

USD/DLT Lesson Plan Template
Universal Design for Learning (UDL)

(multiple means of engagement, multiple means of representation, and multiple means of expression)

Name Martha

Subject ELA-Among the Hidden

Grade Level 4th

I. STANDARD (Include number and text for each standard)

II. INSTRUCTIONAL RESOURCES AND MATERIALS

- A. Textbooks
- B. Worksheets-1 vocab packet, 1 workbook, 1 vocab insert for workbook
- C. Digital resources-Video “among the Hidden-Part 4”
https://www.youtube.com/watch?v=SPufxdLWT_E&list=PL4gfvEx2orLheFtL8gJuAUF3aLuGoWZ-K&index=5&t=0s
- D. Assistive technologies
- E. Other-Book-Among the Hidden

III. LESSON OBJECTIVE(S)

- The students will be able to comprehend Chapter 10 as well as use new vocabulary word, taunted, in a sentence by completing the workbooks after reading/having the text read to them.
- Academic Language (Key Vocabulary and/or Text structures (i.e. a graph)
Word definition-students provide synonym, antonym, and use the word in a sentence

IV. ASSESSMENT

- Informal (Formative)-packet will be checked for completion and sentence will be checked for understanding, teacher observation
- Formal (Summative)-**RACE response**

V. INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

(Consider Universal Design for Learning (UDL))

- *multiple means of engagement*
 - *students will either read the chapter on their own or listen along with a youtube video of someone reading the chapter*
 - *students will engage in think-pair-share for vocabulary lesson*
 - *students will be able to work in pairs to fill out the packet*
- *multiple means of representation*
 - *Information will be presented auditorily, visually, textually*
- *multiple means of expression*
 - *written expression, visually, orally*

A. ANTICIPATORY SET-

(Consider UDL/ multiple means of engagement)

1. Engage Students:

- a. Attention focusing strategy
 - i. take books out to begin reading along with youtube video or alone
 - ii. introduce new vocab
- b. Sharing objective

- i. think-pair-share regarding synonym, antonym, use in a sentence
- 2. **Activate Prior Knowledge:**
 - i. taunted-when have said something that escalates a situation by having person talk back, doesn't diffuse situation-part of think-pair-share and sentence construction

B. INSTRUCTION AND MODELING:

(Consider UDL: Multiple means of representation)

Model use of vocab word from text, provide definition. Have students think of synonyms and antonyms. After a minute, ask for examples to include in notebook. Have students construct sentences aloud, call on a few for examples after a quick minute for students to reflect on the word's usage.

B. GUIDED PRACTICE

Students will work in pairs to complete chapter 10 of the packet and p 6 of the vocab packet.

D. CLOSURE (Brief summary of student's own learning, i.e. exit slips)

Look over student constructed sentences including new vocabulary

E. INDEPENDENT PRACTICE: May serve as the summative assessment

(Consider UDL/ multiple means of expression)

VI. INCLUSIVE PRACTICES: *To support learning differences or specific student needs for English Learning, IEPs, 504, GATE, (You may restate your consideration for diversity above in engagement, instruction, and assessment.)*

For ELL and IEP students, a youtube