

# Part 1: Analysis of a Learning Activity

<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Students will be able to notice relevant details while reading a nonfiction text.</li> <li>2. Students will be able to put details together in order to develop understanding of a topic.</li> <li>3. Students will be able to generate relevant questions while reading a nonfiction text.</li> </ol>	<p>Assessments:</p> <ol style="list-style-type: none"> <li>1. Listening to think-pair-share activity with a penny.</li> <li>2. Recorded students' questions during active engagement groups.</li> <li>3. Collect reading logs at the end of the week.</li> </ol>
---	--

Activity	Demands (cognitive, perceptual, physical, social, emotional)
Students enter the room	Physical - navigate physical space Social - avoid distractions Cognitive - understand and follow directions Emotional - control emotions, avoid conflict
Teacher introduces the lesson by reviewing yesterday's objectives (#1 and #2) and modeling with letter	Physical - regulate body movement Social - avoid distractions Perceptual - listen to teacher, read the chart Cognitive - synthesize and determine the importance of perceptual information Emotional - recruit and sustain interest
Mini-activity with penny, teacher introduces today's teaching point (#3)	Physical - regulate body movement, handling penny Social - collaborate with peers, avoid distractions Perceptual - observe penny, listen to peer responses, listen to the teacher Cognitive - understand and follow directions, determine the importance of visual information, synthesize thinking into the response Emotional - recruit and sustain interest

<p>Teacher models teaching point (#3) with book <i>Knights in Shining Armor</i> by Gail Gibbons</p>	<p>Physical - regulate body movement  Social - avoid distractions  Perceptual - listen to the teacher, read the text  Cognitive - synthesize and determine the importance of perceptual information  Emotional - recruit and sustain interest</p>
<p>Students break into reading groups with same texts as yesterday, the teacher circulates</p>	<p>Physical - regulate body movement  Social - collaborate with peers, avoid distractions  Perceptual - decode nonfiction text  Cognitive - comprehend text, synthesize thinking into response, comprehend responses, respond to peers/adults  Emotional - sustain effort, manage frustration</p>
<p>The teacher adds a new strategy to the anchor chart</p>	<p>Physical - regulate body movement  Social - avoid distractions  Perceptual - listen to the teacher, read the chart  Cognitive - synthesize and determine the importance of perceptual information  Emotional - recruit and sustain interest</p>
<p>The class comes together to share, reinforce teaching point, and receive reading logs for the week</p>	<p>Physical - regulate body movement  Social - avoid distractions, share a response to activity  Perceptual - listen to peer/adult responses  Cognitive - synthesize thinking into response, comprehend responses  Emotional - sustain the effort, recruiting interest</p>

## Part 2: Differentiated Activity

Unnecessary demand	Individualized support	Universal support
Social - avoid distractions	Bryan gets a checklist upon entering the room	
Physical - regulate body movement	Bryan has a resistance band attached to his chair to kick to support him sitting quietly	
Cognitive - understand and follow directions		Directions are delivered in chunks, visual and auditory
Perceptual - read the chart	Josue and Si Ru have small anchor chart provided in home languages	Directions are read out loud to the whole class Text is paired with pictorial representations
Emotional - sustain effort, manage frustration		Praise of effort
Physical - handling penny		Print-out image option
Perceptual - observe penny		Magnifying glass option
Social - collaborate with peers	Josue is with a language partner Si Ru has translation technology	Sample script with Partner A and Partner B
Cognitive - determine the importance of perceptual information		Teacher specifically states and displays learning objective
Cognitive - synthesize thinking into a response	Josue and Si Ru have small anchor chart provided in home languages	Anchor chart with sentence frames is displayed Option to use synthesis graphic organizers
Perceptual - decode nonfiction text	Book translations are provided to Josue and Si Ru in home languages	Peer support in small groups
Cognitive - comprehend responses, respond to peers/adults	Josue is with a language partner Si Ru has translation	Peer support in small groups

	technology	
Social - share response to activity		The class uses sign language to non-verbally agree with responses

### Part 3: Rationale

Bryan receives a checklist upon entering the classroom. Bryan has a diagnosis of ADHD and a personal checklist helps him get started and execute tasks (UDL Guideline 6). The rest of the students are supported by the familiarity of the classroom routines they execute in this transition.

Bryan also has a resistance band attached to his chair so that he can kick as he participates in the lesson. Bryan benefits from flexible seating support to self-regulate in the classroom (UDL Guideline 9). With the resistance band, Bryan’s hands will be free and he can remain focused on his work. This quiet sensory-output helps him maintain attention while not distracting other students in the meeting area.

Directions are displayed on chart paper and delivered aloud for the entire class (Valle & Connor, 121). Both the visual and auditory information is delivered in chunks in order to break complex cognitive tasks into component elements. Text is supplemented with pictorial representations to aid comprehension (UDL Guideline 1, 3, 7). Multilingual learners (MLLs) Josue and Si Ru also have the chart provided in their home languages (UDL Guideline 2, 3). The teacher explicitly states and displays today’s learning objective so that students are informed of the expectations (Valle & Connor, 147).

Providing consistent and universal praise of effort encourages all students to maintain

effort and manage frustration throughout the lesson (UDL Guidelines 7, 8, 9).

All students have the option to use a print-out image of the penny or a magnifying glass, which provides non-stigmatized access for those who need visual support (UDL Guideline 1). The print-out image option also provides another way for students to access the lesson without the fine-motor physical action of managing such a small object (UDL Guideline 4). Students learn to self-evaluate their needs so they can access the supports that are helpful to them.

Students actively engage with nonfiction texts in small reading groups. The groups are differentiated according to level of textual difficulty (Danforth, 152) and peers participate in cooperative learning to support each other with the decoding and comprehension of the text (Valle & Connor, 155). Anchor chart with sentence frames is displayed as a visual support and checklist (UDL Guideline 2, 5, 6, 8). All students also have the option to use a synthesis graphic organizer to help them organize their thoughts (UDL Guideline 3). Students are provided a sample script with Partner A and Partner B assigned to structure their conversation and maintain focus on the task (UDL Guidelines 6, 7, 8). Book translations are provided to Josue and Si Ru as specific multilingual scaffolds. This provides them options for language representation and comprehension (UDL Guideline 2, 3). The two MLL students also have a small anchor chart provided in home languages to support their communication and expression (UDL Guideline 2, 5). Josue is further aided in these ways with a language partner, and Si Ru is provided translation technology assistance.

The class uses sign language to non-verbally agree with their classmates' shared responses. This provides an opportunity for all students to contribute to the discussion (UDL Guideline 5, 7).

## Citations

Danforth, S. (2014) "Chapter 9 - Differentiated Instruction." In S. Danforth (ed.). *Becoming a Great Inclusive Educator*. 121-129. Peter Lang.

Supporting Emergent Bilinguals with Individualized Education Plans: Tips from CUNY-NYSIEB. (n.d.) <https://www.cuny-nysieb.org/translanguaging>

Valle, J. & Connor, D. (2019). Chapter 5 - Selecting Approaches and Tools of Inclusive Teaching. In J. Valle & D. Connor (eds.). *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*. 101-138. Routledge.

Valle, J. & Connor, D. (2019). "Chapter 6 - Creating a Dynamic Classroom Culture". In J. Valle & D. Connor (eds.). *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*. 50-72. Routledge.

UDL for Teachers (n.d.) [UDLforTeachers.com](http://UDLforTeachers.com)