

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

Lesson Element	Lesson Goals/Objectives	Challenges for Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Learning Targets
<p>Pre-Assessment</p> <p>KWL, interest inventories, learning modalities surveys, formative assessments, standardized testing, state tests</p>	<p>Work of the grade:</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 		<p>ALL: Assess student proficiency to set targets</p>

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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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		<ul style="list-style-type: none"> • Intermediate – 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>		
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		<ul style="list-style-type: none">• may have physical challenges• may have cognitive challenges• may have a combination of physical and cognitive challenges		
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Lesson Element	Lesson Goals/Objectives	Challenges for Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Outcomes
<i>Lesson Opening</i>		<p>ELL may need:</p> <ul style="list-style-type: none"> • 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. 	<p>ELL: Determine interventions needed.</p> <p>G/T: Determine enhancements or extensions needed.</p> <p>SWD: Determine accommodations and/or modifications for IEPs.</p>	

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		<p>G/T may need:</p> <ul style="list-style-type: none"> • 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 <p>SWD may need:</p> <ul style="list-style-type: none"> • tasks or directions broken down into smaller bits • extended time or fewer items • change of pacing • additional repetitions • special seating • written and visual reminders 		
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		<ul style="list-style-type: none"> • stress balls/fidgets, cushion, headphones • project-based learning • scaffolding • flexible grouping strategies 		
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Lesson Element	Lesson Goals/Objectives	Challenges for Learning	Differentiated Instruction including use of Formative Assessment and UDL*	Student Learning Targets
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			Framework	
<i>Guided Practice</i>		ELL Snapshot: G/T Snapshot: SWD Snapshot:	ELL Snapshot: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • remove supports as soon as possible • make curricular 	ELL Snapshot: <ul style="list-style-type: none"> • students can re-state learning targets in brief, concise "I can" statements G/T Snapshot: <ul style="list-style-type: none"> • students can re-state learning targets in brief, concise "I can" statements SWD Snapshot: <ul style="list-style-type: none"> • students can re-state learning targets in brief, concise "I can" statements

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			<p>modifications (i.e. accelerate, add depth, complexity, evaluating and/or creativity)</p> <ul style="list-style-type: none"> • allow problem-based learning with supports and modeling • allow productive struggle <p>SWD Snapshot:</p> <ul style="list-style-type: none"> • 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 	
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			<p>instruction</p> <ul style="list-style-type: none">• allow earning rewards (eg. class party, extra recess)• allow productive struggle	
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<i>Independent Practice</i>		<p>ELL Snapshot:</p> <ul style="list-style-type: none"> remove as many supports as possible <p>G/T Snapshot:</p> <ul style="list-style-type: none"> remove as many supports as possible <p>SWD Snapshot:</p> <ul style="list-style-type: none"> remove as many supports as possible 	<p>ELL Snapshot:</p> <ul style="list-style-type: none"> project-based learning <p>G/T Snapshot:</p> <ul style="list-style-type: none"> project-based learning problem-based learning <p>SWD Snapshot:</p> <ul style="list-style-type: none"> project-based learning 	<p>ELL Snapshot:</p> <ul style="list-style-type: none"> students can re-state learning targets in brief, concise “I can” statements <p>G/T Snapshot:</p> <ul style="list-style-type: none"> students can re-state learning targets in brief, concise “I can” statements <p>SWD Snapshot:</p> <ul style="list-style-type: none"> students can re-state learning targets in brief, concise “I can” statements

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Lesson Element	Lesson Goals/Objectives	Challenges for Assessing	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Learning Targets
<p><i>Closure and Post-Assessment (Summative)</i></p>		<p>ELL Snapshot:</p> <ul style="list-style-type: none"> • assessment does not match learning tasks <p>G/T Snapshot:</p> <ul style="list-style-type: none"> • lack of engagement <p>SWD Snapshot:</p> <ul style="list-style-type: none"> • assessment does not match learning tasks 		

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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/>

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

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.occgate.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>

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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

(Click for more examples – go deeper)

Vocabulary Support and Development	Grammar Development
Explicit vocabulary instruction	Collaborate with the ELL teacher to determine needs
Visuals – pictures, videos, Realia	Choose a language objective for a lesson
Word Webs and Word Walls	Be a language model. Speak slowly and clearly to beginners
Dual Language vocabulary support	Avoid idioms and slang
Teach Multiple Meanings of words	Use sentence frames and sentence starters
Teach affixes, root words	Provide models of written and spoken language
Use cognates when possible	
Word Journals, Personal dictionaries	
Cloze Activities	

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Gestures		
Bilingual Dictionaries		
Building or Activating Background Knowledge	Culture	
Identify gaps in education and knowledge	Recognize and connect to students' cultures	
Use visuals, video clips, realia	Use multicultural literature	
Use graphic organizers eg KWL Chart	Plan for culturally responsive lessons	
Use anticipatory guides	Link experiences across cultures	
Use lower level text aligned with content curriculum	Involve families in instruction	
	Honor ELL's first language and culture in classroom	

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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.
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>

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