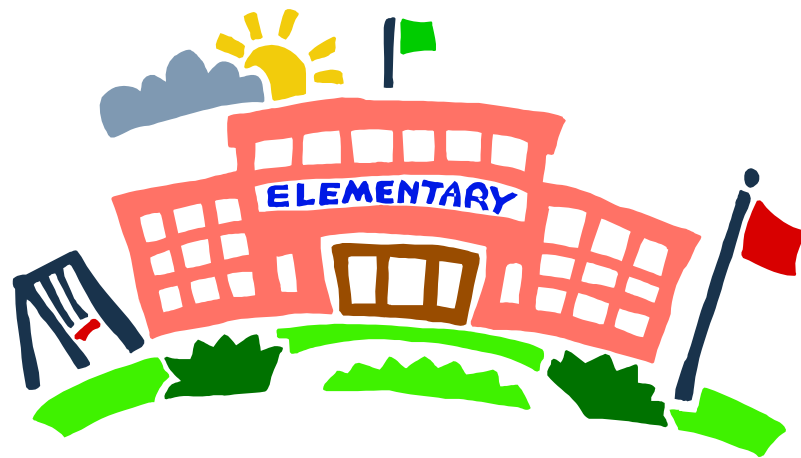


WillowWood School
Curriculum Outline 2009-2010

MELLISSA'S CLASS
GRADE 1





WillowWood School
Curriculum Outline 2009-2010

Philosophy

At WillowWood School we believe that we are responsible for developing a range of instructional strategies based on sound learning theory. We recognize the need to address different student needs and to bring enthusiasm and a variety of teaching approaches to the classroom. We understand the importance of perseverance and we make every reasonable attempt to ensure that sound learning occurs for every student. We try to instill in every student the understanding that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that our programme can foster.

Expectations: WillowWood is visited by an Inspector of Education biannually. The purpose of these visits is to ensure that we maintain our high standard of education and at the same time achieve the objectives that have been prescribed by the Ministry of Education. These objectives have been reviewed and are now known as 'Expectations.' Our lessons are planned with these expectations in mind. The classroom teacher chooses a theme that serves as a vehicle to reach the planned expectations. These themes provide an integrated approach to teaching Language Arts, Social Studies, Science, French, The Arts, Computer, Physical Education and Mathematics.

ADDITIONAL PROGRAMMES

At WillowWood we recognize that not all students learn in the same way. We pride ourselves in offering individualized programme delivery to meet the specific needs of our students within a fully integrated classroom. Some students require intervention, others do not. When a student requires more intensive intervention, enrichment or remediation, we implement certain programmes that facilitate the learning process for them. When students receive such programming, it is indicated with the words 'modified' or 'enriched' beside their grade placement, for example: Grade 3 Modified. Modifications include:

- 1) Access to specialty programmes: a) Lexia Reading Programme; b) Direct Instruction; c) Reasoning and Writing Skills Programme; d) Remediation Plus; e) Barton Reading Programme; f) WillowWood's Academic Support Programme;
- 2) 2) In-class modifications: focus on visual learning, focus on auditory learning, reteaching and overlearning of concepts, use of computer for language processing, scribing, use of voice-recognition technology, repetition of instructions, homework website monitoring, assignment modification for complexity, evaluation and length, preferred seating, time extensions, alternative assignments, oral backups for tests, rewriting of tests and time extensions.
- 3) Enrichment: enriched pod placement; alternative assignments, and assignments enriched for complexity.

LANGUAGE ARTS

The language programme is organized into three strands, which correspond to the three main areas of language use: Writing, Reading, Oral Communication and Media Literacy. The programme is designed to develop a range of essential skills in spelling and grammar; an appreciation of literature and the ability to respond to it; and skills in using oral language accurately and effectively.

WRITING 1

Grade 1

Texts and Programmes for Language Arts Writing:

Spelling Mastery A

Explode the Code 1,2

Primary Phonics 1,2

Starting comprehension 1,2

Language Power Introduction

Handwriting Without Tears

Kidspiration

OVERALL EXPECTATIONS

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

- 1.1 identify the topic, purpose, audience, and form for writing, with support and direction
- 1.2 generate ideas about a potential topic, using a variety of strategies and resources
- 1.3 gather information to support ideas for writing in a variety of ways
- 1.4 sort ideas and information for their writing in a variety of ways, with support and direction
- 1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers (e.g., a story ladder, sequence chart) and simple organizational patterns
- 1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose
- 2.1 write short texts using a few simple forms
- 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience
- 2.3 use familiar words and phrases to convey a clear meaning
- 2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic
- 2.6 identify elements of their writing that need improvement, including content,

organization, and style, using feedback from the teacher and peers

2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies

2.8 produce revised draft pieces of writing to meet criteria identified by the teacher

3.1 spell some high-frequency words correctly

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings

3.3 confirm spellings and word meanings or word choice using one or two resources

3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to)

3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference

3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout

3.8 produce pieces of published work to meet criteria identified by the teacher

4.1 identify some strategies they found helpful before, during, and after writing

4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

4.3 select pieces of writing they think show their best work and explain the reasons for their selection

READING 1

At WillowWood we understand that reading is a complex process. It involves understanding the relationship between written language and speech and relating ideas and information encountered in reading to one's store of knowledge and experience. It also involves using various strategies, or methods, to determine the meaning of what is being communicated – for example, rereading a passage if its meaning is not immediately clear. In order to become independent and fluent readers, students need to read frequently and to develop the skills used in reading for different purposes.

Texts and Programmes for Language Arts Reading:

Lexia

Reading Mastery Fast Cycle 1,2

Explode the Code: 1,2

Primary Phonics: 1,2

Remediation Plus: (Additional programme)

Novel Studies: Author study on Robert Munsch. Frog and Toad, Nate the Great, The Friendship of Milly and Tug and Balto – a True Story.

OVERALL EXPECTATIONS

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

- 1.1 read a few different types of literary texts (e.g., pattern books, rhymes, books from home, simple fiction stories), graphic texts
- 1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes
- 1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction
- 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea
- 1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them
- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- 1.7 identify the main idea and a few elements of texts, initially with support and direction
- 1.8 express personal thoughts and feelings about what has been read
- 1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative
- 2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story
- 2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts
- 2.3 identify some text features
- 2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts
- 3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts
- 3.2 predict the meaning of and solve unfamiliar words using different types of cues.
- 3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader
- 4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading
- 4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

ORAL COMMUNICATION 1

To develop their oral communication skills, students need numerous opportunities to listen and talk to others for a variety of purposes and about a range of subjects – including personal interests, current affairs, and school work. The program includes opportunities to engage in oral activities such as brainstorming, discussing strategies for problem solving, debating issues, presenting and defending ideas, and offering critiques of the ideas of others.

OVERALL EXPECTATION

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

- 1.1 identify purposes for listening in a few different situations, formal and informal
- 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations
- 1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts
- 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea
- 1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
- 1.7 identify words or phrases that indicate whether an oral text is fact or fiction
- 1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker
- 1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience
- 2.1 identify a few purposes for speaking
- 2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions.
- 2.3 communicate ideas and information orally in a clear, coherent manner
- 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience
- 2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning
- 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
- 2.7 use one or more appropriate visual aids (e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations
- 3.1 begin to identify, with support and direction, a few strategies they found helpful

before, during, and after listening and speaking
 3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

MEDIA LITERACY 1

OVERALL EXPECTATIONS

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

- 1.1 identify the purpose and intended audience of some simple media texts
- 1.2 identify overt and implied messages, initially with support, in simple media texts
- 1.3 express personal thoughts and feelings about some simple media works
- 1.4 describe how different audiences might respond to specific media texts
- 1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective
- 1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced
- 2.1 identify some of the elements and characteristics of a few simple media forms
- 2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms
- 3.1 identify the topic, purpose, and audience for media texts they plan to create
- 3.2 identify an appropriate form to suit the purpose and audience for a planned media text
- 3.3 identify techniques appropriate to the form chosen for a planned media text
- 3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
- 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
- 4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

MATHEMATICS 1

Mathematics is a key element of the curriculum. When students learn mathematics, they do more than master basic skills; they acquire a concise and powerful means of communication. Knowledge of mathematical language, structures, and operations all help students to reason, to justify their conclusions, and to express ideas clearly. Students are taught to use math in connection with technology and in their daily lives

Everyday Math Reference book

Everyday Math Journal 1 and 2

Everyday Math Skills Link book

Complementary resource materials

Number Sense and Numeration: Grade 1

- read and print numerals from 0 to 100 and print number words to ten;
- demonstrate the conservation of number and 1-1 correspondence;
- count by 1's, 2's, 5's, and 10's to 100 using a variety of ways
- count backwards from 10 and locate number to 10 on a number line;
- compare, order, and represent whole numbers to 50
- use mathematical language to identify and describe numbers to 50
- discuss the use of number and arrangement in real-life situations;
- use a seriation line to display relationships of order (events in a story);
- model numbers grouped in 10's and 1's and use zero as a place holder;
- use a calculator to explore counting, and operate with numbers larger than 10;
- use ordinal numbers to tenth; represent and explain halves as part of a whole using concrete materials and drawings;
- demonstrate that addition involves joining and subtraction taking away;
- demonstrate addition and subtraction facts to 20 using concrete materials;
- represent addition and subtraction ($5 + 6 = 11$) using concrete materials;
- identify the effect of zero in addition and subtraction and do simple mental math involving single digits;
- add and subtract money amounts to 10¢ using concrete materials;
- pose and solve simple number problems orally and using materials;
- describe their thinking as they solve problems.

Measurement

- compare two objects and identify similarities and differences

- represent the results of measurement activities using concrete materials;
- demonstrate that a non-standard unit is used repeatedly to measure;
- use mathematical language to describe dimensions (e.g., height, length);
- select an appropriate non-standard unit to measure length;
- estimate, measure, and record the linear dimensions (e.g., length, height)
- demonstrate an understanding of the passage of time by comparing the duration of various activities
- name the days of the week in order, and the seasons;
- read analog clocks, and tell and write time to the hour and half-hour;
- relate temperature to their daily activities;
- demonstrate an understanding of the value of some coins (1¢, 5¢, 10¢);
- name coins up to \$2 and state the value of pennies, nickels, and dimes;
- demonstrate an understanding of the relationship between the tiling of a surface and the number of units needed to cover the surface;
- estimate and count the number of shapes that will cover a surface;
- estimate, measure, and record the mass of objects using non-standard units, and compare the measures

SPATIAL SENSE AND GEOMETRY

- explore and identify 2x & 3-dimensional figures using concrete materials;
- create structures using 3 x D figures and model 3 x D figures;
- observe and construct a given three-dimensional model
- compare and sort 2 & 3-dimensional figures according to observable attributes (e.g., size, slide, roll);
- identify attributes of two-dimensional shapes;
- use 2xD shapes to construct a picture of objects in the environment;
- compare and sort 2xD shapes according to attributes they choose;
- describe and name 2xD shapes (e.g., circle, square, rectangle, triangle);
- recognize symmetry in the environment and create symmetrical figures;
- follow directions to move or place an object in relation to another object;
- describe an object in relation to another using positional language;

- use one attribute to create a pattern (e.g., thick or thin, open or closed); identify counting patterns in hundreds charts;
- talk about pattern rules and use a calculator and a computer application to explore patterns;
- given a rule expressed in informal language, extend a pattern; compare patterns using objects, pictures, actions, and spoken words.

Data Management and Probability:

- conduct an inquiry using appropriate methods (e.g., ask one another, "What is your favourite kind of ice cream?");
- pose questions about data gathered;
- compare, sort, and classify concrete objects according to an attribute;
- identify relationships between objects by stating shared attributes;
- generate yes/no questions for a given topic;
- collect first-hand data by counting objects, conducting surveys, measuring, and performing simple experiments;
- relate objects to number on a graph with one-to-one correspondence
- record data on charts or grids using various recording methods;
- organize materials on concrete graphs and pictographs using one-to-one correspondence;
- read and discuss data from graphs;
- demonstrate understanding that an event may or may not occur;
- use events from meaningful experiences to discuss probability;

Science and Technology 1

In our Science programme, we provide as many hands-on activities as possible since the inquiry and design skills emphasized in this curriculum must be taught and learned through experiences with concrete materials. The activities provided allow students to discover and learn fundamental concepts through investigation, exploration, observation, and experimentation, and to place these concepts in the social, environmental, and economic contexts in which their relevance and application will be most evident.

Texts:

Teacher assembled units on:

Needs and Characteristics of Living Things (from the Strand Life Systems),

Materials, Objects, and Everyday Structures (from the Strand Structures and Mechanisms), Energy in Our Lives (from the Strand Matter and Energy) and Daily and Seasonal Changes (from the Strand Earth and Space Systems)

By the end of Grade 1, students will:

- demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water);
- investigate the characteristics and needs of animals and plants;
- demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.
- distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials (e.g., flexibility of plastic, hardness of wood);
- investigate the properties of materials and make appropriate use of materials when designing and making objects;
- describe the function of specific materials in manufactured objects that they and others use in daily life.
- demonstrate an understanding of ways in which energy is used in daily life;
- investigate some common devices and systems that use energy and ways in which these can be controlled manually;
- describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved.
- demonstrate awareness that structures have distinctive characteristics;
- design and make structures that meet a specific need;
- demonstrate understanding of the characteristics of different structures and of ways in which they are made, and recognize and use some systems in the home or at school.
- demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things;
- investigate changes that occur in a daily cycle and in a seasonal cycle;
- describe how living things, including humans, adapt to and prepare for daily and seasonal changes.

Social Studies 1

In our Social studies programme we examine and understand communities, from the local to the global, and our heritage. They also acquire skills of inquiry and

communication through field studies and other research projects; the use of maps, globes, and models; and the consideration of various forms of historical evidence. Students apply these skills to develop an understanding of Canadian identity and democratic values, to evaluate different points of view, and to examine information critically in order to solve problems and make decisions on issues that are relevant to their lives.

Texts: Teacher assembled units.

Heritage and Citizenship: Relationships, Rules, and Responsibilities

By the end of Grade 1, students will:

- identify significant people, places, and events in their lives, and some significant people in Canada in the past and present;
- create simple timelines to describe changes over time;
- describe the roles and responsibilities of various family members, as well as of other people in their school and neighbourhood.

Canada and World Connections: Grade 1 – The Local Community

By the end of Grade 1, students will:

- demonstrate an understanding that a local community is made up of groups of people;
- locate the distinguishing physical features of their community (e.g., buildings, parks, roads);
- describe how people in the community interact to meet basic needs.

Health and Physical Education 1

Locomotion/Travelling Skills

- travel in a variety of ways (e.g., leap, gallop) in different directions in response to signals (e.g., stop or go signals);
- travel in a variety of ways using different pathways (e.g., straight, curved, or zigzag pathways in creative dance);

Manipulation Skills

- throw objects of various sizes and shapes underhand, using one or two hands and large targets (e.g., toss a bean bag through a hoop);
- catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball);
- bounce, while stationary, a ball with one hand;

Stability Skills

- jump forward with control, using a variety of take-offs and landings;
- demonstrate basic static balances (e.g., stork balance) without equipment;
- transfer their weight from one body part to another.

Healthy Eating

- identify the food groups and give examples of foods in each group;
- suggest occasions (e.g., a bake sale, a class party) when they can choose healthy food snacks, and describe the factors affecting their choices (e.g., choices made because of allergies or culture);
- describe ways to care for their teeth;

Growth and Development

- describe simple life cycles of plants and animals, including humans;
- recognize that rest, food, and exercise affect growth;
- identify the major parts of the body by their proper names;

Personal Safety and Injury Prevention

- outline the potential safety risks in the home, school, and community (e.g., from fire or toys);
- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them;
- identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 9-1-1);

MUSIC 1

The students will learn a variety of songs, learn to play percussion band instruments and develop an enhanced sense of pitch, rhythm, beat and tempo.

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- listen to and identify music from different cultures and historical periods (e.g., French- Canadian folk songs such as "Alouette", Native Canadian songs such as "Ho Ho Watenay");
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

VISUAL ART 1

- produce two- and three-dimensional works of art, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and or community contexts.

DRAMA AND DANCE 1

- Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories.
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works, dance pieces and experiences;
- Demonstrate an understanding of a variety of drama, dance forms and theatre forms and styles from the past and present, and their social and or community contexts.
- Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;

FRENCH 1

TEXT: Les Histoires de Napoleon by Arthur and Fisher

Our Grade 1 and 2 French programmes are taught in themes through songs, games, puzzles and recitations. The themes include: Salutations, numbers 1-10, the alphabet, days of the week, question and answers and vacations. By the end of the year the students will:

- use very simple phrases;
- listen to short, very simple oral texts, and respond to specific simple questions;
- learn basic vocabulary, and demonstrate understanding;
- write very simple texts and responses following a model;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

ADDITIONAL SUPPORT PROGRAMS

The Corrective Reading-Comprehension Program is one of the Direct Instruction Programs offered at WillowWood. This program is a highly structured program that is designed for students who are operating at a reading level, which is at least one or two years behind grade level. It focuses on:

- Developing informative and reasoning skills
- Vocabulary expansion
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Organization of information
- Developing written expression

The Reasoning and Writing Program is another Direct Instruction Program that is part of our support programming. It focuses on:

- Providing an awareness of logical connections and narrative structures
- Introducing the writing process – drafting, revising and editing
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Assisting in reading comprehension
- Expanding elements of writing style
- Expanding vocabulary and sentence structure
- Recognizing inconsistencies in writing

Lexia is a visually-based computer program that focuses on the development of phonemic skills. It is a highly structured program, and it is based on cumulative skill development. The program offers a variety of reading activities that foster an understanding of basic decoding skills such as: blends, syllables, and word patterns. Lexia is designed for students who are reading at least one or two years below expected grade level.

Remediation Plus is a multisensory, systematic phonics program that has been designed to help students who are experiencing difficulty learning to spell and read accurately, or who have dyslexia and/or language learning disabilities. The program is divided into detailed, comprehensive lessons that focus on specific phonic sounds. Students are taught phonological awareness, phoneme-grapheme correspondence, syllable instruction and morphology through systematic and cumulative instruction.

Assistive Technology Program

WillowWood has introduced a new Software Strategies Program. It is available to students at all grade levels. It introduces students to two specific word prediction and speech recognition programs: Word-Q and Speak-Q. Students are instructed in the use of these programs and learn to become more proficient in transferring their ideas into writing; Word-Q and Speak-Q are both compatible with Inspiration and Kidspiration, which are programs currently in use at WillowWood. They serve to assist students in planning and organizing their thoughts and writing. ReadPlease, another of the programs offered in the Assistive Technology Program, serves to help students who experience difficulty in decoding complicated texts by reading any text aloud. It empowers students become more independent workers and writers.