

Candidate's Name: **Susan Sasson**
Grade Level: **Third grade**
Title of the lesson: **Creating UDL book**
Length of the lesson: **1 hour**

Central focus of the lesson (The central focus should align with the CCSS/content standards and support students to develop an essential literacy strategy and requisite skills for comprehending or composing texts in meaningful contexts)

Key questions:

- what do you want your students to learn?
- what are the important understandings and core concepts you want students to develop within the learning segment?

The lesson focuses on students creating a poem about our Washington DC unit. They will explore the roles of different people and create a poem based on that.

Knowledge of students to inform teaching (prior knowledge/prerequisite skills and personal/cultural/community assets)

Key questions:

- What do students know, what can they do, what are they learning to do?
- What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?

Students have had previous experience conducting research, using technology, and have knowledge about Washington DC from previous lessons. Students have been learning how to write poems.

Common Core State Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

[Common Core Learning Standards for ELA and Literacy](#)

CCSS.ELA-LITERACY.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Support literacy development through language (academic language)

- Identify one language function (i.e. analyze, argue, categorize, compare/contrast,

describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment)

- Identify a key learning task from your plans that provide students opportunities to practice using the language function.
- Describe language demands (written or oral) students need to understand and/or use.

Vocabulary

- General academic terms: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize or another one appropriate for your learning segment
- Content specific vocabulary (i.e. equation, variable, balance, evidence, claim, inquiry)

Sentence Level

- Sentence structure, transitions/connectives, complex verb tenses

Discourse

- Text structure, message, conversation, discussion

Note: Consider range of students' understanding of language function and other demands-- what do students already know, what are they struggling with, and/or what is new to them?

Students will apply content learned through researching and composing poems.

Learning objectives

Sample:

1. Students will create a poem to portray a hero/ villain from our Washington DC unit.
2. Students will create a voicethread product to orally recite their poem.

Formal and informal assessment (including type[s] of assessment and what is being assessed)

- Explain how the design or adaptation of your assessment allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

Teacher will be the circulating the room and informally assessing the students during completion of writing their poems. For the formal assessment the teacher will use a rubric to grade their final voicethread of them reciting their poems.

Instructional procedure: Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Your design should be based on the following:

- understanding of students' prior academic learning and personal/cultural/community

assets

- research and/or theory
- developmental
- appropriateness

Consider all students, including students with IEPs, ELLs, struggling readers, and/or gifted students.

I will begin my lesson with telling the students that they will be participating in an activity, in which they will be creating poems and using voicethread to recite them. We will be creating poems using what we have learned about one of our people in our Washington DC unit. I will show the students my sample poem on voicethread and show them how I created it. I will then ask them if I portrayed my person as a hero or a villain. I will explain to the students that they will be doing some research and then they will decide on their person that they want to write a poem about. Students will portray that person as either a hero or villain. After the students have written their poems I will have them collect pictures that are fitting with their poems, create a voicethread, and finally record themselves reading the poem. I will be circulating the room and giving support to whichever students need it.