

Universal Design in Action (page 1 of 3)

Materials Needed:
Planning Questions to Consider About This Lesson
Planning Step 1: What do my students need to learn? How do I need to calibrate these goals to respond to specific learner needs?
Planning Step 2: How will my students demonstrate to me that they have learned what they need to learn? How do I need to calibrate these products to respond to specific learner needs?
Planning Step 3: What prior knowledge (content and skills) do I know to be accessible to students to help with this lesson?
Planning Step 4: What language featured in this lesson may be new to the students or only vaguely recollected from a previous lesson? How will the students build their understanding and application of this language?

Universal Design in Action (page 2 of 3)

Instructional Steps	
<p>ONGOING <i>How will I assess the students and evaluate their work?</i></p> <ul style="list-style-type: none">• Observe the students to see who may not be engaging with the lesson. If fidgeting occurs, you may need to provide a pipe cleaner or Silly Putty egg to the student(s) concerned.• Watch for signs of nervousness related to timing, and adjust pacing as needed.• If needed, add or take away certain elements of the task to address student needs.	<p>Instructional Step 1: How should I open the lesson to grab students' attention and activate background knowledge?</p>
	<p>Instructional Step 2: How will I model or present the language or skill targeted in the lesson? How can I share this language or skill in several different ways? How might I need to tweak my presentation to respond to specific learner needs?</p>

Universal Design in Action (page 3 of 3)

<ul style="list-style-type: none">● As students are working, circulate through the group. About halfway into the allotted time, ask students to give the thumb signal for how they feel they are doing (up, down, or sideways). As needed, consult with students to provide support.	Instructional Step 3: How will students practise and apply their understanding and skill? What are the various ways in which I can ask the students to engage with the content? How might I need to tweak these activities to respond to specific learner needs?
<ul style="list-style-type: none">● Review what the students turn in.	Instructional Step 4: How should I close the lesson to help the students end it at good point, while also giving me the evidence I need to assess their understanding and skills?