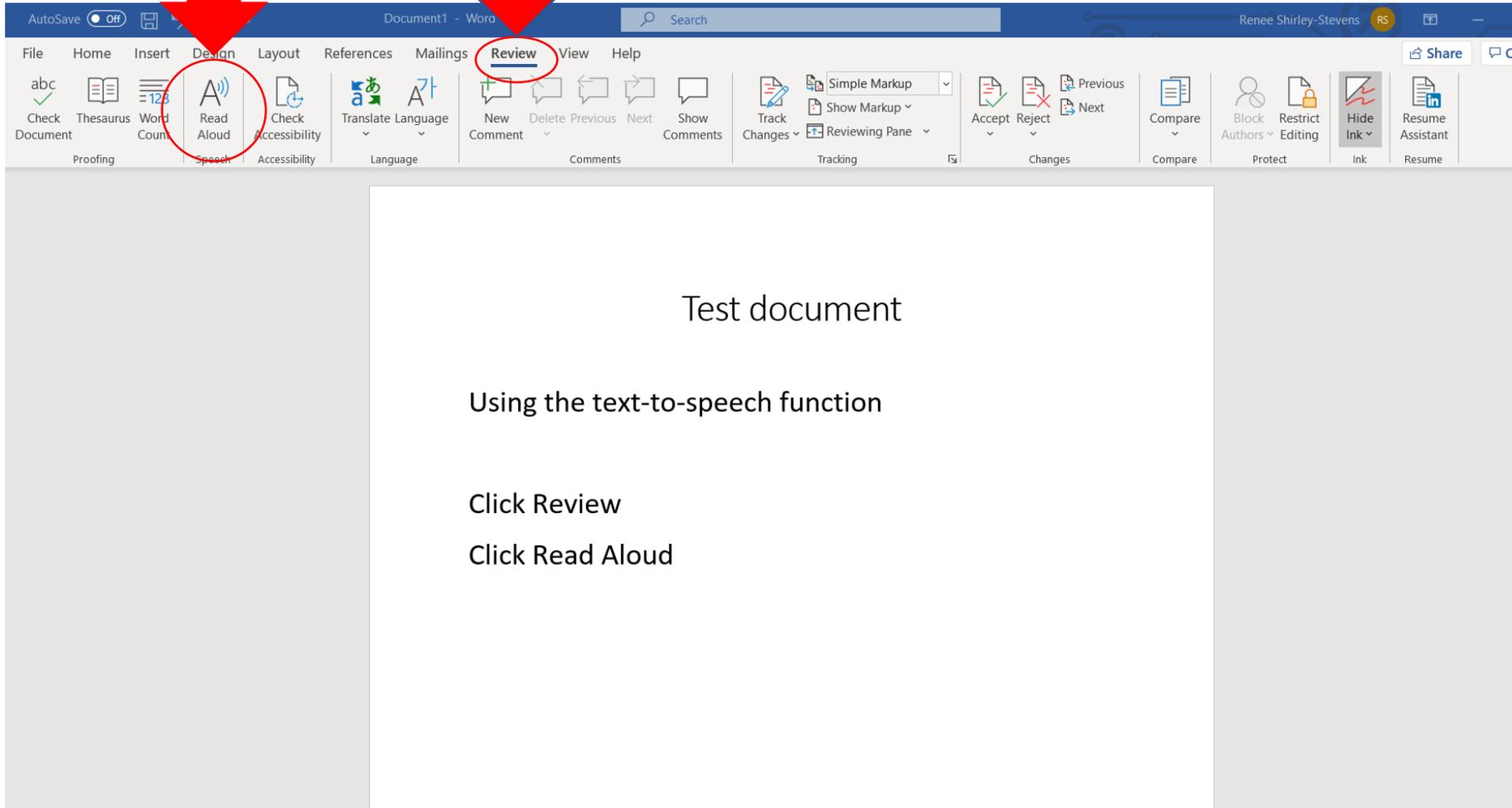
# Word's Dictate Function



# Word's Dictate Function



# Word's Text-to-speech



# Word's Accessibility Checker

The screenshot shows the Microsoft Word interface with the 'Review' tab selected. The 'Check Accessibility' button is circled in red. The 'Accessibility' pane is open on the right, showing inspection results. A red arrow points to the 'Check Accessibility' button in the ribbon, another red arrow points to the 'Review' tab, and a third red arrow points to the 'Accessibility' pane. The main document content is a table with the following text:

Test document	
Using the accessibility checker	
1 <sup>st</sup> click review	Review
Then click check accessibility	 Check Accessibility Accessibility

The 'Accessibility' pane on the right shows the following results:

- Errors**
  - > Missing alternative text (2)
- Warnings**
  - > Merged or split cells in table (1)

Additional options in the pane include a checked box for 'Keep accessibility checker running while I work' and a link for 'Read more about making documents accessible'.

# Word's Accessibility Checker

The screenshot shows the 'Accessibility' pane in Microsoft Word. It is divided into several sections: 'Errors', 'Warnings', a checkbox for 'Keep accessibility checker running while I work', and 'Additional Information'. The 'Errors' section is expanded to show 'Missing alternative text' with two items: 'Picture 1' and 'Picture 2'. The 'Warnings' section is also expanded, showing 'Merged or split cells in table' and 'Hard-to-read text contrast'. The 'Additional Information' section is expanded to show 'Why Fix?' and 'Steps To Fix:'. A red circle highlights a blue hyperlink at the bottom of the 'Additional Information' section: 'Read more about making documents accessible'. Three orange arrows point to specific elements: one points to the 'Errors' header, another points to the 'Picture 1' item, and a third points to the 'Why Fix?' text.

Accessibility

Inspection Results

**Errors**

- Missing alternative text
  - Picture 1
  - Picture 2

**Warnings**

- Merged or split cells in table
  - Table Cell
- Hard-to-read text contrast
  - Then click check accessibility

Keep accessibility checker running while I work

**Additional Information**

Why Fix?

Alternative text for images and other objects is very important for people who can't see the screen. Screen readers read alternative text aloud, so it's the only information many have about the image. Good alternative text helps them understand the image.

Steps To Fix:

1. Right-click the object, then select Edit Alt Text.
2. If the object is successful, then...

[Read more about making documents accessible](#)

# Word's Accessibility Checker

Accessibility

Inspection Results

**Errors**

Missing alternative text

Picture 1

**Recommended Actions**

Warn Add a description

**Other Suggestions**

Suggest a description for me

Learn more

Keep accessibility checker running while I work

**Additional Information**

Why Fix?

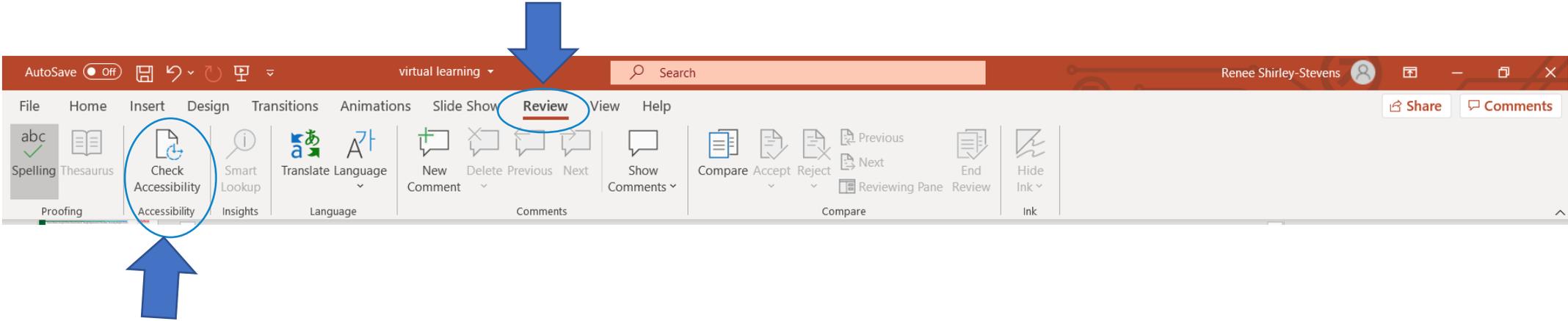
Alternative text for images and other objects is very important for people who can't see the screen. Screen readers read alternative text aloud, so it's the only information many have about the image. Good alternative text helps them understand the image.

Steps To Fix:

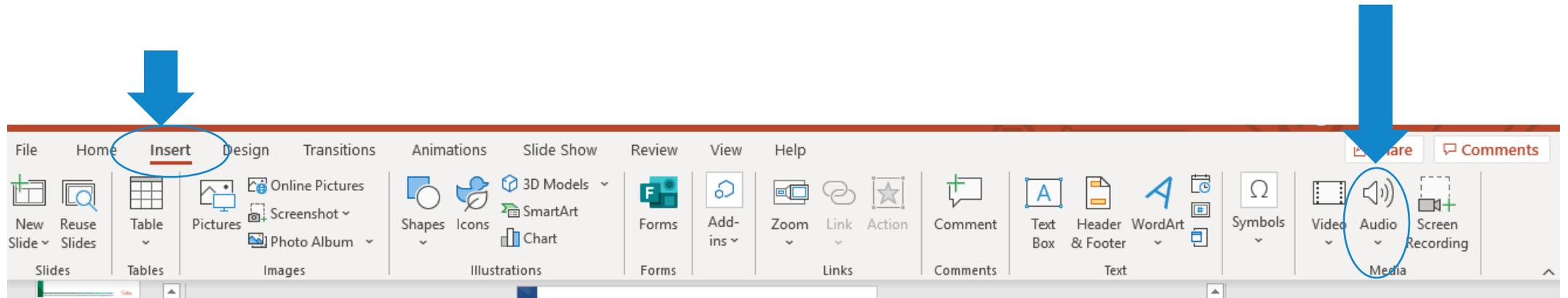
1. Right-click the object, then select Edit Alt Text.
2. If the object is meaningful, type a description of it in the text box on the Alt Text

[Read more about making documents accessible](#)

# PowerPoint's Accessibility Checker



# PowerPoint audio





# How to apply these tools?

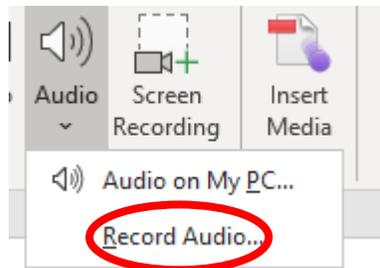
## Science

### 4<sup>th</sup> grade lesson on standard:

S4L1b: Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

# Where does energy come from?

## Tools to Use



- Go outside...observe the animals in your yard. Take a picture or write down the animals and plants that you see.
- Then use the record function on your phone or other device to make a hypothesis about where the energy comes for all the organisms you see to survive.

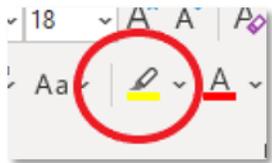
# Where does energy come from?

## Tools to Use

Dictate



Highlighter tool

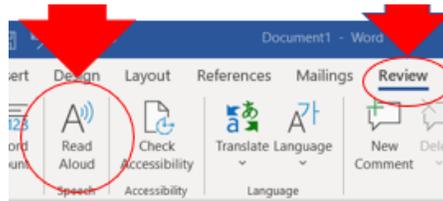


- Think about and write or dictate some ideas about where the energy comes from for each of the organism that you noticed in your yard.
  - Answer questions like:
    - What did that organism eat?
    - What eats that organism?
- Use the **highlighter tool** to highlight the organisms that seem to go together. Use different colors to indicate the relationship.
  - For example:
    - **Squirrel**: eat nuts from the big tree in my yard
    - The **tree** in my yard is tall. I have questions about where it gets its food.
    - **Bird**: eats worms that are in the ground
    - **Hawk**: eats the bird or squirrel

# Where does energy come from?

## Tools to Use

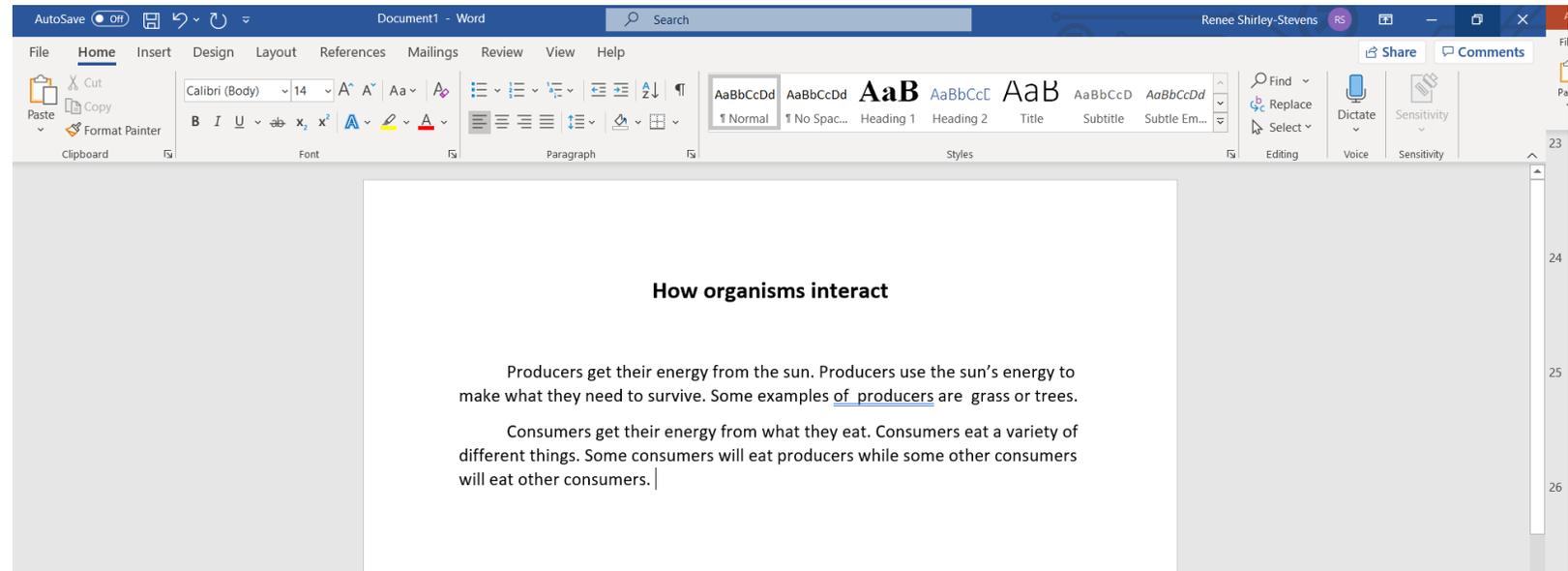
### Text-to-speech



### Highlighter tool



- Read a text to learn a little more about where energy comes from.
- Highlight information that you already knew in green, new information in yellow and things that you have questions about in blue.



# Where does energy come from?

- Use a video to present material.
- Be sure to show the closed captions.

## Tools to Use

Video as an alternate method of presenting content

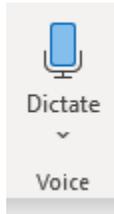
Closed captions



# Where does energy come from?

## Tools to Use

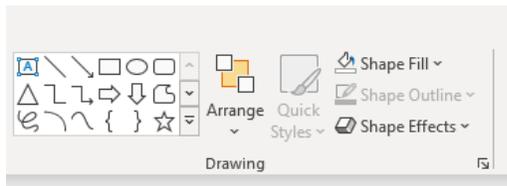
### Dictate



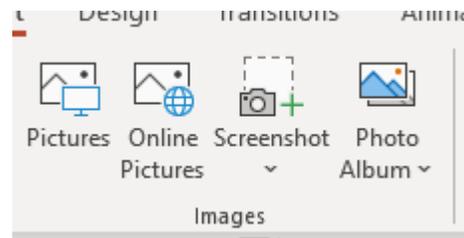
### Camera



### Shapes



### Pictures



- Now that you see where energy comes from....design a basic model of how energy flows in an ecosystem.
  - Include sunlight, producers, consumers, and decomposers.

\*can be hand drawn and submitted or designed using technology and submitted\*

# How to apply these tools?

## Math 7<sup>th</sup> grade

MGSE7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

MGSE7.EE.4a Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?



# Which One Doesn't Belong

## Tool to Use

### Record Audio



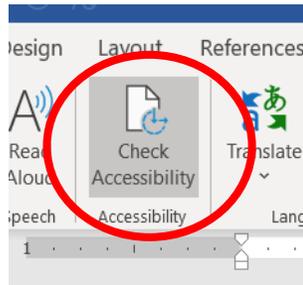
$3x$	$-3$
$-3x^2$	$-5x$

NUMBER 8

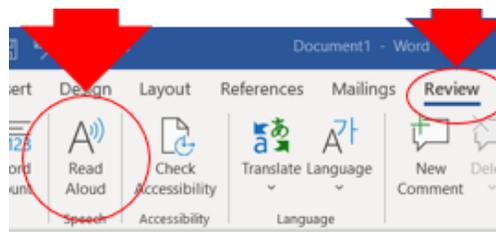
# Mini-Lesson (Teacher Think Aloud)

## Tools to Use

### Accessibility Checker



### Text-to-Speech



Teacher Think Aloud:

I noticed the hanger is balanced; the quantity is the same on both sides of the hanger. I notice on the left side of the hanger, there are 7 units and on the right side of the hanger, there are 3 w's and 1 unit. Since I know the two sides are balanced, I know 7 is the same as 3 w's and 1 unit.

The equation I can use to represent the hanger is  $7 = 3w + 1$ .

# Hanger and Equation Matching

**Tool to Use**

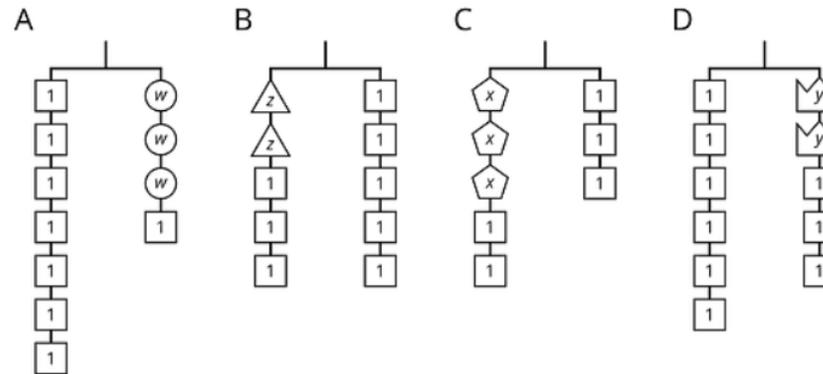
**Screen Recording**



Insert Screen Recording  
Record your computer screen and related audio before inserting the recording onto your slide.

## 7.2 Hanger and Equation Matching

On each balanced hanger, figures with the same letter have the same weight.



- $2\boxed{\phantom{x}} + 3 = 5$
- $3\boxed{\phantom{x}} + 2 = 3$
- $6 = 2\boxed{\phantom{x}} + 3$
- $7 = 3\boxed{\phantom{x}} + 1$

1. Match each hanger to an equation. Complete the equation by writing  $x$ ,  $y$ ,  $z$ , or  $w$  in the empty box.

*Illustrative Mathematics, OpenUp Resources 7<sup>th</sup> Grade Unit 6, Lesson 7*

# Always, Sometimes, Never

## Tools to Use

### Highlighter



### Record Audio



## Always, Sometimes or Never True Statements

1. Equations demonstrate a balance between two quantities.

- Always
- Sometimes
- Never

Justify your answer.

2. Inverse operations are used on both sides of the equal sign.

- Always
- Sometimes
- Never

Justify your answer.

3. The equal sign means “the same as”.

- Always
- Sometimes
- Never

Justify your answer.



# How to apply these tools?

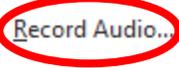
## ELA

ELAGSE8RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

ELAGSE8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

# Opening

## “The Treasure of Lemon Brown” Anticipation Guide

Directions: Before reading a short story by Walter Dean Myers today, read the statements that follow and based on your own ideas and opinions decide whether you agree or disagree with each statement. Using the **HIGHLIGHTER**  tool, highlight what you **AGREE** with in **GREEN** and what you **DISAGREE** with in **BLUE**. There are no right or wrong answers! Then use the RECORD AUDIO  tool to explain one of your answers.

### Tools to Use

#### Highlighter



#### Record Audio



### Statement

1. Homeless people don't/can't contribute to society.
2. You should never help a stranger if it means putting yourself at risk.
3. A treasure is something with monetary value.
4. A stranger can change the way you think about your own life.
5. One man's trash is another man's treasure.
6. Grades should determine athletic eligibility.
7. Some physical objects are worth fighting for.

# Mini- Lesson

## Tone and Mood Mini-Lesson

**Directions:** Watch the 2 video clips and identify the tone and mood of each one. Use the **ONLINE PICTURES** tool to find pictures to represent the tone and mood of the videos and insert the picture into the chart.



### Tools to Use



Clips	Tone	Mood
		
		

*Forgot what tone and mood are?  
Watch the video below!*



# Work Period

## Tone and Mood in “The Treasure of Lemon Brown”

1. Read the excerpt from “The Treasure of Lemon Brown”. Use the **READ ALOUD**  tool if needed. If you struggle with the meaning of a word, highlight the word and use the **SYNONYMS**  tool to find other words with similar meanings.
2. Complete the Constructed Response. Use the **UNDERLINE**  tool to underline words that helped you identify the mood in the color of your choice.

*“For a moment Greg thought he heard something that sounded like a scraping against the wall. He listened carefully, but it was gone. Outside the wind had picked up, sending the rain against the window with a force that shook the glass in its frame. A car passed, its tires hissing over the wet street and its red taillights glowing in the darkness. Greg thought he heard the noise again. His stomach tightened as he held himself still and listened intently. There weren’t any more scraping noises, but he was sure he had heard something in the darkness— something breathing! He tried to figure out just where the breathing was coming from; he knew it was in the room with him. Slowly he stood, tensing. As he turned, a flash of lightning lit up the room, frightening him with its sudden brilliance. He saw nothing, just the overturned table, the pile of rags and an old newspaper on the floor. Could he have been imagining the sounds? He continued listening, but heard nothing and thought that it might have just been rats. Still, he thought, as soon as the rain let up he would leave. He went to the window and was about to look when he heard a voice behind him.”*

### Tools to Use

<b>Read Aloud</b> 	<b>Dictate</b> 
<b>Synonyms</b> 	<b>Underline</b> 

### Constructed Response

What is the mood of the passage? Be sure to cite textual evidence to support your answer. Answer in the space below. Use the **DICTATE**  tool to compose your response if needed.

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# Closing

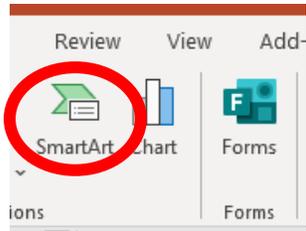
## Applying Theme in “The Treasure of Lemon Brown”

Directions: After reading “The Treasure of Lemon Brown”, draw a bubble graphic organizer in which the center bubble says, “What I Treasure.” Then, draw arrows to multiple other bubbles that tell what you treasure.

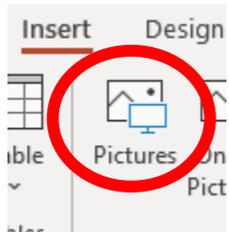
Use the **SMART ART**  tool to create your graphic organizer. If you would rather draw it on paper and upload the picture, you can use the **INSERT PICTURES**  tool.

### Tools to Use

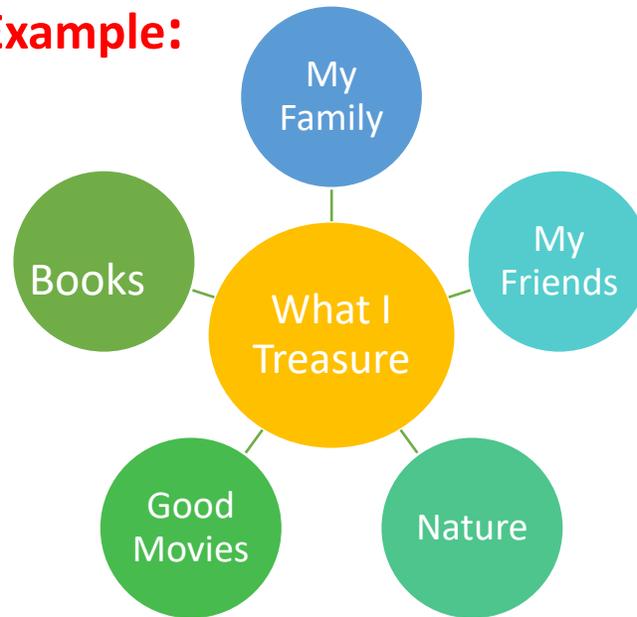
#### Smart Art



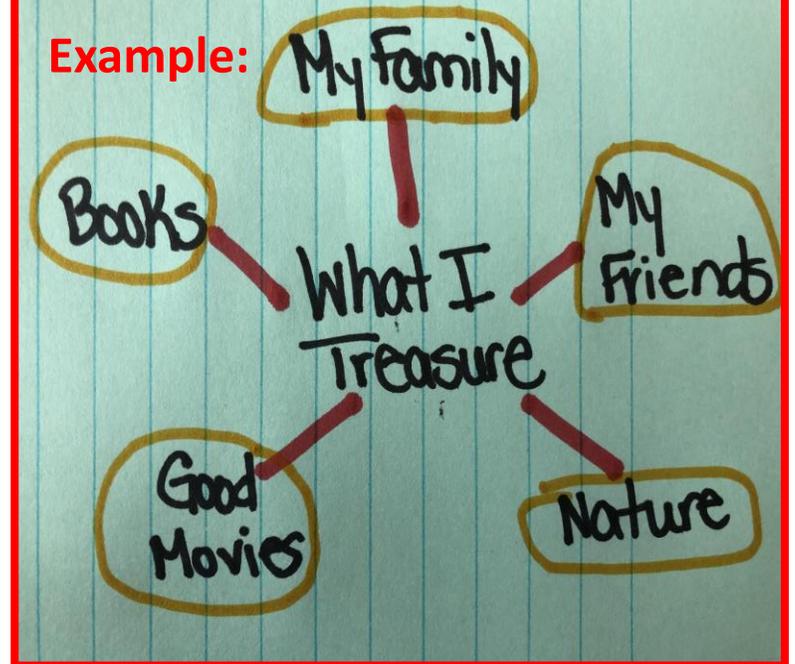
#### Insert Pictures



#### Example:



#### Example:



# How to apply these tools?

## Social Studies

### 4th grade lesson on standard:

SS4H3 Explain westward expansion in America. a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”



# Opening:

Look at the image. What do you see? What do you think is happening? What do you wonder?

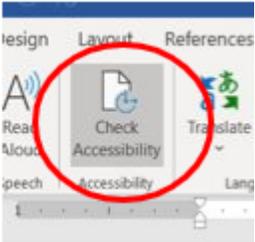


## Tools to Use

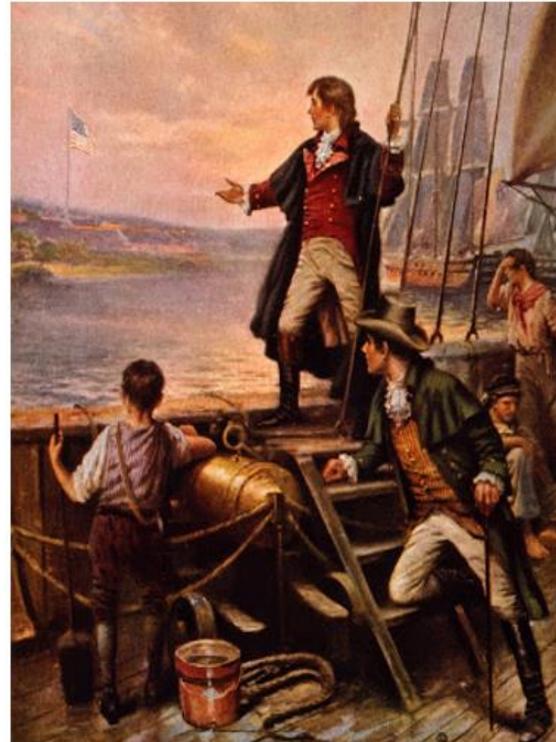
### Dictate



### Accessibility Checker



I wonder what they're looking at



This Photo by Unknown Author is licensed under CC BY-SA-NC

- Study the image.
- Write, type, or voice your response in the boxes.

# Work Period: *The Star Spangled Banner as You've Never Heard It*

## Tools to Use

Video as an alternate method of presenting content

Closed captions

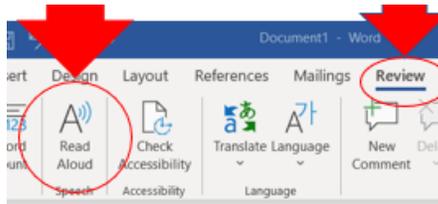


- Watch the video
- Listen closely for what caused Frances Scott Key to write the poem.

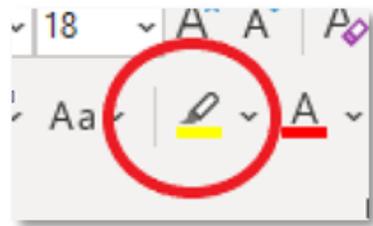
# Work Period: Analyze *The Star Spangled Banner*

## Tools to Use

### Text-to-speech



### Highlighter tool



- Read *The Star Spangled Banner*.
- Highlight information that you learned or recognize from the video.
- Highlight words that are still confusing.

A screenshot of Microsoft Word showing the lyrics of 'The Star Spangled Banner'. The text is displayed in a large font, and a yellow highlighter tool is applied to the first line of the lyrics. The ribbon shows the Font, Paragraph, and Styles tabs.

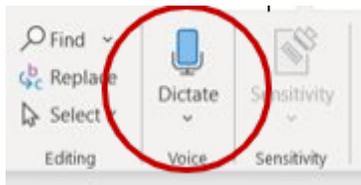
Oh, say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars through the perilous fight,  
O'er the ramparts we watched were so gallantly streaming?  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh, say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

# Closing: Banner?"

Why did Frances Scott Key write "The Star Spangled

## Tools to Use

### Dictate



- Have students use what they know from the image, video, and text to answer the question.

# GaDOE Content Integration Team

Franeka Colley

ELA Content Integration &  
Special Education Specialist

[Franeka.colley@doe.k12.ga.us](mailto:Franeka.colley@doe.k12.ga.us)

Jennifer Zoumberis

Social Studies Content Integration &  
Special Education Specialist

[Jzoumberis@doe.k12.ga.us](mailto:Jzoumberis@doe.k12.ga.us)

Jenise Sexton

Math content integration & Special  
education specialist

[Jsexton@doe.k12.ga.us](mailto:Jsexton@doe.k12.ga.us)

Renee Shirley-Stevens

Science Content Integration & Special  
Education Specialist

[Renee.Shirley-Stevens@doe.k12.ga.us](mailto:Renee.Shirley-Stevens@doe.k12.ga.us)



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