

Using Book Creator Online and Brisk to Enhance Language and Writing Development in a Short Story Activity for a Student with Developmental Language Delay

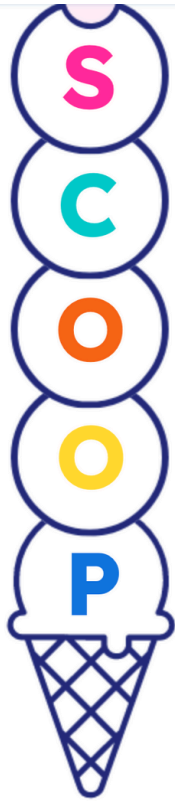
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Goal:

Use a Brisk Generated story, based on the student's graphic organizer outline, as an exemplar for the student to celebrate their ideas, see their ideas/outline woven in to a story, learn story structure, build vocabulary, punctuation, become excited about writing, expand their ideas and have fun while writing. Also offer teacher's easily developed learning activities related to the personal stories written by students.

1. Brainstorm a topic of high interest (use a brainstorm graphic organizer or verbally discuss a topic)

Launch a graphic organizer in Book Creator Online. Student fills out the graphic organizer using direct selection to the keyboard typing, word prediction, voice recording or speech to text. Read aloud of what is produced is an option.



Story Scoop

Setting

Brad is my bull he does not like people at all. But he loves to get out of the bran and run away

Characters

Brad is a cow and he is really big and tall

Oh no! There's a problem

He got out of the bran oh no what do we do

Order of Events

He run away



He does not come back for 2 hours



But i will here him moo for food

Problem Solved

And if does not come back in 2 hours i will go look for him and i bring food with me and he will follow me

3. Launch a Google Doc and BRISK Chrome Extension.

Create / Create Anything and type in the Prompt using the student's text entered in the graphic organizer i.e.: Set the language level to match the student's skill set.

BRISK PROMPT: *Write a short story about Brad is my bull he does not like people at all. But he loves to get out of the bran and run away. Brad is a cow and he is really big and tall. He got out of the bran oh no what do we do. He run away. He does not come back for 2 hours. But i will here him moo for food. And if does not come back in 2 hours i will go look for him and i bring food with me and he will follow me .*

4. Review the Result

Brad the Runaway Bull

The Beginning

Once upon a time, there was a big, tall bull named Brad. He had long horns and didn't like being around people. Brad lived in a red barn on a farm, but he didn't like staying inside. He always wanted to go on adventures!

The Middle

One sunny day, Brad found a way to open the barn door. Oh no! He ran out as fast as he could. Brad ran through green fields and jumped over small streams. He was having so much fun!

For two whole hours, Brad explored the countryside. He saw butterflies, smelled flowers, and felt the warm sun on his back. But after a while, Brad started to feel hungry.

The End

Back at the farm, I noticed Brad was missing. I was worried and decided to look for him. I took some of Brad's favorite food and started walking around, calling his name.

Suddenly, I heard a loud "Moo!" It was Brad! He was so happy to smell his favorite food. Brad followed me all the way back to the barn.

From that day on, Brad knew that adventures were fun, but being home with food was even better!

NOTE: the story can be copied and pasted at this point into Book Creator for read-aloud, illustration, adding images, voice recorded reading by student, translated for other students, and extra challenge...ask the student to think about "What happens next!"... and continue writing the story in the same graphic organizer or a different one, or simply add ideas in a text box with font of choice.

Reflect and Build with Brisk

Teacher Generated Brisk activities:

- Generate a quiz (at appropriate grade and language level and type)
- Generate a vocabulary list
- Generate a Google Slide Presentation on the story (with images)
- Generate Guided Notes (select the story text first) see below

- Generate Depth of Knowledge Questions (DOK) (select the story text first) (see below)

Ask Students to:

- Read aloud the story or have R&W4G Read Aloud
- Draw a picture about Brad in the Setting described or add digital images in Book Creator.
- Answer 2-3 DOK Questions using Book Creator voice recording, typing, STT.
- **BUILDING Language, Story Writing and Creativity KNOWLEDGE:** After reading the story generated from Brisk and the student's prompt from the graphic organizer and completing various Brisk activities; student will read the story again. The student will then use the same Story Scoop graphic organizer and write Chapter 2 of Brad the Runaway Bull

Brisk Guided Notes:

Brad the Runaway Bull

The Beginning

- * Brad was a big, tall bull with _____ horns.
- * He lived in a _____ barn on a farm.
- * Brad didn't like:
 1. Being around _____
 2. Staying _____

The Middle

- * One sunny day, Brad found a way to _____ the barn door.
- * He ran through:
 1. Green _____
 2. Small _____
- * Brad explored for _____ hours.
- * Things Brad experienced:
 1. Saw _____

2. Smelled _____
3. Felt the _____ sun on his back

The End

- * The narrator noticed Brad was _____.
- * To find Brad, the narrator took some of his favorite _____.
- * Brad made a loud "_____" sound when he smelled the food.
- * Brad followed the narrator back to the _____.
- * Lesson learned: Adventures are fun, but being _____ with food is even better!


Vocabulary Words to Remember:

1. Runaway
2. Countryside
3. Explore

DOK Questions on "Brad the Runaway Bull"


DOK 1: Recall & Reproduction

1. What is the name of the bull in the story?
2. Where did Brad live?
3. What color was the barn?
4. How long was Brad out exploring?

 Activity Idea: Create a simple matching game where students connect character names to facts from the story.


DOK 2: Skills & Concepts

1. Why didn't Brad like staying inside the barn?
2. How did Brad's feelings change from the beginning to the end of the story?
3. What made Brad decide to come back to the farm?
4. How did the narrator find Brad?

 Activity Idea: Have students create a comic strip showing the main events of Brad's adventure.


DOK 3: Strategic Thinking

1. How might the story be different if Brad didn't get hungry?
2. What could the farmer do to keep Brad from running away again?
3. Why do you think Brad enjoyed his adventure at first?
4. How did Brad's opinion about home change after his adventure?

 Activity Idea: Ask students to write a short diary entry from Brad's point of view, explaining his feelings about the adventure.

DOK 4: Extended Thinking

1. How might this story teach us about the importance of home and family?
2. Can you think of a time when you wanted to run away but then changed your mind? How does your experience compare to Brad's?
3. If you could rewrite the ending of the story, what would you change and why?
4. How might the story be different if it was told from the farmer's point of view instead of Brad's?

 Activity Idea: Have students work in small groups to create a "Choose Your Own Adventure" story about Brad, where different choices lead to different outcomes.