

Instructional Planning Rana Part 2

Video Transcript

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Rana Khan: I recently designed and implemented a unit of learning that was meant to be inclusive of multilingual learners with disabilities. This unit was centered on personal narratives. One dually classified student who benefited greatly from the supports provided in this unit is currently reading at a late kindergarten level. He chose to write his personal narrative about a trip he took with his family, which led to him discovering a new hobby.

When composing the narrative, I provided students with graphic organizers for each part of the writing process and modeled how to use each one while telling my own personal narrative. This student, as well as several others who are in the early stages of reading and writing, used dictation and editing tools embedded within their devices to compose their writing.

During the presentation portion of this unit, due to this student being in the very early stages of reading, I chose to incorporate a tool that provided him the ability to record himself reading the slide ahead of time. I also helped him select visuals that would remind him of the main idea of the slide.

Using these visuals, he was able to give an accurate synopsis of each slide and had a chance to actually present in real-time while practicing important presentation skills, such as making eye contact and using appropriate volume and pacing. When he saw the visual on each slide, it reminded him about a particular part of his narrative. He would give the synopsis, and then he would press the play button, and the audience heard his previously recorded reading. It ended up being one of the best presentations that were given because, unlike other students who were reading every word on their slide, he engaged more with the audience by making eye contact while telling his story.

WIDA Staff: We would like to thank Rana Khan, who graciously shared her time and voice. We appreciate you!