

CEP 842 UDL LESSON

1. BACKGROUND INFORMATION:

Your Name: Andrea Schneider

Grade Level: K-2 (students with cognitive impairments)

Your Lesson Topic: Surveying & Graphing

Setting (whole class, small group, individual): whole class (10 students)

2. GOALS:

What are your goals for this lesson?

I want students to be able to conduct a survey and then graph their results. This is a math objective as well as an activity that will incorporate a social aspect in which children will have to communicate with each other to get their survey questions asked and answered.

How will you communicate these goals to your students?

I will make sure my students know the “bulls-eye” reason why we might need to use survey/graphing in our everyday lives. In my room I use a target board and the main goal/objective of WHY we’re completing a lesson is in the bulls-eye. I want them to understand that we need to be able to ask others questions to get information from them and hold a conversation with them. In regards to Math, students need to learn that in the real world we use surveys and graphs when voting for classroom rewards (related to students) and also for the president of the united states (related to their lives and their parents).

How will you determine if the students understand the goals?

After students have come up with a survey topic I will ask students to walk around the room to ask each student to answer their question. I will observe how students ask questions, whether they correctly write down the response, and how they graph their results as compared to their written survey answers.

3. METHODS:

1. Students will listen to our Question of the Day sentence read by me.
2. After reading the question I will ask students to help me look at the answers to the question and counting how many people chose each survey option.
3. Students will count and respond with the answer to how many votes each possible response received (typically 2-3 options).
4. I will provide students with an example of when we voted for our classroom reward using a survey. Students will reflect back to what options we had on the board and how we voted for the ultimate goal.
5. Students will then be prompted to come up with some survey questions they want to use. (Assistance will be provided by myself and paraprofessionals in the room to help guide students in coming up with a survey question.)

**Students who are not yet comfortable with surveying and graphing will be prompted to stick with yes/no questions. Those who seem to understand the concept of surveying may choose a question with a possible 3-4 response options.

6. I (and paraprofessionals) will assist the students in writing their questions at the top of their paper.

7. Pictures will be drawn and words written representing the possible responses for each student.

EX: What is your favorite color?

red blue green



8. Students will use tallies to mark each student's answer. (Tallies have been used from day one and students understand how to use tallies to mark responses.)

9. Once the surveys are completed, students will count how many different answers they got, and draw vertical lines to create that number of columns on their papers.

10. Students will then write each answer (ex: yes/no or red/blue/green, etc.) at the bottom of a column.

11. Color squares will be pre-cut and provided to students for graphing. Students will glue the correct number of pre-cut squares in each column to represent the number of people who gave each answer.

12. Students will write their survey question at the top of the graph.

13. Each child will be allowed to share his/her graph.

14. I will ask students questions related to the graph (most, least, what number of votes did " _____ " get?)

15. Completed graphs will be placed in a classroom book.

4. MATERIALS:

Teacher needs:

- * question of the day sheet projected onto the wall
- * sticks with students' names so they can "vote"
- * wipe off paper to draw graph on
- * dry erase markers

Students need:

- * paper (8 ½" x 11") with their question written on it
- * clipboard (optional)
- * large white construction paper
- * pre-cut construction squares

5. ASSESSMENT:

After students have completed their survey and graph, I will have the students come back to the group and share the information they learned from the survey. By asking questions about the graph, I will be able to assess whether each student understands how to read a graph.

Later in the day, during centers, I will provide students with made up survey results and ask them to graph the information for me on a separate chart. By doing this I will see that students really understand the idea of taking survey information and creating a graph using the information. In the area of social goals, I will be assessing the students as they are surveying each other. I will observe how they approach each other and how they pose questions to each other. I may also ask students what question they might ask when presented with the made up survey results during my one-on-one center time with them.

6. REFLECTION:

Goals...

In Assessing Curriculum Goals #1, I gave myself a 4. At first I wasn't sure what I was supposed to represent here. However, after I started to understand what they were looking for in this section I realized that for the most part I do use a variety of ways to let the students know their goals. I orally state the goals. We review what the goals are by having students tell me the goals. The "bulls-eye" goal is represented prior to completing assignments as a reminder to what the goal is that students are reaching for. In the area of Understanding My Students #1, I gave myself a 2. I will typically verbally ask my students to repeat what our goal outcome is for a lesson but I do not use any other way of checking for understanding. Using communication between peers to share common goals for a lesson is a great idea that I wish I had been using all along.

Unfortunately in the area of Assessing the Curriculum #2 I found that I do not necessarily share WHY we learn the concepts we are learning. This has always been a struggle for me. Overall in Understanding My Students #2, I would say I give myself a 4 for making sure students know what they must produce for me during a lesson/assignment. Often times we review multiple times the steps to complete an assignment.

Assessing the Curriculum #3 I gave myself a 3. I had a difficult time understanding what this was asking but I understand it as making sure students not only understand the WHAT/WHY of a goal but also the HOW. My students are presented with reasons for how we will be assessing our skills learned and how we will reach our goal.

Understanding My Students #3...as stated above I believe my students understand the steps to take to complete a goal and understand a goal.

Assessing the Curriculum #4...I felt I met the understanding of making a variety of ways to understand and learn. I provided my students with verbal responses, options in survey questions, number of graphing items, etc.

Understanding My Students #4...students may not have understood that there are different means of understanding and ways to learn based on students needs in this lesson. Typically in my classroom I have students completing different levels of work and my students just understand that they are all doing their best work at the level they are at. I have been so fortunate to have students who accept this concept and do not question or complain about the work they do.

Methods...

Understanding My Students #1...my students prior knowledge base is so varied that I often have to prompt the thinking in order for students to get started. In my classroom students struggle to make a

connection to get their own prior knowledge going. Once we get going, most students will provide some prior knowledge to some extent. Some students will need a yes/no question to prompt thinking while others will come up with their own thoughts/ideas.

Assessing the Curriculum #2...by using my visual target in my class, I am assisting the students in identifying the big idea/goal of a lesson. In this case, students have a great assistant in guiding their lesson focus.

Assessing the Curriculum #3...in my classroom I am constantly scaffolding lessons. Again, for this assignment, I have realized that I did not specifically say how I would scaffold the lesson other than providing different survey questioning ideas depending on students understanding. There is more that I might do within a lesson to make it fit the needs of each student personally.

I realized through the rest of the Methods section that I do not do the amount of reflection, feedback, and practice that my students need. I feel like I am so busy trying to fit in the amount of work that is expected of us through our curriculum that I often forget about the importance of going back and reviewing on a regular basis.

Assessing the Curriculum #8...using challenging levels of the curriculum are available to students. Sometimes I provide items cut out so the students do not have to complete that task if the goal is not cutting or is instead sorting. In this lesson, I provided yes/no graphs for those who needed them. I would also create the columns for a student if they were unable to create the whole graph themselves.

Materials...

Assessing the Curriculum #1...throughout my lessons I try to use multiple modes of media. During this survey and graph lesson I used my projector to show an example of a tally sheet and graph of a surveying question. I also used the actual graph paper the students would use. In most cases I use videostreaming, powerpoints, projection screen, and music in my lessons.

Understanding My Students #2...my students do not understand their most power means of learning. There are often not enough options for different media available to students in my classroom.

Again in #3 I realized my students do not have available to them material or media that helps support language barriers.

#4 in Materials is above the level of my students. My students are not yet using rubrics, checklists, or graphic organizers. The only item in the classroom related in some way to these items would be our daily visual schedule.

Assessing the Curriculum #5...varying amounts of content on students work is a common accommodation in my classroom. All lessons are created in a way that best meets the skill level of each student. For example, some students might write and create their own survey/graph while others will be provided with a survey question and a graph to complete with help from an adult in the room.

Assessment...

Understanding My Students #1...When assessing my students I reflect on the goals that we had discussed as a group prior to completing a lesson. I also ask them to tell me what we were going to discuss after the lesson. Often times I want the students to be able to recall what information I expected them to remember from the lesson. After reviewing expectations, I then go on to assess them,

IF they can remember why/how the assessment was going to happen. If they do not recall, then I'm not sure they understand why they're being assessed so I reteach before assessing.

Understanding My Students #2...Unfortunately like I stated earlier, I do not go back and give feedback or reflect or continue to assess each lesson as I would hope to. I do however constantly assess the basic skills that each student is working on through the school year.

What will you do to make your lesson more of a UDL lesson?

If I had to redo my lesson and create it to fit the expectations laid out in the UDL self check, I would focus mostly on feedback and ongoing assessment with my students. I need to be able to provide information to students about how well they performed and re-teach as necessary. If I am taking the time to teach a lesson it is important that I go back and make sure there is understanding and retention of the information before moving on to a new skill.

I also need to focus on assessments in a way that meet the needs of each student. Although I have used the idea of having students point to information to provide answers, asked yes/no questions, provided multiple choice questions, etc. I do not know for sure if that is a student's best means for assessment. I would also ask students how they would be most comfortable being assessed. Although my students are fairly low functioning, I should be more open to providing them with a say in how they learn and are assessed.