

Name: _____

Lesson Title: Bridge Books Classroom Launch

Grade Level: 2/3

Date & Time: _____

UDL-Infused Elementary Inclusive Preservice Program Lesson Plan

Pre-Planning: Setting a Learning Goal & Anticipating Multiple Paths to that Goal

<p>Learning Objective(s) What do you want students to know, understand, or be able to do as a result of this lesson?</p> <p><i>To push your thinking:</i></p> <ul style="list-style-type: none">• What should all students learn?• What will some students learn?• What will a few students learn?	<ul style="list-style-type: none">• All students will learn that they will be making a book in library and the brainstorm work we will do in this lesson is to set it up• All students will learn that they can use the alphabet as a mnemonic device to collect and recall information about bridges• All students will come up with keywords about bridges• Most students will understand the purpose of the stations and how to move safely through them
<p>Rationale Why are you teaching this lesson?</p> <p>Questions to consider: <i>How does it connect to students' interests, strengths, and needs? How does it fit within the curriculum? What connections does it have to standards? In what ways does this lesson represent your commitment to social justice?</i></p>	<p>This lesson is the classroom launch of a book-making project that our class will be doing with Library for the next two weeks. Each student will be making a page of a class book, and they will get one letter of the alphabet to be the theme of that page. In order to ensure every letter is equipped with enough bridge vocabulary, this lesson will allow the class to brainstorm together. This lesson also serves as a closure/circle back to the knowledge students gained about bridges before the break.</p> <p>NYSED Social Studies:</p> <ul style="list-style-type: none">• <i>"Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs)."</i>• <i>"Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas."</i>
<p>Prerequisite Knowledge What prior knowledge are you counting on?</p> <p>Questions to consider: <i>What will you do if students demonstrate that they do NOT have such knowledge? What will you do if it becomes clear that students have already mastered your objective?</i></p>	<p>Students have studied bridges extensively for the past month, in Social Studies, Project Time, Art, and through books. Students will be able to draw on this knowledge independently as well as using each other as resources.</p> <p>If a student demonstrates difficulty recalling some terms, they will have the support of the stations in the classroom or their peers.</p>
<p>Anticipate Evidence of Learning How will you know if students have achieved the learning objective(s)?</p>	<p>At the end of the lesson, there will be a large visual representation of what the students have achieved: a collection of bridge-related words. This will not demonstrate whether all students can define or describe the terms, however, each student will only have to extensively think about one word</p>

<p>Consider listing multiple ways that students might demonstrate understanding by the end of the lesson.</p>	<p>in order to create the book. Evidence of learning will look like teachers assessing students casually throughout the word search time.</p>
<p>Teaching for Diversity</p> <p>UDL invites us to consider our learners' diverse strengths, interests, and needs <i>before</i> planning so that we can "plan for the many." Brainstorm multiple means of representation, expression, and engagement that could be available to <i>all</i> students during this lesson.</p>	<p><i>Multiple Means of Representation</i></p> <p><i>What are some different ways that content could be presented to learners throughout the lesson?</i></p> <ul style="list-style-type: none"> • There will be four stations set up: books, built bridges from Project Time, a video station, and a conversation station. This will allow for students to access information and collect words using various mediums.
	<p><i>Multiple Means of Expression</i></p> <p><i>What are some different ways that students could "show what they know" throughout the lesson?</i></p> <ul style="list-style-type: none"> • Students can draw or write the words they collect for the group wall. Also, another student could write for a student.
	<p><i>Multiple Means of Engagement</i></p> <p><i>What are some different ways that you can help students get "fired up" about their learning during this lesson?</i></p> <ul style="list-style-type: none"> • Stations • Exploration • Challenge of finding all 26 alphabet letters • Largeness of word wall • Excitement of "showing what they already know"
<p>Accessibility Extensions</p> <p>Do you anticipate any additional accessibility and participation challenges? How will you address them?</p>	<p>I anticipate that a couple of students will have trouble staying on task during this lesson. These students could be partnered with someone that could keep them engaged and excited, or a teacher could periodically check in.</p>

	<p>I anticipate the books and reading station will be challenging for some readers in the class, which is why communication and talking will be encouraged at all stations to allow for support.</p> <p>I anticipate the increased amount of movement due to stations will cause some students to get overly excited throughout the lesson, perhaps I will let them know that we will pause between every rotation to take a deep breath or have someone share out what information they have gathered.</p>
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Planning: Step-by-Step List of Instructional Moves

In each section below, specify the sequence of instructional activities. Bullet points are fine. Providing a “script” for what you plan to say is also fine. Consider how you will coordinate materials, bodies, and time. Use small boxes to indicate time.

Materials List:

<p><u>Introduction</u> How will you invite students into the learning experience?</p> <p>Consider: <i>A hook, an immersive experience, a connection to yesterday’s lesson, modeling...</i></p>	<p>Minutes: 5 (plus station demonstration)</p>	<p>Today we are going to collect words to show how much we know about bridges! It has been a little while since we have seen some of the words, so we are going to spend some time in stations exploring sources we have about bridges.</p> <p>You all are going to be word detectives and collectors, (Could show word collector book that we can eventually read) and you are going to collect as many words as you can that are connected to bridges. Think of this as your “bridge important word list” or “keywords about bridges” or your “dictionary for bridges”.</p> <p>Does anyone have an example of a word they can already think of that has to do with bridges? (Teacher will write on a card)</p> <p>Great! Now it is your turn. Everyone is going to get 10 notecards (might do one list sheet instead?) and your job is to write down as many bridge words as you can find. The only rule is: you will be in a group of 5 and you cannot have the same word as someone in your group! So if C, G, and I are in a group, C and I cannot both write down “Brooklyn”.</p> <p>Every group will go to a station where they will explore some sources we have about bridges to help jog your memory. After 5 minutes, we will rotate.</p> <p>Have one group demonstrate what it looks like to rotate through stations. (additional 2 min)</p>
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<p><u>Exploration/Concept Development</u></p> <p>Consider: <i>Guided practice, independent practice, a group or partner exploration...</i></p>	<p>Minutes: 15</p>	<p>In groups, students rotate three times through 3 stations for 5 minutes at each station. Students will be writing down words they come up with.</p> <p>(Might pause after first two rotations to do some of closure activity and then let them go back for one more for 5 minutes)</p>
<p><u>Closure</u></p> <p>How will you bring students to closure with this learning experience and connect it to future learning?</p> <p>Consider: <i>A share, a closing challenge, a sneak peek at tomorrow's goal....</i></p>	<p>Minutes: 10</p>	<p>Students will come back to the carpet (or the hallway, TBD) where there will be all 26 letters sectioned on the board. Students will share out one word at a time, around the circle, as the teacher writes. After a few shares, two students could come up and write the words as they are shared. Words will only be written once in each section.</p> <p>Important Question: Are there any letters that we did not find keywords for?</p> <p>As you go through your day today, keep collecting words in your head. We can add them at the end of the day before dismissal, or tomorrow morning!</p>

Assessment Plans

What understandings will you look for/ listen for, throughout the lesson? In other words, how will you continuously check in to see that students are moving toward the objectives you named above? At the end of the lesson, what data will you analyze/reflect on in order to determine whether or not all children met your objective(s)?

Assessment during this lesson will largely be teachers gathering notes about the kinds of words students are collecting and how they are using the sources to help access their memory. Teachers can ask students to share their most interesting word, or what word they are most proud of finding/thinking of. This way teachers can get a sense of engagement and self-motivated learning styles.

At the end of the lesson, students will have a visual representation of their learning for the day, as well as a prompt to keep assessing their own learning as they move on. Students could also be asked how they thought the station work went as a form of research.