

## Voice Training Lesson Plan 1 Pre Test

### Consider

- Reading level of each student
  - Timing
    - time of day
    - day of week
    - Don't pre or post test at stressful times
      - ie MCAS testing periods
  - Outside influences of each student
    - anything stressful happening at home, etc
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1. Demonstrate opening Google drive on my laptop.
  - a. Have student echo.
2. Open Google doc.
  - a. Have student echo.
3. Show the Tools menu.
  - a. Have student open the dropdown menu.
4. Select Voice Typing.
  - a. Have student echo.
5. Point out the microphone to the left of the document.
6. Click on and off 2-3 times to show the black microphone is off and the red microphone is on.
  - a. Have student echo.
7. Repeat if student is interested in using headset with boom.
  - a. Show student the volume button and how to use it.
  - b. Teach student to position the boom correctly, about 1 thumb width from their mouth.
8. Explain to student that it is important to dictate in a voice, tone, and speed as would be used speaking with a friend, sibling, parent, or teacher
  - a. Have them dictate "my name is \_\_\_\_\_". I live in Brookline. I am \_\_\_\_ years old.
    - i. This will ensure that voice can be recognized.
9. Explain that if student waits for words to show on laptop screen, that the recognition is less-the engine needs consistent speaking to recognize correctly.
10. Have student select reading sample of their choice.
11. Reinforce that they cannot do anything "wrong", this is practice!
12. At the conclusion of the training, let student know that I will be back and we will practice more.

## Voice Training Lesson Plan Training 2

1. Remind student that we have worked with voice recognition before.
2. Question if student has used it since.
3. Why or why not? Helpful?
4. Present and discuss writing assignment from teacher.
  - a. For G, liaison suggested the district-wide essay contest.
5. Retrieve headset with boom from laptop cart.
6. Practice simple vocal exercises.
  - a. Clearing throat.
    - i. Prepares vocal cords for dictating.
  - b. Drink water.
    - i. Keeps vocal cords lubricated.
  - c. Big yawns (4-5).
    - i. Helps to properly form and dictate sounds.
7. Sit up straight!
8. Open Google drive.
  - a. Name and share document with teacher and me.
  - b. Review simple punctuation commands.
    - i. Period.
    - ii. Comma.
    - iii. Exclamation point and/or question mark.
9. Warm up with silly sentences.
  - a. Isadora is an ostrich.
  - b. I am an Eskimo.
  - c. Uncle Arthur is amusing.
10. Review with student what worked well and what did not.
  - a. Practice sentences again if needed.
11. Practice simple vocal exercises again if needed.
  - a. Clearing throat.
  - b. Drink water.
  - c. Big yawns (4-5).
12. Dictate assigned paragraph of at least 100 words.

Note: If he is unsuccessful after 2-3 tries, of the district-wide essay he is writing, have him dictate in bulleted sentences. If student is emotional or not making progress, discontinue lesson.