

UDL Signature Assessment

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About This Lesson

DESCRIPTION

[Information of School]

This lesson will take place at Carney Elementary School. Carney Elementary is a Baltimore County Public School that serves students in prekindergarten through fifth grade. There are 588 students currently enrolled at Carney Elementary School. Of these students, 55% are white, 24% are black, 14% are Asian, 13% are Asian-Pacific Islander, 4% are Hispanic, 4% are multiracial, 0.6% are Native American or Native Alaskan, and 0.2% are Native Hawaiian or other Pacific Islander. Carney has thirty-seven teachers that work within thirty-one classrooms.

This lesson will take place on December 6, 2016, during a second grade small group pull-out. This pull-out will take place in the resource room, which contains a variety of both low and high technology tools. These tools include an interactive whiteboard, individual student devices, wiggle seats, a sight word wall, a visual daily schedule as well as visual schedule of the events in individual lessons and activities.

[Grade Level]

[Available Technology]

*Identify age

The group consists of six second grade students. This group contains two students with assistive technology needs, one student who is an English language learner, and one student who is gifted and talented. The remaining two students are typical second graders.

[Description of 4 Case Study Student 'Types' (HI, LI, ELL, GT) - including BOTH Strengths and Weaknesses]

Student A: One of the students with a disability has autism. She has a communication device because she does not have any productive speech. She exhibits deficits in speech and language, social, and academic skills, specifically academics that involve language skills. She is easily frustrated with activities that require her to respond to verbal directions. She often stimulates herself by rocking or perseverating on certain speech sounds. She appreciates routines and does well with visual supports. She works well independently and responds positively to reinforcements.

Student B: The other student with a disability has a learning disability specific to language arts. He is currently reading at a kindergarten level. His writing is legible and he often attempts to spell words phonetically, which easily frustrates him. He performs well during discussions, lectures, and text read aloud by others. He has access to reading decoder strips, highlighters, and pencil grips during all reading and writing activities.

Student C: There is also a student who is an English language learner in this class. This student's family immigrated from Spain three years ago. His English skills have greatly improved since his arrival at Carney. He continues to only speak Spanish at home with his family, so this school and his social life are the only times he speaks and hears English regularly. Though he struggles with reading irregular words, he is able to identify grade level sight words, comprehend grade level text, and write meaningful sentences.

Student D: In this class is also a student who is a primary talent development. She has been identified as specifically gifted in mathematics. Her reading skills are on grade level, though she benefits from the integration of her accelerated math skills in all areas of instruction.

[Description of Overall Lesson]

This lesson will be an interactive read aloud of The Very Cranky Bear, by Nick Bland. The main focus of this lesson will be to identifying plot summary. This is a concept that students have been working on for the past week, so the students are familiar with the components that constitute plot summary. These parts being: introduction (setting and characters), rising action, climax, falling action, and resolution.

Second Grade Common Core Standards:

Reading Literature:

RL.3: Describe how characters in a story respond to major events and challenges.

RL.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

PREREQUISITES [Prerequisites Describing Information, Skills, or Resources needed to be Successful]

Students will be familiar with using their individual devices to complete school work. They will have had previous experience manipulating graphic organizers on their devices.

Students will also have previous experience working with pinch cards to respond to prompts and questions.

Students will also already be familiar with identifying the main components of a plot summary

- Introduction (setting and characters)
- Rising Action
- Climax
- Falling Action
- Resolution

ESTIMATED TIME

45 minutes

Potential Use [Content Area and Associated MD College and Career Ready Standards (MCCRS)]

PURPOSE: Small Group

GRADES: 2

CONTENT AREAS:

English/Language Arts

COMMON CORE:

English Language Arts

▪ **Reading: Literature**

Key Ideas and Details

CCSS.ELA-Literacy.RL.2.3 (grade 2): Describe how characters in a story respond to major events and challenges.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.2.7 (grade 2): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Goals

INSTRUCTIONAL GOALS [Goal Aligned with MCCRS and Emphasizes Outcomes NOT Means]

Students will demonstrate their understanding of plot summary by identifying the major events.

OBJECTIVES [Objective is SMART, is a Step toward the Goal, Informs Instruction, and Allows for Adjustment]

- I can identify the setting and characters to determine the introduction.
- I can analyze both the words and illustrations to determine the climax.
- I can analyze both the words and illustrations to determine the resolution.

*In Brackets, identify the UDL Checkpoints for each Variability Option.

VARIABILITY

Application of UDL

Multiple means of representation

- A plot summary anchor chart will be displayed for students to refer to while reading, listening, and responding to the plot summary prompts during the activity.
- I will be playing a video of a read aloud of "The Very Cranky Bear" on the interactive whiteboard. A paper copy of the book will also be available during the picture walk and throughout the lesson for students to reference. The combination of the audio and visuals from the video and book will provide alternative ways for the students to see, listen to, and engage in the read aloud portion of this lesson.
- We will be completing the introduction and climax cards together before the students are asked to complete the resolution cards independently. This will allow for time to discuss their ideas and convey their understanding of these different parts of the story.
- A visual schedule of the sequence of the lesson will be on the board as well as at each student spot at the table. The schedule will be referred to throughout the lesson as items on the schedule are completed and as the lesson progresses. This will provide students with a visual representation of what is expected as well as a reference of what is coming next.

Multiple means of action and expression

- A majority of the guided questions I will ask throughout the reading will be able to be answered using a pinch card. Each pinch card will contain three choices with both words and corresponding pictures. Students will be show their understanding by pinching and showing the correct choice. This accommodation allows every student to respond to the question.
- Students will have the opportunity respond to plot summary prompts using a graphic organizer. The graphic organizer will be available for use with paper and pencil or on their electronically on their individual device.
- All students will also have the choice to either respond to prompts using paper and pencil on the provided graphic organizer, or to respond on the electronic graphic organizer using their individual devices.
- At the conclusion of the lesson, all students in the group will have a chance to share a main component of the plot. Students may choose to share by explaining verbally, using their graphic organizer, or any other way that they think to express their learning with their peers.

Multiple means of engagement

- Students will have the option of sitting on either a regular chair or a wiggle chair during the lesson in order to accommodate their sensory needs so that they are able to maintain engagement throughout the lesson.
- Students will have the opportunity to engage in the story by accessing it both physically through the paper copy that will be used during the picture walk as well as the read aloud video that we will be watching.
- I will ask guiding questions throughout this lesson to ensure that students are engaged and understand what is going on throughout the story. Students will have the opportunity to maintain their engagement by answering these guiding questions either by using pinch cards, responding verbally, or using their communication device.

- The rising action and falling action cars will be premade for the students so that there is less for them to write independently. Before providing students with the rising and falling action cars, we will discuss these pieces of the plot. These cars will be premade to cut down on the amount of writing during this lesson so that students stay engaged and excited about the content.
- Students will also have the opportunity to maintain engagement in the lesson by identifying and composing the main components of plot summary by responding and explaining the introduction, rising action, climax, falling action, and resolution of the story.

Individual Accommodations

Student A

*Identify accommodations/modifications only for students with IEPs.

- Access to a wiggle seat and fidgets during the lesson to meet her sensory needs without becoming a distraction to herself or her peers during the lesson
- Sentence starters will be provided on the graphic organizer for the student to use when responding to prompts during the activity
- Access to a word processor when recording responses
- Access to a communication device throughout the lesson so that she can communicate her thoughts, ideas, and questions with the teacher and her peers

Student B

- Sentence starts will be available for use when recording responses to plot summary prompts
- A graphic organizer will be provided in order to provide structure in the organization of his responses
- Access to Ghotit spell and grammar check software, which can check spelling and grammar based on the content of words in the sentence and is particularly helpful to Student B because he is often frustrated when he spells words phonetically and incorrectly
- Word Q prediction software, which has options for word prediction and text-to-speech

Student C

- Pinch cards will contain pictures and words in both English and Spanish
- Access to translating software when responding to plot summary prompts

Student D

- Prompted with higher-level math-related story questions such as "how many characters are in the story?"
- Access to an alternative graphic organizer that addresses spatial relations of the story as well as the components of plot summary

Assessments

[Multiple Measurable Opportunities to Gauge Student Engagement]

FORMATIVE ASSESSMENTS [Each Objective has been Listed again to Organize Methods to Formatively Assess]

*Discuss How Results will be used to Inform Instruction and Give Feedback

I can identify the setting and characters to determine the introduction.

After reading the first page, I will ask students what the setting and four main characters are. Students will get to respond by using their pinch cards for these questions. Then we will discuss that the setting is the Jingle Jangle Jungle and the characters are Moose, Lion, Zebra, and Sheep. Students will then be able to use their pinch cards as a reference later in the lesson when writing their *introduction rollercoaster car*.

During guided practice, students will also demonstrate their understanding of setting and characters or confirm that they understand Moose, Lion, Sheep, and Zebra are in the Jingle Jangle Jungle.

I can analyze both the words and illustrations to determine the climax.

During guided practice, students will identify that the climax is when Bear kicked everyone out of the cave. They will express this understanding by completing their climax rollercoaster car on the graphic organizer.

I can analyze both the words and illustrations to determine the resolution.

While reading, I will ask students **how was the problem solved?** After discussing this together, I will clarify that the problem has been solved because Bear now has a quiet place to sleep and Moose, Lion, Sheep, and Zebra have a warm place to play.

During independent practice, students will identify that the resolution is when Bear is sleeping and Moose, Lion, Sheep, and Zebra are playing in the cave. They will express their understanding of the resolution by completing their resolution plot car independently.

*Add How Results will be used to Gauge Success of Lesson, and Inform Next Lesson and Overall Teaching

SUMMATIVE ASSESSMENTS [Flexible Summative Assessment]

At the conclusion of the lesson, we will review the major parts of the story. Students will be able to refer to their graphic organizer, the plot summary anchor chart, their pinch cards, and the story as we review. I will use the guiding questions that we discussed earlier in the lesson to check that they understand and remember the main parts of the story. These question may include **what is the setting? who are the main characters? how did Bear feel when everyone was in his cave? what was the problem? what did Sheep make for Bear? how was the problem solved?** Students will have the option to respond to these prompts either verbally, using pinch cards, using their graphic organizers, or using a communication device.

Instructional Methods

OPENING Introduction

[An Engaging Plan for Instruction with Clear Beginning, Middle, and Closing that is Aligned with Goal and Objective(s)]
 [Includes Supports Identified in Earlier Section to Take Advantage of Learner Variability with Principles of UDL]
 [Includes Flexible Materials, Supports Students Identified with a Disability and Students Identified as GT and ELL]

*In brackets, identify the UDL Checkpoints from all 3 of the Principles of UDL (i.e., representation, expression, engagement) throughout your Instructional Methods. These should directly align with what has been identified in your Part 1. Variability For All section.

*Incorporate into the Instructional Methods Section how you will specifically meet the needs of each of your 4 Case Study Students, including the integration of AT identified in the SETT Framework.

The lesson will start by gathering students to the crescent table that faces the interactive whiteboard. I will tell students to bring over their devices and sit at the crescent table. Students will have the opportunity to choose between sitting in a regular seat or a wiggle seat when they get to the table (multiple means of engagement). I will provide each student with a visual schedule of the lesson (lesson introduction, picture walk, The Very Cranky Bear video, plot summary rollercoaster, lesson conclusion) so that students know what is expected during the lesson and can refer to it throughout (multiple means of representation). I will explain that we are going to first look at the book and then watch a read aloud video of the story. I will emphasize that while reading and listening, student think about the setting, characters, and plot summary components.

Anticipatory Set

We will review the five components of plot summary before opening the book. I will ask **what are the parts of plot summary?** I will expect that together students will be able to come up with the five major components of plot summary because this is something that they will already be familiar with, but if not I will provide the missing ones. Once we have identified the five parts of plot summary, I will hang up the plot summary anchor chart (multiple means of representation) that students can then refer to throughout the remainder of the lesson.

DURING

Pose Leading Questions

After identifying the main components of plot summary, we will do a picture walk of the story. We will first analyze the story cover and I will ask the students **what do you think the story will be about?** I will then open up the book and flip through the pages asking students, **what do you think is happening?** so that students can make predictions and begin thinking about the components of plot summary.

After the picture walk, I will tell the students that we are now going to read the book by watching a read aloud video (multiple means of engagement) of the story (multiple means of representation).

After page 1 I will stop the video and ask students **what is the setting?** All students will respond by using their pinch cards (multiple means of action and expression). I will check student responses and then confirm that the setting is the Jingle Jangle Jungle. I will then also ask the students **who are the main characters?** Students will respond using another pinch card, I will check their responses, and then confirm that the characters are Moose, Lion, Zebra, and Sheep.

I will continue the video and then stop again on page 3. I will ask **how do you think Bear feels about everyone being in his cave?** Students will respond using another pinch card. I will check responses and discuss that Bear feels angry. I'll ask the students to show what an angry face looks like to confirm their understanding (multiple means of engagement).

I will continue the video and then stop again on page 9. I will ask **why is the Bear mad?** Students will have a chance to think and respond verbally or using their communication device and then we will discuss that Bear just wants a quiet place to sleep but Moose, Lion, Sheep, and Zebra want to play in his cave.

I will continue the video and then stop again on page 10. I will ask **what do you think Sheep is making for Bear?** Students will respond using pinch cards. I will check student responses and confirm that Sheep is making a pillow for Bear.

I will continue the video and then stop again on page 11. I will ask **How was the problem solved?** Students will have a few moments to think and then we will discuss that the problem has been solved because Bear has a quiet place to sleep and Moose, Sheep, Zebra, and Lion have a warm place to play.

Guided Practice

After watching the entire story and discussing the guiding questions, I will explain to the students that we are now going to identify the plot of the story.

The first piece we are going to identify is the introduction. I will review that the introduction consists of the setting and characters by referring to the plot summary anchor chart (multiple means of representation). Students will choose between working through the plot summary graphic organizer (multiple means of action and expression) either with pencil and paper or with the electronic version on their devices (multiple means of action and expression). Students will be able to refer to their pinch cards to identify that the setting was the Jingle Jangle Jungle and the characters are Moose, Lion, Zebra, and Sheep. I will then model using the electronic graphic organizer on the interactive whiteboard (multiple means of representation) how we can fill out the introduction plot car. I will type *"Moose, Lion, Sheep, and Zebra are in the Jingle Jangle Jungle."* Students will then have the chance to fill out their introduction car on their graphic organizer using the model, pinch cards, and/or sentence starters as supports while either writing or typing (multiple means of engagement).

Once students have responded on their introduction cars, we will discuss the rising action. I will refer to the anchor chart and remind students that the rising action is when a problem is starting (multiple means of representation). After sharing ideas and discussing, we will identify that the rising action was when *"Bear chased Moose, Lion, Sheep, and Zebra out of the cave."* The rising action cars will be premade (multiple means of engagement) for students to either attach to their paper graphic organizer or copy and paste into their electronic organizer.

Next, we will together identify the climax of the story. I will refer to the anchor chart and remind students that the climax is when the problem is the worst (multiple means of representation). Students will have time to think and reference the story (multiple means of action and expression) to determine the climax. We will discuss that the climax was *"Bear yelled that he wanted a quiet place to sleep."* I will again model writing the climax plot car on the interactive whiteboard graphic organizer (multiple means of representation).

We will then move on to identify the falling action of the story. I will remind students that the falling action is when the problem is getting better and refer to the anchor chart (multiple means of representation). We will discuss that the falling action is when *"Sheep makes a pillow for Bear."* The falling action cars will again be premade (multiple means of engagement) so students will either attach it to their paper copy or copy and paste it electronically onto their plot organizer.

Independent Practice

After identifying the introduction, rising action, climax, and falling action together, I will ask the students when the problem was solved. I will refer to the anchor chart and remind students that the resolution is when the problem is solved (multiple means of representation). I will turn to page 10 in the story (multiple means of representation) where Bear is sleeping and Moose, Zebra, Lion, and Sheep have found a warm place to play. We will identify that this is the resolution of the story because the problem was solved. Students will then independently write or type their resolution plot cars. An example of a student-written resolution car may be "Bear is sleeping. Moose, Zebra, Sheep, and Lion are playing."

CLOSING

Review

After all parts of the plot have been identified, we will review the plot of the story. I will prompt students with questions such as **what is the setting? who are the main characters? how many characters are in the story? what was the problem? how was the problem solved?** and more. Students will then take turns sharing a main component of the story (setting, characters, introduction, rising action, climax, falling action, resolution) until all students have had a chance to share something and all parts of the plot have been addressed (multiple means of action and expression).

Closing

To close the lesson I will tell students that it is very important to be able to identify plot summary in order to understand the message and main purpose of the story. I will complement the way students were able to identify the components of plot summary during this lesson and explain that we are going to continue identifying these plot summary pieces with other stories in the coming weeks.

Materials

MATERIALS AND SUPPLIES

- The Very Cranky Bear book
- The Very Cranky Bear video - https://www.youtube.com/watch?v=Ba_Nam-5MJg
- visual schedule of lesson
- set of pinch cards for each student
- interactive whiteboard
- plot summary anchor chart
- graphic organizer of plot summary rollercoaster cars (electronic and paper copies)
- individual devices (with appropriate software programs for Students A, B, and C)
- communication device for Student A
- wiggle seats
- fidgets
- pencils

RESOURCES INCLUDED

Comments