**UDL Lesson Plan Template –** *Reference the template descriptions in red for detailed explanation of this template*

This sample plan can be populated by a variety of professionals who collaborate prior to instruction (virtually or face-to-face) to design instruction for a widely diverse group of learners. (ie. gifted, ELL, students with disabilities, culturally diverse, etc.)

Each section of the planning template has suggestions on who might be best suited to contribute information to the section.

Content Specialists aka. General Educators, most often select standards as targets for each lesson. Intervention specialists could add Extended Standards, Expanded Standards, Learning Progressions and Unpacking of standards to reach to each tip of the diversity range.

**Grade Level: 5**

**Standard/Subject: Mathematics**

**Domain:**

**Standard Statement:**

**OA.5.9** Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

*Extended Standards – Possible learning targets for students who take the Alternate Assessment*

**OA.35.9a** Identify and explain arithmetic patterns in number charts and addition and multiplication tables.

**OA.35.9b** Identify arithmetic patterns in number chart, and addition and multiplication tables.

**OA.35.9c** Use odd or even numbers to make a pattern.

**MD.5.7** Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

*Extended Standards – Possible learning targets for students who take the Alternate Assessment*

**MD.35.7a** Create a line plot from a given or collected data set with measurements in fractions (1/2, 1/4). Interpret the line plot, including addition and subtraction of fractions by using information presented in the line plot.

**MD.35.7b** Create scaled bar graphs from given or collected data sets and interpret the graph, including solving 1- step and 2-step “how many more” and “how many less” problems.

**MD.35.7c** Interpret by solving 1-step “how many more” and “how many less” problems (e.g., record the amount of rain for a week, determine how much more rain fell on one day than another).

**Standard/Subject: English Language Arts**

**Strand:**

**Standard Statements:**

**W.5.10** Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

*Extended Standards – Possible learning targets for students who take the Alternate Assessment*

**W.35.10a** Generate written text routinely for a range of discipline-specific tasks, purposes and audiences within formats and content.

**W.35.10b** Participate routinely in supported writing/communication activities for a range of discipline-specific tasks, purposes and audiences within formats and content.

**W.35.10c** Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes and audiences within formats and content.

**SL.5.1** Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

*Extended Standards – Possible learning targets for students who take the Alternate Assessment*

**SL.35.1a** Engage in discussions about grade level/ age-appropriate topics and text.

 Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)

 Ask and answer questions for clarification; make comments.

 Make topic-specific personal

**SL.35.1b** Participate in discussions about grade-level/age-appropriate topics and text.

 Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)

 Answer questions to contribute to the discussion.

**SL.35.1c** Actively participate in discussion about grade-level/age-appropriate topics or text.

 Appropriately gain attention.

 Sustain turn-taking interactions

 Listen to others connections.

**Teacher to do list –** (before the lesson begins)

All professionals can contribute to this section and can put their names by items that they plan to take care of prior to the lesson.

* Get manipulatives ready
* Plan groupings
* Review pre-assessment data
* Develop story problem

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| **Pre-Assessment of Targeted Standards**  The data in this table can be discussed and embedded by all professionals on the team. It could be populated during discussions at Teacher Based Teams (TBT’s). Students who have emerged as having accelerated or emerging understandings of the standard(s) based on the pre-assessment of target standards should be noted specifically here.  Tool used to collect the data: Prior work samples within the unit | | | | | | | | | |
| **Data Results**  *(add student names below to represent pre-assessment data outcomes)* | | | | | | | | | |
| **Few will need more challenge, breadth and depth expanding beyond the standard** | | | **Most are ready to progress in the grade level standard** | | | | **Some will need more support leading to the standard** | | |
|  | | |  | | | |  | | |
| **Universal Design for Learning**  Content Specialists generally begin this section by adding details about the general steps for the lesson(s). Intervention and other specialists typically add additional aspects of Multiple Means that will specifically target the learning needs of students in a given class. | | | | | | | | | |
| **Universal Design for Learning (Multiple Means: representation, engagement, expression)**  (Instruction that the whole group receives)  Offer step-by-step directions:  1. Establish class working agreements (students share out)  2. Explain the problem (math story problem) and the process (fishbowl) (think time)  3. Gives first “model” (problem) offers manipulatives to supplement problem solving  Helps individual students  Private think time  Partners a few kids  4. Students share ideas for problem solve with the teacher (guided practice) and in some cases with table mates  5. Fishbowl (select 4 students inside the fishbowl) – share goals for activity – describe process of fishbowl  6. Move to observers (standing around table-with clipboards in hand to take notes) fishbowl (at table-discussion/demonstration)  7. Discuss the challenges of the learning experience  8. Debrief/discuss and give feedback (observers) “What are some things that you noticed?”  9. Reflection and journaling | | | | | | | | | |
| X | Verbal -Linguistic | X | | Intrapersonal |  | Musical | | X | Bodily-Kinesthetic |
| X | Math-Logical |  | | Interpersonal | X | Visual-Spatial | |  | Naturalist |
| Note: Offering multiple means throughout lesson design, instruction and assessment is a critical element for all educators. If only one strategy, tool or opportunity is listed in any of these three areas then multiple means has not yet been achieved. | | | | | | | | | |
| **Multiple means of Engagement**  *Anticipatory Set / Modeling* | | | Fish bowl  Collaboration  Ask questions  Manipulatives  Private think time  Discussion  Collect data onto data charts  Listening/Observing | | | | | | |
| **Multiple means of Representation**  *Modeling / Guided Practice* | | | Blocks  Journal  Observation/Note-taking/Data sheets  Goals/objectives/indicators defined | | | | | | |
| **Multiple means of Expression**  *Independent Practice / Assessment* | | | Discussion/Explanation/Questioning  Journaling  Inquiry  Problem solve with manipulatives  Presentation (Fish bowl)  Idea Share – “Thank you for sharing your idea” | | | | | | |
| **Differentiated Instruction**  Any team member can make decisions and populate this section before or during instruction as data is reviewed and as needs arise during instruction. | | | | | | | | | |
| **Some**  **(students who have skill/knowledge gaps)** | | | **Most**  **(See UDL Plan)** | | | | **Few**  **(students who already know the standard(s))** | | |
| Partners for practice | | | Opened problem solving up to include all ideas | | |
|  | | | Explain/visually demonstrate to others how you arrived at the answer | | |
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| **Student Specific Supports and Services/Assistive Technology**  (Can come from the IEP, RIMP, WEP, 504 Plan, etc.)  Intervention and other specialists could add student specific IEP accommodations, scaffolds, environmental supports, sensory supports, language supports, cultural supports, assistive technology, goal/objective integration into lesson. In addition Extended Standards, ELP Standards, Expanded Standards, Learning Progressions and Unpacking of standards to reach to each tip of the diversity range. | | | | | | | | | |
|  | | | | | | | | | |
| Students Specific IEP accommodations, assistive technology, goal/objective integration into lesson | | |  | | | |  | | |
|  | | | Student B:  FM System | | | | Student A:  Read problem to 1 student  Discussed term “twice as much” | | |