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)

Instructor:	**Grade: 4th grade; Poetry Unit**
Subject/Unit: poetry: A Dust of Snow by Robert Frost; Fog by Carl Sandburg	
Standards: see Lesson goals/objectives column	
Essential Understandings:	
Pre-Assessment:	
Post-Assessment:	
Materials/Resources:	
Pre-Planning Activities:	

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  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.

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Lesson Element	Lesson Goals/Objectives	Potential Barriers for Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Learning Targets
Pre-Assessment Using a self-selected poem from a group of available poems about nature, students will identify rhyme scheme, setting, one poetic device (metaphor, personification, etc.)	**ALL:** Writing: 4.1, 4.1 a, b, c Reading: 4.1, 4.2, 4.3, 4.4, 4.5 Speaking/Listening: 4.1, 4.2, 4.7, 4.5, 4.3	SWD: difficulty with vocabulary and abstract understanding ELL: difficulty with vocabulary, written text G/T: Interest; motivation	**SWD:** Determine accommodations and/or modifications for IEPs.; select supports. **ELL:** Determine supports needed. **G/T:** Determine enhancements or extensions needed.	**ALL:** Assess student proficiency

Lesson Element	Lesson Goals/Objectives	Potential Barriers for Student Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Outcomes
Lesson Opening	Introduce the poems that will be utilized	**SWD:** attention (not enough interest); motivation – complexity of language content **ELL:** unknown words; lack of discussion	**ALL:** utilize hook **SWD:** give support summary or pictures **ELL:** give oral information or instructions; write keywords and phrases on	**ALL:** Understand the objectives of the lesson

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Ohio Department of Education
 2/20/2013

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		G/T: understanding of poetry elements strong; familiar with poems;	whiteboard; allow access to hard copy or online dictionaries G/T: provide similar poems for selection and picture description	
1. View the youtube video with cartoon: Dust of Snow: http://www.youtube.com/watch?v=-lqOkgq2chY Fog: http://www.youtube.com/watch?v=JfEBsMdf5HY 2. Think-Pair-Share with partner talk about their own experience with a day that went badly 3. Teacher read poem again 4. *then either echo or choral reading (repeat*	Hook Become familiar with rhyme scheme, setting, one poetic device (metaphor, mood, setting, personification, etc.) through the poems. Identify and brainstorm meaning of unfamiliar words.	**SWD:** Need for scaffolding. **ELL:** may need to clarify purpose with visuals **G/T:** clarify purpose	**ALL:** post and review objectives for lesson **SWD and ELL:** provide students with highlighter to highlight vocabulary; provide pictures or samples of dust/snow/hemlock/crow **G/T**: why is hemlock significant?	Interact with each poem; relate to personal experience; re-read – echo or or choral read with partner or group. Note rhyme scheme, setting, one poetic device (metaphor, mood, personification, etc.) through the poems. Unfamiliar words?

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as necessary); facilitate paired reading				

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Guided Practice 1. Have students try to summarize what poem is saying/predictions (by stanza/chunk of poem using model below/vocabulary (chart) 2. teacher model completion of graphic organizer on SmartBoard or transparency	Writing: organizer Reading: jigsaw poems Listening: group share of jigsaw poems Speaking: class discussion using teacher-generated guided questions:	**SWD:** allow think-drawing as appropriate **ELL:** may need assistance to work through the "mind pictures" in the poem; may need several repetitions of the poem **G/T:** clear understanding of theme; need for alternate ways to show what they know	**SWD:** and **ELL: and G/T:** choose different poems in addition to "Fog" based on ability groups from preassessment (3)—"jigsaw" back into original groups to share other poems	**ALL:** Summarize the poem's meaning. Analyze use of vocabulary, Unfamiliar words Interact with each poem; relate to personal experience; re-read – echo or or choral read with partner or group. Note rhyme scheme, setting, one poetic device (metaphor, mood, personification, etc.)

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--Sample Summarization Chart attached—

Some sample Nature poems: (seasons, a holiday, water, etc.—experiences all children would share)

Sample Poems: I Held a Jewel by Emily Dickenson

October by Louise Gluck

Inside a Shell by John Foster
Blackberry Eating by Galway Kinnell

Lesson Element	Lesson Goals/Objectives	Potential Barriers for Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Learning Targets
Independent Practice 1. students repeat process with chart with alternate nature poem (new choice than the one used in the jigsaw group practice)	Writing: organizer Reading: jigsaw poems Listening: group share of jigsaw poems Speaking: class discussion using teacher-generated guided questions:	SWD: difficulty following the process ELL: difficult words in poem G/T: need high-interest poem	SWD: Provide a process flow-chart for Independent Practice ELL: make avaiiable picture embedded above/below text Make text available in audio format Use video of poem if available	**ALL:** Summarize the poem's meaning Summarize the poem's meaning. Analyze use of vocabulary, Unfamiliar words Interact with each poem; relate to personal experience; re-read – echo or or choral read

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			Make available variety of complexity level of poem G/T: provide choices for showing what they know	with partner or group. Note rhyme scheme, setting, one poetic device (metaphor, mood, personification, etc.) through the poems.

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Closure and Post-Assessment (Summative) Write a short text to explain/paraphrase what their short poem means, using examples and evidence from poem and chart in their explanation	Note the use of nature in classmate's poems Identify metaphors Explore settings, mood,	All: limited use of rich text in classmate examples All: may need graphic support SWD: may not understand what they should be including in their writing. ELL: may not have the words to explain in writing G/T: may have additional ideas they would like to express.	ELL: illustrate the meaning of the poem SWD: illustrate the meaning of the poem G/T: illustrate the meaning of the poem ALL: allow for varied ways to show what they know (tell, record, draw, write, act-out)	**ALL:** Note poetic devices used in poems; Note rhyme scheme, setting, one poetic device (metaphor, mood, personification, etc.) through the poems. Summarize the poem's meaning. Explain choice of

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			All: facilitate paired sharing of their poem and reflection. ALL: provide a Rubric so students know the expectations (what should be included the short text/picture/or verbal explanation)	vocabulary.

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