

**Thinking Tool for Diverse Learner Lesson Design –
 Template for General Education Classrooms
 Based on UDL Principles and Reflecting Diverse Learner Groups
 (English Language Learners, Gifted, Students with Disabilities)**

Subject/Unit:
Standards:
Essential Understandings:
Pre-Assessment:
Post-Assessment:
Materials/Resources:

Lesson Element: Pre-Assessment

Tools: KWL, interest inventories, learning modalities surveys, formative assessments, standardized testing, state tests
Lesson Goals & Objectives : Work of the grade
<p>Considerations for Learning:</p> <p>ELL Snapshot:</p> <ul style="list-style-type: none"> • <i>Prefunctional</i> – listens and doesn’t speak • <i>Beginner</i> – vocabulary of about 1000 words, uses phrases • <i>High beginner</i>- 3000 word vocabulary, uses and writes simple sentences, reads easy text • <i>Intermediate</i> – 6000 word vocabulary, more complex sentences, asks questions • <i>Advanced</i> (after 4-10 years) – needs assistance with vocabulary, idioms, complex content and complex content <p>G/T Snapshot:</p> <ul style="list-style-type: none"> • may experience social and emotional distress • may develop asynchronously • may underachieve • may exhibit perfectionistic behaviors • may be twice-exceptional (eg. G/T and ELL or SWD) • may already know 60-80% of grade level content <p>SWD Snapshot:</p> <ul style="list-style-type: none"> • may have physical challenges • may have cognitive challenges • may have a combination of physical and cognitive challenges

**Thinking Tool for Diverse Learner Lesson Design –
Template for General Education Classrooms
Based on UDL Principles and Reflecting Diverse Learner Groups
(English Language Learners, Gifted, Students with Disabilities)**

Differentiated Instruction including use of Formative Assessment and UDL* Framework:

Student Learning Targets:

- **Every:** Assess student proficiency to set targets

Lesson Element: Lesson Opening

Lesson Goals & Objectives : Work of the grade

Considerations for Learning

ELL may need:

- movement, songs, rhymes, fingerplays
- real items to see and touch
- graphic organizers
- visuals
- background knowledge common to new culture (eg. tooth fairy, lemonade stands)
- think aloud models
- ample wait time
- cooperative learning groups
- oral and written directions
- involve parents in learning
- scaffolding
- flexible grouping strategies.

G/T may need:

- acceleration
- compacting
- problem-based learning
- fewer repetitions
- advanced skills with grade level content
- grade level skills with above grade content
- advanced skills and above grade content
- scaffolding of more rigorous content
- flexible grouping strategies

SWD may need:

- tasks or directions broken down into smaller bits

**Thinking Tool for Diverse Learner Lesson Design –
 Template for General Education Classrooms
 Based on UDL Principles and Reflecting Diverse Learner Groups
 (English Language Learners, Gifted, Students with Disabilities)**

- extended time or fewer items
- change of pacing
- additional repetitions
- special seating
- written and visual reminders
- stress balls/fidgets, cushion, headphones
- project-based learning
- scaffolding
- flexible grouping strategies

Differentiated Instruction including use of Formative Assessment and UDL* Framework:

ELL: Determine interventions needed.

G/T: Determine enhancements or extensions needed.

SWD: Determine accommodations and/or modifications for IEPs.

Student Learning Targets:

Lesson Element: Guided Practice

Lesson Goals & Objectives

Considerations for Learning:

ELL Snapshot:

G/T Snapshot:

SWD Snapshot:

Differentiated Instruction including use of Formative Assessment and UDL* Framework:

ELL Snapshot:

- directions should be delivered slowly in short sentences
- ask student to show he/she understands
- use student’s language on occasion if possible
- allow same first language peers to assist on occasion
- celebrate the student’s culture
- determine essential learning of lesson to set targets

G/T Snapshot:

- remove supports as soon as possible

*** UDL Principles:**

Multiple means of representation to give diverse learners options for acquiring information and knowledge.
 Multiple means of action and expression to provide learners options for demonstrating what they know.
 Multiple means of engagement to tap into learners’ interests, offer appropriate challenges, and increase motivation.

**Thinking Tool for Diverse Learner Lesson Design –
Template for General Education Classrooms
Based on UDL Principles and Reflecting Diverse Learner Groups
(English Language Learners, Gifted, Students with Disabilities)**

- make curricular modifications (i.e. accelerate, add depth, complexity, evaluating and/or creativity)
- allow problem-based learning with supports and modeling
- allow productive struggle

SWD Snapshot:

- provide small group instruction
- use social stories
- use behavior passports
- provide guided reading or math groups
- use positive behavior charts
- repeat concepts in small group sessions
- recite specific targets
- use peer to peer instruction
- allow earning rewards (eg. class party, extra recess)
- allow productive struggle

Student Learning Targets:

ELL Snapshot:

- students can re-state learning targets in brief, concise “I can” statements

G/T Snapshot:

- students can re-state learning targets in brief, concise “I can” statements

SWD Snapshot:

- students can re-state learning targets in brief, concise “I can” statements

Lesson Element: Independent Practice

Lesson Goals & Objectives

Considerations for Learning

ELL Snapshot:

- remove as many supports as possible

*** UDL Principles:**

**Thinking Tool for Diverse Learner Lesson Design –
 Template for General Education Classrooms
 Based on UDL Principles and Reflecting Diverse Learner Groups
 (English Language Learners, Gifted, Students with Disabilities)**

G/T Snapshot:

- remove as many supports as possible

SWD Snapshot:

- remove as many supports as possible

Differentiated Instruction including use of Formative Assessment and UDL* Framework

ELL Snapshot:

- project-based learning

G/T Snapshot:

- project-based learning
- problem-based learning

SWD Snapshot:

- project-based learning

Student Learning Targets

Lesson Element: Closure and Post-Assessment

Tools

Summative assessments

Lesson Goals & Objectives

Considerations for Assessing

ELL Snapshot:

- assessment does not match learning tasks

G/T Snapshot:

- lack of engagement

SWD Snapshot:

*** UDL Principles:**

**Thinking Tool for Diverse Learner Lesson Design –
Template for General Education Classrooms
Based on UDL Principles and Reflecting Diverse Learner Groups
(English Language Learners, Gifted, Students with Disabilities)**

- assessment does not match learning tasks

Differentiated Instruction including use of Formative Assessment and UDL* Framework

Student Learning Targets

Bigger Picture

Differentiate technology using sites such as Khan Academy, Mode Max, Neok12 or other web based lessons, United Streaming, Brainpop, BrainpopJr, EdHelper, video clips, YouTube, TeacherTube.

Teacher will provide and model opportunities for advanced questioning and thinking skills through in-depth discussions, investigations, and discoveries.

The depth of the responses needs to be assessed based on the student's ability and their progress from the beginning to the end of the lesson/unit using strategies such as tiering, curriculum compacting, choice boards, RAFT assignments, structured academic controversy, and Bloom's Taxonomy of Learning.

Scaffold teaching using self-monitoring strategies, progress monitoring by the student (use student responsibility), allow students to problem solve on their own, use wait time (while remembering each student will need more or less time to become independent).

Use a more project-based approach. Start with a small idea and let student expand throughout the unit with their own questions and responses. Use advance organizers, progress monitoring by the student (use student responsibility) to determine respectful tasks.

Provide student opportunities such as learning centers and diverse grouping strategies to practice for fluency, accuracy, and mathematical procedures.

Differentiate instruction for advanced learners by providing questions that will be challenging but not frustrating to the student as an individual. A supportive classroom environment involves learning where the student's frustration level is and knowing where to begin for **each individual student based on formative assessment data**.

Problem Based Learning: <http://www.bie.org/>

Authentic Learning: <http://www.ernweb.com/public/908.cfm>

Productive Struggle: <http://inservice.ascd.org/teaching/how-to-tell-when-learning-struggles-are-productive-or-destructive/>

Differentiation (General): <http://www.teach-nology.com/tutorials/teaching/differentiate/>

*** UDL Principles:**

- Multiple means of representation to give diverse learners options for acquiring information and knowledge.
- Multiple means of action and expression to provide learners options for demonstrating what they know.
- Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

**Thinking Tool for Diverse Learner Lesson Design –
Template for General Education Classrooms
Based on UDL Principles and Reflecting Diverse Learner Groups
(English Language Learners, Gifted, Students with Disabilities)**

Productive Struggle: <http://inservice.ascd.org/teaching/how-to-tell-when-learning-struggles-are-productive-or-destructive/>

English Language Arts: <http://cast.org/>

Read Write Think: <http://www.readwritethink.org/>

Scaffolding Literature Circles: www.ocgate.org/conf/2010/pchung2.pdf

Paul Reasoning: <http://www.criticalthinking.org/pages/the-elements-of-reasoning-and-the-intellectual-standards/480>

Paul Reasoning: <http://pty.vanderbilt.edu/cms/wp-content/uploads/StambaughTAGLecture.pdf>

<http://education.ohio.gov/getattachment/Topics/Special-Education/Students-with-Disabilities/Students-With-Disabilities-%281%29/OACS-E-English-Language-Arts.pdf.aspx>

<http://www.corestandards.org/ELA-Literacy>

Common Core Appendix A: http://www.corestandards.org/assets/Appendix_A.pdf

Common Core Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf

<http://www.corestandards.org/ELA-Literacy>

<http://josseybass.com>

<http://achievethecore.org>

<http://courses.ttu.edu/thomas/courses/6370-summer06/articles/article-interdiscunits.ssma.pdf>

Essential Questions: <http://www.ascd.org/publications/educational-leadership/mar97/vol54/num06/-Asking-Students-the-Right-Questions.aspx>

<http://www.21stcenturyschools.com/Themes.htm>

Essential Questions: <http://www.ascd.org/publications/books/109004.aspx>

Essential Questions: http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53

Productive Struggle: <http://inservice.ascd.org/teaching/how-to-tell-when-learning-struggles-are-productive-or-destructive/>

CAST: <http://cast.org/>

Differentiation: <http://www.teach-nology.com/tutorials/teaching/differentiate/>

Instructional Supports for English Language Learners

*** UDL Principles:**

- Multiple means of representation to give diverse learners options for acquiring information and knowledge.
- Multiple means of action and expression to provide learners options for demonstrating what they know.
- Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

**Thinking Tool for Diverse Learner Lesson Design –
 Template for General Education Classrooms
 Based on UDL Principles and Reflecting Diverse Learner Groups
 (English Language Learners, Gifted, Students with Disabilities)**

(Click for more examples – go deeper)

<p>Vocabulary Support and Development</p> <p>Explicit vocabulary instruction</p> <p>Visuals – pictures, videos, Realia</p> <p>Word Webs and Word Walls</p> <p>Dual Language vocabulary support</p> <p>Teach Multiple Meanings of words</p> <p>Teach affixes, root words</p> <p>Use cognates when possible</p> <p>Word Journals, Personal dictionaries</p> <p>Cloze Activities</p> <p>Gestures</p> <p>Bilingual Dictionaries</p>	<p>Grammar Development</p> <p>Collaborate with the ELL teacher to determine needs</p> <p>Choose a language objective for a lesson</p> <p>Be a language model. Speak slowly and clearly to beginners</p> <p>Avoid idioms and slang</p> <p>Use sentence frames and sentence starters</p> <p>Provide models of written and spoken language</p>
<p>Building or Activating Background Knowledge</p> <p>Identify gaps in education and knowledge</p> <p>Use visuals, video clips, realia</p> <p>Use graphic organizers eg KWL Chart</p> <p>Use anticipatory guides</p> <p>Use lower level text aligned with content curriculum</p>	<p>Culture</p> <p>Recognize and connect to students’ cultures</p> <p>Use multicultural literature</p> <p>Plan for culturally responsive lessons</p> <p>Link experiences across cultures</p> <p>Involve families in instruction</p> <p>Honor ELL’s first language and culture in classroom</p>

Video Clips

Dr. Jim Cummins Five Principles of Instructing ELLs in the Classroom :

<http://www.youtube.com/watch?v=PM04NPtGthM>

1. Incorporate language and content objectives
2. Front load the lesson – activating prior knowledge, etc.

**Thinking Tool for Diverse Learner Lesson Design –
Template for General Education Classrooms
Based on UDL Principles and Reflecting Diverse Learner Groups
(English Language Learners, Gifted, Students with Disabilities)**

Video example: Preparing Learners: Activating Prior Knowledge
Grades 6-8, ELA, ELL

- CCSS: ELA.SL.7.1c ELA.SL.8.1c
- <https://www.teachingchannel.org/videos/activating-prior-knowledge>

3. Comprehensible Input – visuals, etc.
4. Enable language production – oral and language use
5. Assess language and content objectives

Incorporating SIOP lesson for 3rd grade ELLs: <http://www.youtube.com/watch?v=IVGbz4EqyGs>

Overview of a ELA Unit for Intermediate ELLs- Persuasion Across Time & Space: Brief Video of Unit Overview

- <https://www.teachingchannel.org/videos/instructional-approach-for-ell>

Video Clip Example of Intermediate ELL students Interacting with Complex Texts: Scaffolding Reading

<https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion>

*** UDL Principles:**

Multiple means of representation to give diverse learners options for acquiring information and knowledge.
Multiple means of action and expression to provide learners options for demonstrating what they know.
Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.