

TE 846 Final Project

Universal Design for Learning

Theory

The *Higher Education Opportunity Act of 2008* ((*HEOA*) defined the Universal Design for Learning (UDL) as “a scientifically valid framework for guiding education practice that: provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (udlcenter.org).

UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. These three principles include: providing multiple means of representation (the “what of learning”), providing multiple means of action and expression (the “how of learning”), and providing multiple means of engagement (the “why of learning”). UDL helps to create instructional goals, methods, materials, and assessments that work for everyone and are flexible enough to be adapted for individual needs. UDL suggests flexible goals, methods, materials, and assessments that empower educators to meet the variety of needs in their classrooms. A curriculum created using UDL is designed to meet the needs of all learners, making changes unnecessary. The UDL structure encourages educators to create flexible designs that have customizable options, which will allow all learners to progress from where they are and not where we thought they would be.

The purpose of UDL curricula is to help them master learning itself and become expert learners. According to the UDL website, “expert learners have developed three broad

characteristics which include: strategic, skillful and goal directed; knowledgeable; and purposeful and motivated to learn more.”

Practice

Through UDL, educators plan their instruction with all kinds of learners in mind, including English Language Learners. ELL students come to school with great variability in their home language skills, from full oral and literate proficiency, to very limited skill sets. UDL provides educators with rich English language instruction that provides students with oral and written access to their native languages which follows the core UDL principle of “multiple means of representation.”

UDL helps to make information more accessible to students by allowing them to learn the information in a variety of different ways; which is very important in teaching ELL students due to the fact that they don't have strong knowledge in the English language. ELL students need visual, audio and kinesthetic examples in instruction; which is something that UDL provides. One example is allowing the students to connect words and ideas to pictures; this allows ELL students to have a greater understanding of what you are teaching them. It is important to allow ELL students to hear the word, see the word, look at a picture of the word, and then say the word themselves. ELL students also benefit from actions to words to provide deeper understanding of what the word means. For example, teaching the word “fly” would consist of seeing a picture of something flying, saying the word fly, having the child repeat the word fly, and then moving your arms in a flying motion to represent the movement of flying.

UDL also provides students alternative means of communication to show their knowledge on a concept. ELL students still need to be tested on their understanding, but this can be done by pointing, matching, labeling, describing verbally, sorting, giving additional examples, drawing,

and many others. Giving ELL students an alternate way to be assessed allows them to feel successful and part of the classroom.

UDL requires active participation for more meaningful learning; which is extremely important for ELL students, who can easily become overwhelmed and shut down because of the barrier in language. Research shows that these students need movement, songs, and games to continue to be engaged in instruction.

Example Specific to Tutoring Student

The student that I taught the below lesson to is a very bright student in my classroom. He came into my class knowledgeable of many concepts that typical students in my classroom had no idea about. One of his biggest challenges is comprehension. He is an excellent reader with great fluency, but as soon as he is done reading a passage or a book, his recollection of the details is extremely lacking; which is something that I can relate to very well.

I had to come up with a visual and interactive way for him to be able to recall details. I noticed in a lot of different activities that I had previously completed with him, that pictures and drawing was a strength for him. So, I used that knowledge to my advantage when I planned the “Beginning, Middle and Ending” flip up book. He was able to use his extensive artistic ability to essentially illustrate the events that happened in the story.

At the beginning, I wasn’t sure that this was going to be enough to get him to remember important details; but in the end, I realized that this was exactly what he needed. I modeled what he was being asked to do first, like UDL recommends, and then gave him the opportunity to chose a book of interest to him and complete the project himself.

At first, he seemed a little stuck on where to begin. Typically, I would tell a student to start at the beginning; which is usually where I try and start when recalling events in a text. However,

my student decided to start in the middle of the story; even though he didn't realize it at first. He remembered a certain detail in the story and told me about it. Then, we talked about "when" that particular event happened in the story. Once we started talking about the events that led up to that particular event and how that event changed the outcome of the book, soon we had all the detail of the book to complete the flip up book.

It was amazing to watch him remember new details and new events to add to his drawings. This was a student who really had no interest in reading once he realized that I was going to ask him to retell the story in his own words. Now, after implementing UDL techniques and resources, he is excited about reading and remembering the events in the story is a positive and rewarding experience from him. I can already tell that it is improving his attitude in reading; which directly affects his progress and success in reading.

Lesson Plan: Story Sequencing – Beginning, Middle and End Flip Books

Subject: Language Arts

Grade: K-2

Duration: 45 minutes (1-2 separate lessons)

Standards and Goals

Michigan Grade Level Content Expectations:

1. R.NT.00.03 discuss setting, characters, and events in narrative text
2. R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)

Objectives

- Students will be able to successfully sequence events in a text
- Students will gain some understanding of time sequence within a larger context of the beginning, middle, and end of a story.
- Students will be able to determine the order of events in a story and thereby understand the author's purpose.

Materials and Preparation

- *Amelia Bedelia's First Apple Pie* – by Herman Parish
- Chart paper to record information from text
- Construction paper (one for each student – folded and cut ahead of time)
- Pencils, colored pencils, crayons, or markers

Initial Lesson Procedure

1. Prior lesson learning how to identify characters and setting of a story has already been completed with students. Proper understanding of such components is imperative before beginning this lesson.
2. Tell students that they will learn about the beginning, middle and end of a story. Have them identify the beginning, middle and end of common things such as:
 1. a school day
 2. a weekend day at home
 3. short television show or movie
 4. school assembly
 5. life cycle of an apple (already learned)
 6. sounds in a word (b/a/t)
 7. a field trip
 8. a baseball or football game
 9. a week of school
3. Discuss how there may be more than one event that can be classified as the beginning, middle, or end, and how some endings are really the beginning of a new process. Talk

about how certain words and phrases in a story give clues about whether it is at the beginning, middle, or end. Give students this list and ask them to tell where these words and phrases would be found—at the beginning, middle, or end. (Hint: if it's not clearly the beginning or the end, it's probably the middle.)

Word or Phrase	Where in the Story
Once upon a time...	beginning
When (character) was born...	beginning
In the end...	end
The End	end
They lived happily ever after.	end
The next day...	middle
After several months...	middle
Finally...	end

Flip Book Activity Procedure

1. Introduce book by taking a “picture walk” and talking about what might happen in the book as well as the characters and setting of the book.
2. Begin reading Amelia Bedelia’s First Apple Pie by Herman Parish. As you read, pause to identify the different parts of the text. For example, before reading the first page say, "Let's see what happens at the beginning of the book." When you get to the part where Amelia and Granddad get back from the farmer’s market, you might say, “Here comes the middle of the story." Finally, as Amelia and Grandma are getting ready for the party with Amelia’s parents you can say, "I think this is the ending of the book."
3. On chart paper, write the words beginning, middle and end. Begin discussing events that occurred at the beginning of the story; document on chart paper in front of the class what the students remember. Ask questions such as “what was the first event that happened in the story?” to prompt the students. Don’t forget to focus on gathering character and setting information.
4. Continue with the middle of the story and the end of the story. Make sure to pay attention to the order of the details that the students give you by asking questions like “what happened after that?” and “what happened next?”
5. Once the chart is completed, take out an example of your pre-folded and cut tri-fold flip-up, labeled story sequencing book (example below). ***

Beginning	Middle	End
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***This is a piece of construction paper folded horizontally (long ways like a hot dog). Put fold at top. Cut from bottom of paper to the fold on the vertical lines in between “beginning and middle” and in between “middle and end.” This will create a flip up book. When you flip up the word beginning, the top portion is where the words/events will go, and the bottom part is where the pictures will go. Same goes for the middle and end sections.

6. Model each section of the flip up book together; drawing pictures of the events that happened on the bottom during the beginning, middle, and end of the story. Allow the children to be involved and draw some pictures too.
7. Then, we write the sentences of what happened during each section of the story.
8. After the flip up book is complete, go back and reread the story from your flip up book to ensure that it makes sense. Have several students reread the story as well.

Extension Activities

- Create a collaborative class book on a related topic
- Class activity: Class can be separated into three groups to form "Beginning," "Middle," and "End" groups. Be specific about where the groups will start and stop their portions of the story.
 - The "Beginning" group could start the story with...
 - The "Middle" group could write about...
 - The "End" group could write about...

Assessment

- Have students complete a Story Retelling Flip Up Book for another story you have read. Use rubric attached.
- You can also choose a different, familiar book and ask students to identify the beginning, middle, and end of that story. You can strengthen students' understanding of these ideas by focusing on the beginning, middle, and end of a familiar event, such as the school day, and ask students to describe it using these terms.

Accommodations/Differentiated Instruction

- Instead of having the students write what happened at the beginning, middle and end of the story in words or sentences (if they cannot write yet), they can just draw more detailed pictures and dictate to you verbally what happened in the story.
 - The teacher could write down what the student dictates and then have the student read it over for accuracy.

- The student can rewrite what the teacher has written to reinforce objectives of the lesson and to work on writing skills.
- You could also have the children work on this activity in small groups, possible grouped in mixed ability. They can brainstorm together what they think the beginning, middle and end of the story might be and work on this project together in groups.

Rubric for Evaluation of Student

Student Name: _____ Date: _____

Story: _____

<u>Story Element</u>	<u>Score</u>	<u>Rating Details</u>
Beginning of story	0 1 2	0 → no beginning provided 1 → one event provided 2 → two or more events provided
Characters	0 1 2	0 → no characters provided 1 → one main character 2 → two or more main characters
Setting	0 1	0 → no setting identified 1 → setting identified
Middle of Story	0 1 2	0 → no middle provided 1 → one or two details provided 2 → two or more details provided
Sequence of Events	0 1 2	0 → no events given or events completely out of order 1 → one or two events provided; in correct order 2 → three or more events provided; in correct order
End of Story	0 1 2	0 → no ending provided 1 → one or two details provided 2 → two or more details provided
Overall retelling of the story	0 1 2	0 → Less than two details of story provided 1 → Three or more details provided; in order 2 → 5 or more details provided; in order

Total Score: _____

Teacher Comments:

Reflection

Teaching:

UDL is something that I had never even heard about before now. Incorporating what I learned from the UDL website was very helpful in this lesson because it reminded me that not everyone learns a concept the first time you teach it and they certainly don't all learn a concept from one specific way of teaching the concept. Typically, when I would think of teaching a lesson on beginning, middle and end, I would just discuss it and put the facts onto a chart on the board. I would give them an example of what I want to see and then ask them to do it as well. I would still model it; but not in the detail that UDL reminds you too. They tell you to make sure to involve the children in your model and make them a part of your lesson. Also, a simple chart isn't going to be something that every student is going to learn from. However, a flip up book that can be created and manipulated is much more of an exciting activity for learning story sequencing; which I noticed very early on in my lesson. UDL also provided me with excellent resources on creating rubrics for lessons such as this one so I can properly measure my student's progress and success.

Learning:

I completed this lesson whole class and then had my one case study student complete the project using another book we had read in class. This student is quite advance for Kindergarten, which is why I chose this student. He is an excellent reader but has great difficulty with reading comprehension. Remembering specific details in a story is a challenge for him. We have been trying many different techniques that had worked for me in the past and that other teachers had suggested. Nothing seemed to be working. After completing this lesson, I was amazed at how much it helped him when reading another story and completing a flip up book. It helped to

organize his thoughts in a clear, concise manner. I noticed that once he started drawing, the details in the story just kept flowing! With everything he drew, another detail came to him. This was something very enjoyable to him; provided at a very crucial time. He had been becoming very negative about reading because he couldn't remember the details. I could see by the smile on his face when completing this project that he was proud of himself. It has seemed to make reading more enjoyable for him; which was definitely one of my main goals!

Self Evaluation

From this project, I learned that it is very important to remember that all students learn at different speeds and in different ways. In order to be a successful teacher, you have to be willing to research and find alternative ways of teaching things that you typically don't struggle with teaching. Along the way, you are bound to find a child that struggles with something that no other child struggles with; who just cannot grasp a concept that all of the other children seem to have no problem with. You cannot ignore that one child and hope that he or she just "figures it out." That is why lifelong learning is so important for teachers. You can't just stick to teaching every concept the same way you have for years; and the same way you learned when you were a child. That is not meeting the needs of all of your children. I also learned the importance of modeling what you want the children to do. They need to see exactly what is expected of them in order to be held responsible for a task; just like we do as adults in our careers.

I definitely anticipate using a lot of the information I learned in my future teaching. I am already starting to use a lot of what I have learned in my current classroom. I am a Montessori Kindergarten teacher. Montessori education is all about taking the children where they are and moving them forward. Even though we taught this concept whole group, each student is required to meet specific components based on their individual academic ability. The use of UDL is

perfect for my particular situation because it provides me with an endless amount of resources to use for an endless number of different abilities and interests of my students.

List of UDL Related References and Tools

<http://www.learningthroughlistening.org> – filled with lesson plans on all different topics

<http://www.vocabahead.com> – active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word

<http://www.learner.org/interactives/story/> -- elements of a story

<http://www.starfall.com/> -- amazing language arts interactive website

<http://www.word2word.com/> -- translate into other languages

<http://www.edutopia.org> – bringing the arts (music, art, drama) into academics

<http://www.wordle.net/> -- word clouds to emphasize vocabulary creatively

<http://ellclassroom.wordpress.com> – strategies for activating background knowledge

<http://readwithme.cast.org/> -- program that provides teachers and parents with information and materials to help engage young children in activities that support the development of literacy skills.

<http://www.exploratree.org.uk/> -- you can access a library of ready-made interactive thinking guides, print them, edit them, or make your own

<http://www.mywebspiration.com/> -- use to map out ideas, organize with outlines and collaborate online with teams or colleagues.

<http://udleditions.cast.org/> -- classic texts from world literature presented in a flexible online interface that provides just-in-time, individualized supports for struggling readers, and added-value features that engage novice and expert readers alike.

<http://www.magpo.com/kidspoetry/createpoem.cfm?kit=5> -- students choose words or phrases and make their own composition.

<http://bookbuilder.cast.org/> -- create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

<http://worksheetplace.com> -- templates for goal-setting worksheets to use with your students to support their organizational skills.

<https://bubbl.us/> -- brainstorming online

<http://rubistar.4teachers.org/index.php> -- create, save, and print rubrics for their classes

<http://www.teachervision.fen.com/graphic-organizers/> -- printable graphic organizers to facilitate understanding of key concepts; graphic organizers for reading, writing, science, math, and general use. There is a slideshow of "favorite organizers" for each subject area.

<http://www.bookadventure.com/Home.aspx> -- Children can choose from over 7,000 recommended titles and create their own book lists.

http://www.teach-nology.com/web_tools/rubrics/ -- Create 100s of custom rubrics in seconds