

**Web-Based Tools and Resources That Support
Effective Instruction and Meaningful Learning
Examples Using Web-based (and “Free”) Tools to Scaffold Instruction
Gardner & Wissick, CEC 2007**

Reading

- Reading a Web page using eTextReader (<http://www.readingmadeez.com>) or ReadPlease (<http://www.readplease.com>) to adjust page layout and highlight words as they are read.
- Using 1-Click (<http://www.answers.com>) or WordWeb (<http://wordweb.info/free/>) to look up a definition of a word on a web page.
- Using OPAKI (<http://www.interventioncentral.org/htmldocs/tools/okapi/okapi.php>) and BiblioMania (<http://www.bibliomania.com>) create a reading fluency prompt.
- Creating a “takehome” audio book: Converting text-to-speech (and to an mp3 file) by using Natural Reader (<http://www.naturalreaders.com>). Use an E-Text version of a book downloaded from Project Gutenberg (<http://www.gutenberg.org/>).
- Developing a UDL book using BookBuilder by CAST (<http://bookbuilder.cast.org>).

Writing

- Creating a book report using a word processor and Click-N-Type (<http://cnt.lakefolks.org/>) to provide word prediction and scanning.
- Using CMap (<http://cmap.ihmc.us/>) to build thoughts/ideas into a complete report.
- Using Autosummarize in MS Word to check a writing assignment for key points.
- Using the Forms Toolbar in MS word to create a prompted writing activity.

Communicating

- Developing a PowerPoint to present to the class instead of writing a report.
- Creating a web page with Project Poster (<http://poster.4teachers.org>) to summarize research.

Math

- Virtually manipulating algebra tiles at <http://matti.usu.edu/nlvm/nav/vlibrary.html>
- Learning about money at the Brain Pop web site and turning on the closed captioning (<http://www.brainpopjr.com/math/money/dollarsandcents/zoom.weml>)
- Identify 5-7 math concepts that students persistently have problems understanding. Create a Word document (or Project Poster) with hotlinks to descriptions/visuals on web pages that can help refresh their understanding.
- Collect data on class preferences for favorite foods. Graph the results using Excel. Use Lesson Builder (<http://lessonbuilder.cast.org/>) to highlight instances where UDL can be used to support other lesson elements/activities.

Other

- Create 4-5 learning stations where each of your students can go to experience/experiment with a web-acquired, free Assistive Technology (AT) tool. They rotate through each station and meet with you to discuss ways they think they can use the tools relative to their class assignments and IEP objectives.
- Use a [4Teachers.org](http://4teachers.org) tool (e.g. TrackStar, Project Poster, PBL Checklist, or Rubistar) to support a reading & writing assignment about a historical figure/event.
- Take a virtual field trip. Visit the web page of your state's assistive technology resource center or your state's resource center for persons with visual/reading disorders. Create a list of resources available at these centers that will help your students learn and/or complete classroom assignments.
- Create a thematic unit, where web-based or web-acquired tools support elements of instruction integrated across curriculum areas.
- Identify accessibility features inherent to Apple's (www.apple.com/accessibility/) and Microsoft's (www.microsoft.com/enable/) operating systems. Create a PowerPoint (using screen captures, etc.) that provides students a step-by-step tutorial regarding how to "turn on" and implement a specific feature.