1. UNIT 5

2. Jayne Crawford

3. Visual Solution Description
   This image is for students who are learning how to write a paragraph.

4. First draft

5. Usability test notes
   Unfortunately I don’t have any from my partner, but I asked my boyfriend. He suggested that my bun is too big for the representation of the paragraph. The inside of the paragraph is much bigger, longer than the top and bottom bun. Also there were too many items inside the bun and there should only be three to represent my three supporting sentences.

   He didn’t like all the lines pointing to the picture. He said it looked messy and distracting. Also the description in the box seemed unnecessary and out of place.

   Rather than using point form in my first draft (when explaining the subheadings), I changed them to sentences because writing a paragraph is about using sentences. I thought it would help to reinforce to students that a paragraph is made of sentences and not just phrases.
6. Final image

**Topic Sentence** is the first sentence in a paragraph and it tells the topic and main idea of the paragraph.

1st **Supporting sentence** gives a reason ‘why’ or ‘how’ to support the topic sentence. The detailed sentence gives more examples to clarify.

2nd **Supporting sentence** gives a reason ‘why’ or ‘how’ to support the topic sentence. The detailed sentence gives more examples to clarify.

3rd **Supporting sentence** gives a reason ‘why’ or ‘how’ to support the topic sentence. The detailed sentence gives more examples to clarify.

**Concluding Sentence** is the last sentence and it restates the topic sentence in a different way.

7. Comments about Chapter 6

I added two lines to show that the middle of a paragraph has the most information. This cue (pg. 123) will direct the students’ eyes to show a separation of the topic sentence and the concluding sentence. The hamburger also is a cue to show that middle of a burger has the most substance and meat (pun intended)!!

Pg. 125 - I chunked the information into 3 sections to show that a paragraph can be broken into 3 sections. It will help the students understand the structure of a paragraph better and show that there is a definite order of how to write each sentence.

Pg. 128 – The vertical alignment signifies the sentences in a paragraph go from top to bottom.

Pg. 133 – The headings are bold and colored to stand out. Proximity comes into play because these headings are place beside the appropriate part of the hamburger that is represents.

8. The Resources Chapter:

I used fireworks to cut out some part of the meat, to make it thinner. I also made the top bun shorter to make the whole image in proportion to the structure so the buns were smaller than the middle part.
9. Describe what you learned from usability testing

I learned that it’s important to use an image that is proportional to your instruction and that it’s important to choose an image the students can relate to. My boyfriend and I were trying to come up with a Korean image to use, but since there are so many fast food restaurants in Korea, we figured the hamburger is a universal food that any student learning to write can relate to.