

LEARNING CONNECT TEACHER TOOL
ALEXA – Automated Learning EXcellence & Achievement -
WRITING REFLECTIONS

Object Writing “Teacher-Guided” Script

Dear Teacher:

Alexa is currently ready to assist you in administering today’s lesson. Using retention and comprehension strategies will increase student achievement substantially for your current lessons and curriculum. Just preview or download the script and ask the required questions provided. Alexa will respond accordingly. In most cases, Alexa can be used as a stand-alone tool, without the use of any of the other accompanying tools, such as, the LC Instructional packet or PowerPoint. Please enjoy the results.

CLASSROOM HELPER SHEET – The Classroom Helper Sheet provides the lesson objective, tool description, required student materials, any optional materials, and Alexa’s contribution. This sheet can be previewed or downloaded.

TEACHER SCRIPT SHEET – The Alexa Script Sheet begins by providing a notation of the teacher’s contribution to the Alexa’s directives. In most cases, be prepared to share simple lesson-related information for brainstorming and reflection, such as the lesson topic, vocabulary words or general lesson statements.


The script sheet also provides the teacher with a brief Alexa Lesson Introduction, the Alexa Activation Questions or Statements and a copy of Alexa’s Responses. Teacher can download or reference the Activation Questions or Statements, along with the Alexa’s Responses, on an electronic device during instruction. In summary, using this sheet, teacher can capture Alexa’s Activation Questions or Statements for the selected Learning Connect activity. Then, preview Alexa’s Responses. If needed, this tool can be used to clarify any student question asked after an Alexa directive is provided, if needed.

(OPTIONAL) LESSON SAMPLES – In most cases, Alexa provides the guidance to help students create their own handouts for the lesson. However, lesson handout

snapshots (small size) have been provided with the script to be used for clarification and explanation. On the other hand, if a copy of a ready-made handout is desired, please refer back to the original LC instructional tool for a handout suitable for copy.

STUDENT LEADER SHEET – The Student Leader Sheet provides the Alexa Activation Questions for a Student Leader to use in activating Alexa in an individual, partner or small group setting. However, the Alexa Responses are not provided on this sheet. If clarification is needed, Alexa can be asked to repeat her response.

CLASSROOM HELPER SHEET OBJECT WRITING

 **Lesson Objective** – To create a written presentation from the standpoint of an object related to the lesson to increase reflection, analytical thinking and understanding from different perspectives.

Tool Description – Some objects have several components to understand and retain. To help increase retention of all the different components of an object, it is a fun activity to describe and share perspectives from the viewpoint of the object. After lesson, as directed, individually, with a partner, in a small group and/or class, Alexa or Instructor will guide students to create a written presentation from the standpoint of a selected object, related to the lesson. Additional sentence stems are provided to assist with the presentation. Also, an example, using a carburetor, is offered as a light and fun learning experience. Last, students will be asked to share their Object Writing, as directed.

Supplemental Instructional Tool and PowerPoint Student Guidance Available for this

Specific Tool: To preview or download the Instructional or PowerPoint supplement tool, please go back to the original download page by inserting **GC423** into the Main Search Bar or use the following link:

<https://learningconnect.org/tool/gc423-writing-reflections-object-writing-reflection-tool-journal-entry/>

(You must be currently subscribed and logged into the Learning Connect website to access this link.)

Required Student Materials List: paper and pencil per student

(Optional) Student Materials List: Sample Worksheet – a. Object Written Presentation b. Presentation Assessment Rubric

(These worksheets can be created on student's own paper while simply proceeding, as directed, through the activity.)



SMGR – Small Group Resources

- A. Leadership Role Strips or Draw Cards** - noting role and tasks are available for a quick use. (Index cards, cut in half, create good draw cards.) The small group draw tools can be laminated to ensure multiple use.
- B. Drawing Container** - (A sheet of paper, folded in half and stapled down on each side creating a pocket effect, can substitute as a container).

Other Possible Small Group Supplies – time keeping device, scissors, flip chart and markers, multiple copies of the Small Group Ground Rules

To access all ten-minute prep small group tools and accessories, please insert **SG001** into the **Classroom Management Search Bar** or use for the following **Small Group Ten Minute-Prep Steps** link. <https://learningconnect.org/tool/smgr1-sg001-small-group-tool-ten-minute-prep-steps/> (You must be currently subscribed and logged into the Learning Connect website to access this link.)

Teacher Note: For initial leadership role training or a longer-term small group activity, please insert **SG002** into the **Classroom Management Search Bar** to access the small group tools with the **Small Group Leadership Role Guides** or use the following link. <https://learningconnect.org/tool/smgr2-sg002-small-group-tool-leadership-prep-and-role-review/> (You must be currently subscribed and logged into the Learning Connect website to access this link.)

Teacher Contribution: Share step-by-step instructions for creating an object writing presentation – Story Introduction, Story Body and Story Closure.

(For Classroom Use Only)

Instructor should use bolded script provided to communicate with Alexa.

Teacher Contribution to Alexa Lesson: a. A Lesson-Related Lecture or Reading Assignment.
b. A Lesson-Related Object.

**OBJECT WRITING
TEACHER SCRIPT**

Instructor Intro:

Today, our lesson is about_____.
Let's allow Alexa help us to increase our memory during today's lesson using an OBJECT WRITING tool.

1. Addressing the first Object Writing step.

Instructor: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Instructor: What is OBJECT WRITING?

Alexa: I will be glad to share. At the conclusion of the lesson, as directed by your teacher, individually, with a partner, or in a small group, create a written presentation from the perspective of an assigned or selected object, related to the lesson. Write down your object. Please take a few moments. Provide a statement of what you would like your audience to leave knowing about your object. Please do so at this time. I will provide you sentence stems and examples to complete your written presentation., when you return.

2. Addressing the second Object Writing step.

Instructor: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Instructor: Share the second OBJECT WRITING step.

Alexa: To introduce your object, please prepare to provide your object's name. Then, proceed to explain the purpose of your object. Next, have your object complete the following statements. Today, I want to tell you about my life as a blank. Be sure and include what your object was before it was in its current state. For example, what are its contents or make up? Last, have your object explain where the audience would be without it. If needed, I have provided you an introductory example using a carburetor name Holly. Please stay tuned.

ust say, Alexa, My Questions. Then, ask Alexa to please introduce Holly the Carburetor.

3. Providing first Object Writing Example.

Instructor: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Instructor: Introduce HOLLY THE CARBURETOR.

Alexa: My name is Holly. I am a carburetor. Today I want to tell you about my life as a major player in the life of a car. Before I was a carburetor, I lived in the earth's crust with my friend zinc. We combined to create a dynamic duo for manufacturing success in the car motor business. Even though you take me for granted, let's talk about the major function I provide for you day in and day out. Without me, you would have to change how you get to work, where you go to eat, how you get home and what you do for fun. Would you like to hear my life story? Just ask me.

4. Providing the remainder of the Object Writing Example.

Instructor: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Instructor: Continue with HOLLY THE CARBURETOR.

Alexa: As Holly, the carburetor, I live and work in the hood. They call my workplace an automobile. My job is fuel control. I work next door to the cylinders. They must be gymnast because they look like tumblers. A typical day for me is to respond to the acceleration of my driver. When I look in the mirror, I see a container with a hole in the top, and a choke in the middle. My best friends are spark plugs and injectors because they put the spark in my life. I depend on the driver not to pump the accelerator hard when starting the engine. I help other engine parts by providing the right amount of oxygen and fuel. I get upset when I have bad plugs and injectors. I perform best when I am properly adjusted for my driving situation.

5. Addressing the third Object Writing step.

Instructor: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Instructor: Share the next OBJECT WRITING step.

Alexa: If you listened or reviewed the carburetor example provided, the body of your object presentation consists of personal information about your object. Sentence stems can be reviewed, if provided. If not, a sentence stem may be that my object lives in the blank. Other sentences might describe your object's job description, typical day, best friend or next-door neighbor. Some sentences might state what your object sees in the mirror, who depends upon it or how it helps others. You might even get personal by describing how your object behaves at its best and at its worse. What is your object's average life span? It is up to your imagination. Have fun. Be creative.

6. Addressing the fourth Object Writing step.

Instructor: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Instructor: Share the last OBJECT WRITING step.

Alexa: As with any presentation, your closure is simple. Relate your closure to the opening. Give a brief summary of your content. Provide its relevancy to the reader. Give a last call for awareness or action needed with possible solutions, if applicable. I hope this was a fun activity. It should help you remember all the different components about your object. Use the evaluation tool provided to assess and improve your writing assignment, if available. Please share as directed. Have a great day.

(For Illustrative Purposes Only) If student copies are desired, always create copies from the original LC Instructional Tool.

(SHEET OF PAPER FORMAT)

Object Writing			
Name	Course	Date	Class Hour
Unit/Chapter	Lesson Title/Topic/Concept	Group	
Assignment Reference - (Book, Article, Page number and/or URL address)		Name/Number	
Topic:			
Assigned or Selected Object:			
Purpose of Object:			
1.			
2.			
3.			
I want them to leave knowing...			

Presentation Written Presentation Introduction	
<i>(Purpose Statement/Topic, Brief Background and Attention-Getting Activity)</i>	
My name is _____.	.
I am a _____.	.
Today, I want to tell you about my life as a _____.	.
Before I was _____.	.
Without me, you would _____.	:

(For Illustrative Purposes Only) If student copies are desired, always create copies from the original LC Instructional Tool.

OBJECT WRITING EXAMPLE

The Life of a Carburetor

My name is Holly. I am a carburetor. Today I want to tell you about my life as a major player in the life a car. Before I was a carburetor, I lived in the earth's crust with my friend zinc. We combined to create a dynamic duo for manufacturing success in the car motor business. Even though you take me for granted, let's talk about the major function I provide for you day in and day out. Without me, you would have to change how you get to work, where you go to eat, how you get home and what you do for fun. Here is my life story.

As Holly, the carburetor, I live and work in the hood. They call my workplace an automobile. My job is fuel control. I work next door to the cylinders. They must be gymnast because they look like tumblers. A typical day for me is to respond to the acceleration of my driver. When I look in the mirror, I see a container with a hole in the top and a choke in the middle. My best friends are spark plugs and injectors because they put the spark in my life. I depend on the driver not to pump the accelerator hard when starting the engine. I help other engine parts by providing the right amount of oxygen and fuel. I get upset when I have bad plugs and injectors. I perform best when I am properly adjusted for my driving situation. My average life span depends upon on the driver. My life span can be improved with proper maintenance one a regular basis. I belong to is the fuel system group. If we don't work together, this group can vote to have a strike that can put you out of business for one day to many days.

(For Illustrative Purposes Only) If student copies are desired, always create copies from the original LC Instructional Tool.

(SHEET OF PAPER FORMAT)

Written Presentation Body
I help others by _____.
I get upset when _____.
I perform best when _____.
My average life span is _____.
My life span can be improved _____.
The group I belong to _____.

Closing Paragraphs
Closure – Relates to the Opening and Unifies the Writing Summary of the Content
Relevance of the Content
Call for Awareness and/or Call for Action with Possible Solutions

Levels of Understanding – Measurement of Criteria					
STAGE 1 Components	Excellent (9-10 Points)	Good (6-8 Points)	Fair (3-5 Points)	Poor (1-2 Points)	POINTS
1. Introduction – (Purpose Statement, Brief Background and Attention-Getting Activity)	Intro – Excellent purpose statement, brief explanation of background and Attention-Getting Activity	Intro – Excellent purpose statement, brief explanation of background and Attention-Getting Activity	Intro – Excellent purpose statement, brief explanation of background and Attention-Getting Activity	Intro – Excellent purpose statement, brief explanation of background and Attention-Getting Activity	

(For Individual Student or Group Student Leader Use Only)

Please use the bolded script provided to communicate with Alexa.

Teacher Contribution to Alexa Lesson: a. A Lesson-Related Lecture or Reading Assignment.
b. A Lesson-Related Object.

**OBJECT WRITING
STUDENT LEADER SHEET**

Intro:

Today, the lesson is about _____.
**Alexa will help you increase your memory during today's lesson using an
OBJECT WRITING tool.**

1. Addressing the first Object Writing step.

Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Student Leader: What is OBJECT WRITING?

2. Addressing the second Object Writing step.

Student Leader: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Student Leader: Share the second OBJECT WRITING step.

3. Providing first Object Writing Example.

Student Leader: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Student Leader: Introduce HOLLY THE CARBURETOR.

4. Providing the remainder of the Object Writing Example.

Student Leader: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Student Leader: Continue with HOLLY THE CARBURETOR.

5. Addressing the third Object Writing step.

Student Leader: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Student Leader: Share the next OBJECT WRITING step.

6. Addressing the fourth Object Writing step.

Student Leader: Alexa – Open Writing Reflections.

Alexa: Welcome to Learning Connect. How can I help?

Student Leader: Share the last OBJECT WRITING step.

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