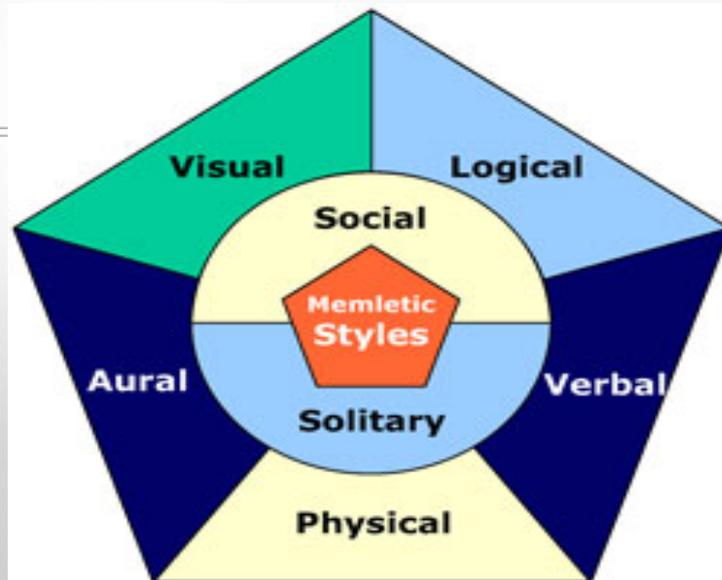


WHAT TYPE OF LEARNER ARE YOU?



UDL

❖ **What type of learner are you?**

❖

❖ **The Seven Learning Styles- UDL is able to capture these**

❖ **Visual (spatial):** You prefer using pictures, images, and spatial understanding.

❖ **Aural (auditory-musical):** You prefer using sound and music.

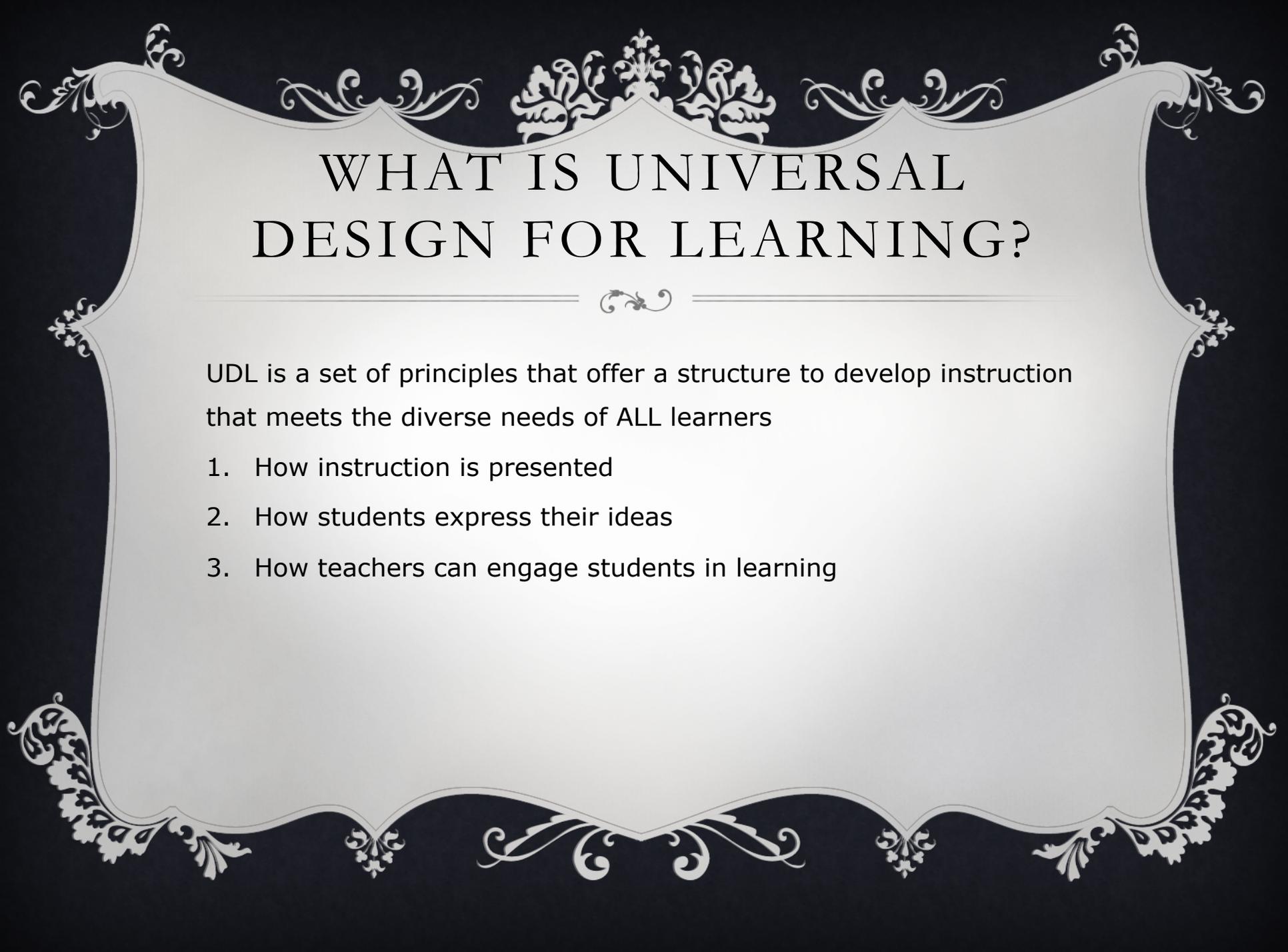
❖ **Verbal (linguistic):** You prefer using words, both in speech and writing.

❖ **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.

❖ **Logical (mathematical):** You prefer using logic, reasoning and systems.

❖ **Social (interpersonal):** You prefer to learn in groups or with other people.

❖ **Solitary (intrapersonal):** You prefer to work alone and use self-study.

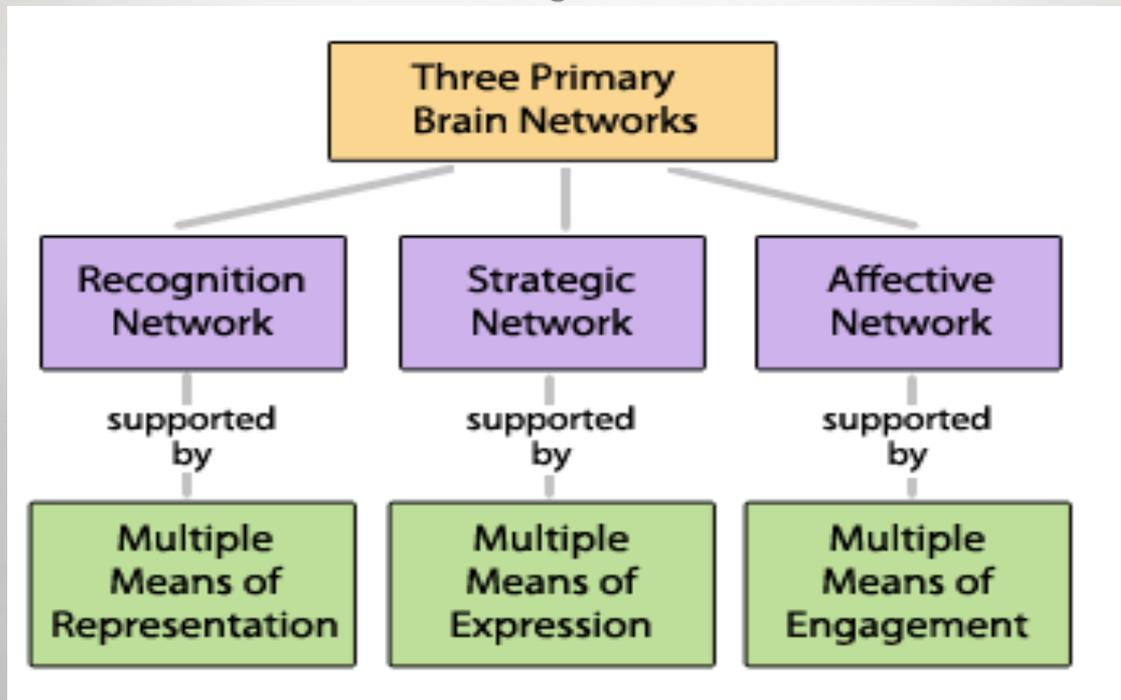


WHAT IS UNIVERSAL DESIGN FOR LEARNING?

UDL is a set of principles that offer a structure to develop instruction that meets the diverse needs of ALL learners

1. How instruction is presented
2. How students express their ideas
3. How teachers can engage students in learning

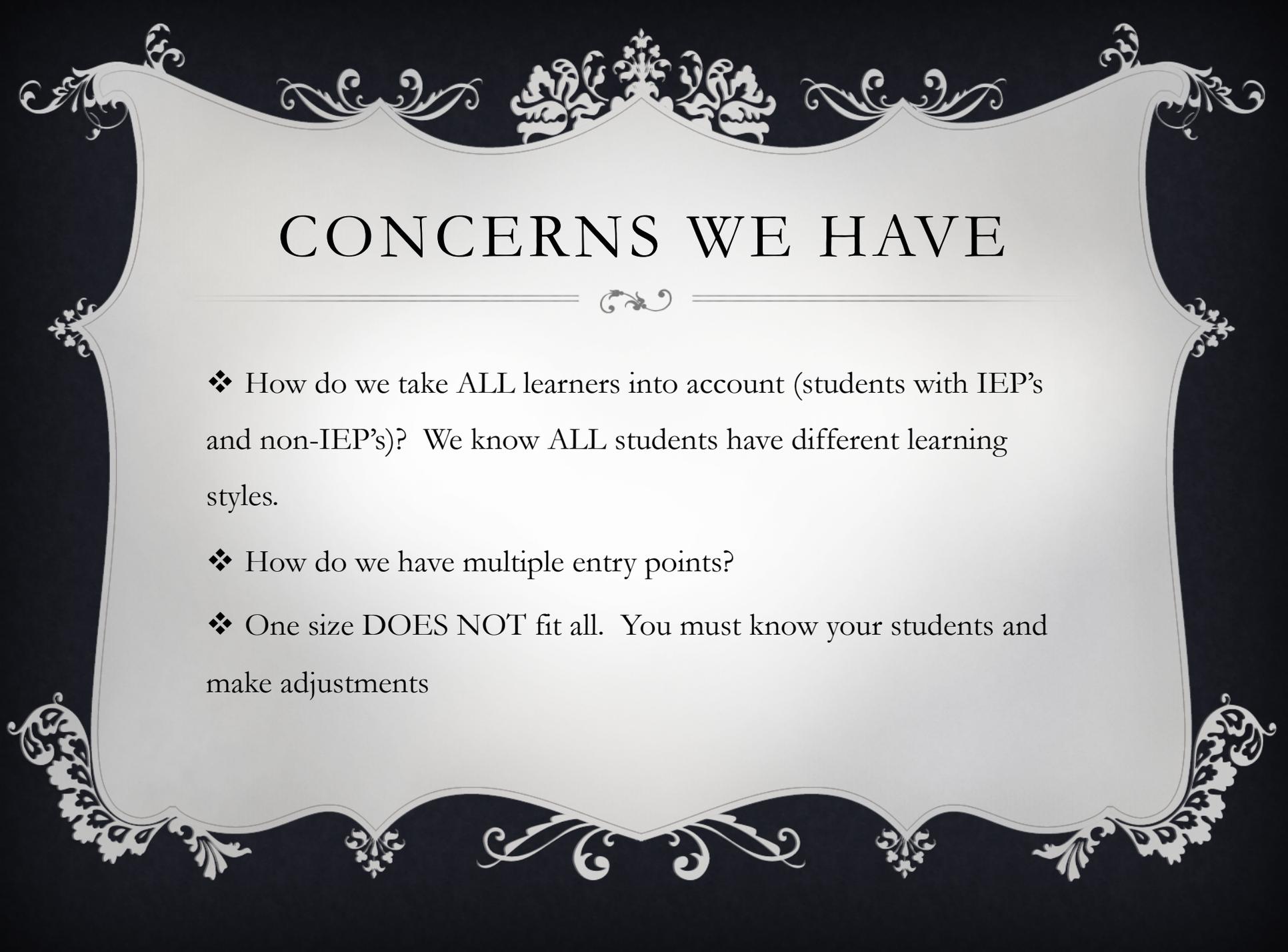
HOW DOES UDL WORK?





SUCCESSSES OF UDL

- ❖ Presenting material in different ways simultaneously
- ❖ On the spot modifications
- ❖ Connections to responsive classroom
- ❖ Choice



CONCERNS WE HAVE

- ❖ How do we take ALL learners into account (students with IEP's and non-IEP's)? We know ALL students have different learning styles.
- ❖ How do we have multiple entry points?
- ❖ One size DOES NOT fit all. You must know your students and make adjustments



UDL VIDEO CLIP

❖ http://www.udlcenter.org/resource_library/videos/udlcenter/udl

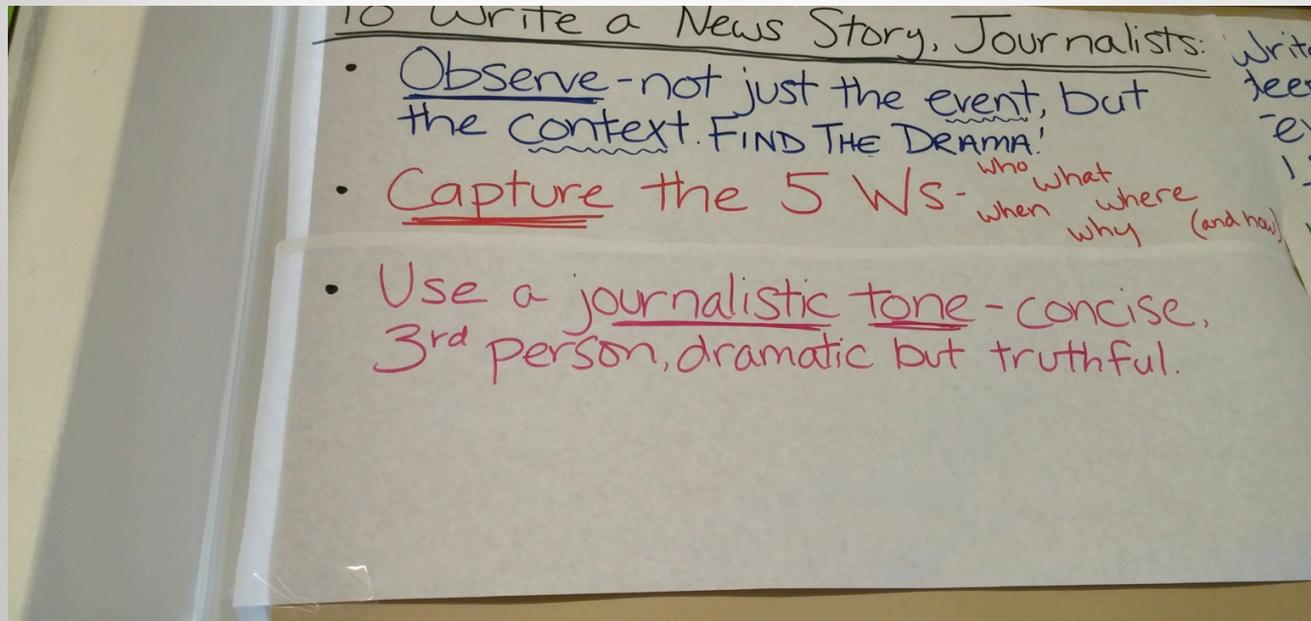
❖ 1:50-2:50



**WE ALREADY DO UDL
EVERYDAY!**

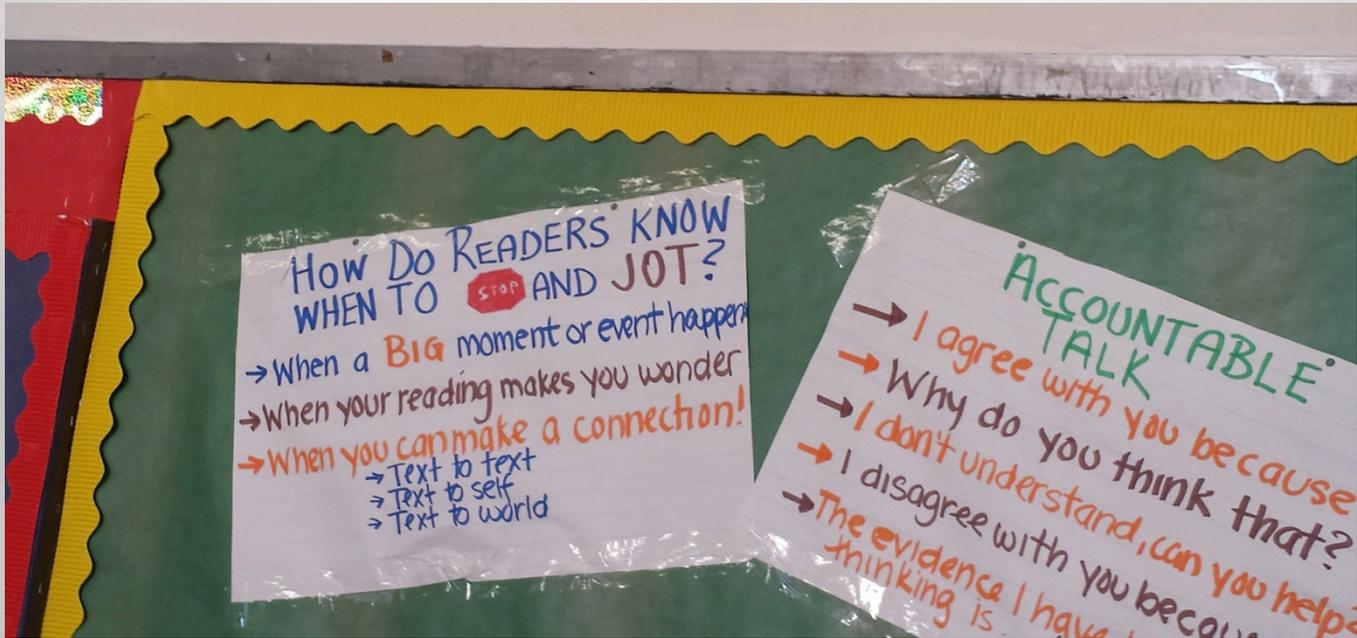
**Our group set goals for our students and tried UDL in
our own rooms...**

802



Ending	Offered a powerful sense of closure that revealed a change, a resolution, and/or a call to action.	Offered a sense of closure that revealed a change, a resolution, and/or a call to action.	Started to offer closure, but ending was abrupt or incomplete.	Ending was abrupt or incomplete.
Development				
• Elaboration	The details conveyed meaning and enhanced the issue. There was a complexity to the topic and/or the subjects and their relationships to others.	The details conveyed meaning and enhanced the issue.	The details sometimes conveyed meaning and enhanced the issue.	Details were lacking, so the conveyed meaning was not achieved.
• Craft	Used a journalistic tone. Created mood and a physical setting. Varied tone to bring out different perspectives of a complex issue.	Used a journalistic tone. Created mood and a physical setting. Varied tone to bring out one other perspective of a complex issue.	Unevenly created mood and/or a physical setting. Brought out one perspective of a complex issue.	Mood/tone was not effectively created.
Conventions	All spelling and mechanics are correct. Used varying sentence structure and passive/active voice to enhance the story.	All spelling and mechanics are correct.	Most of the spelling and mechanics are correct	Several spelling and mechanics errors
Personal Goals				



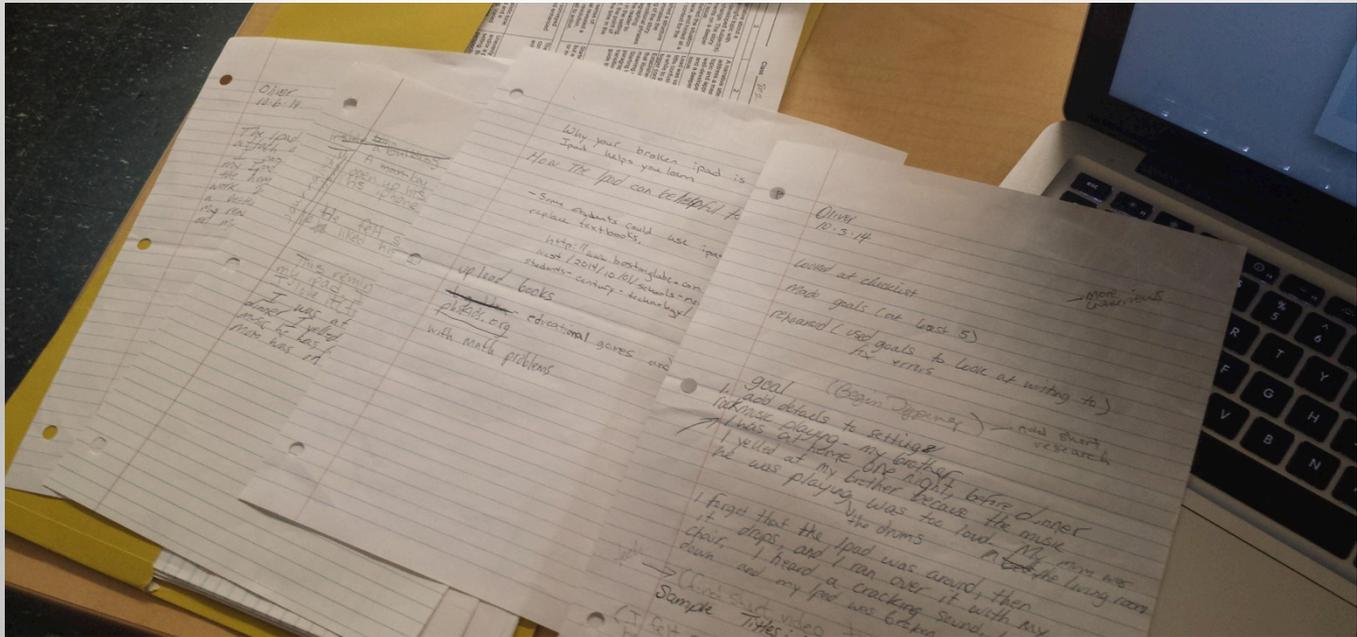


How Do READERS KNOW
WHEN TO **STOP** AND JOT?

- When a **Big** moment or event happens
- When your reading makes you wonder
- When you can make a connection!
 - Text to text
 - Text to self
 - Text to world

ACCOUNTABLE
TALK

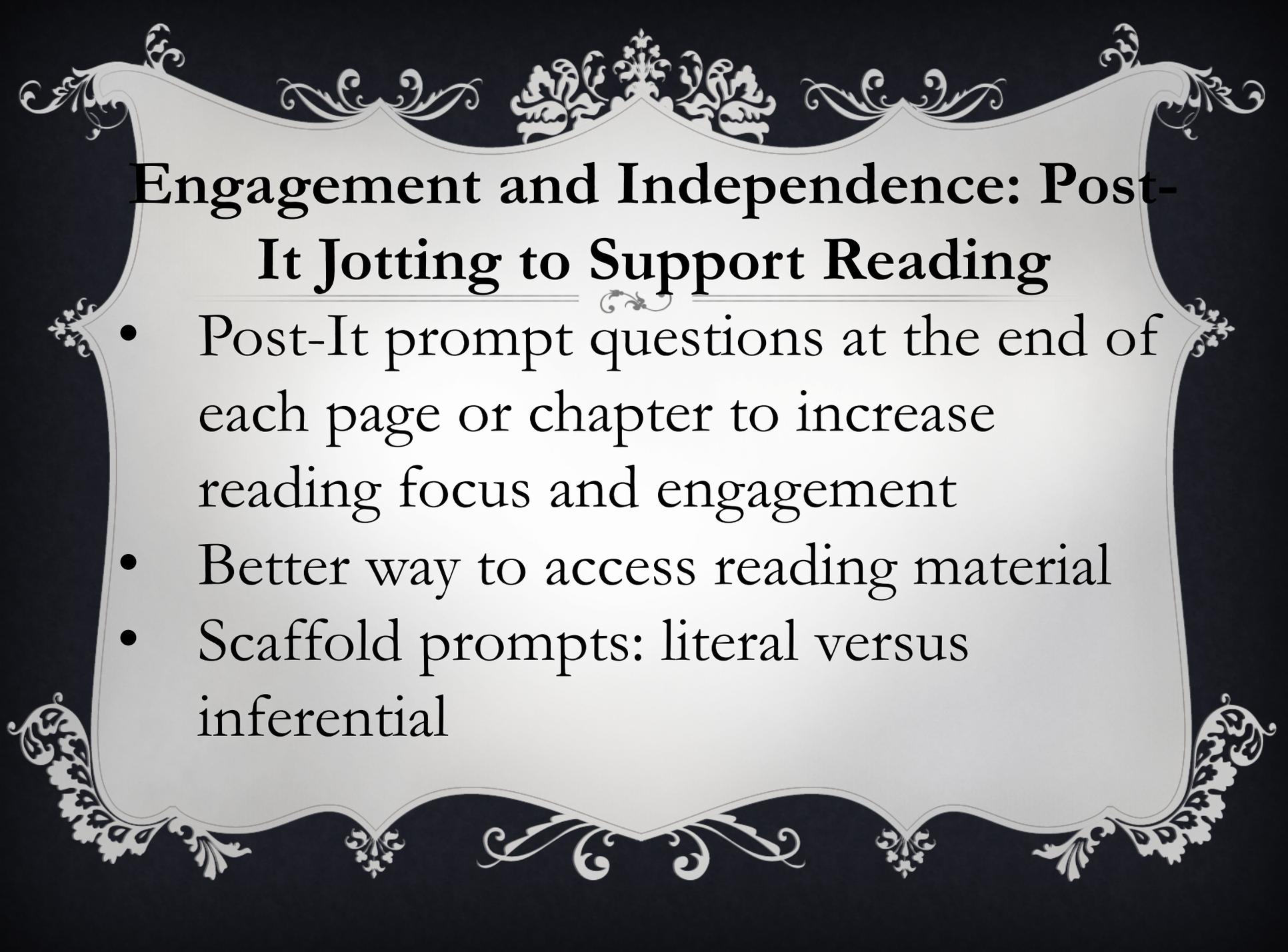
- I agree with you because
- Why do you think that?
- I don't understand, can you help?
- I disagree with you because
- The evidence I have thinking is



October 9th: Building a Reading Life: Red Flag Situations Checklist

Students	Engagement and Independence: Abandons book (environment/off-task)	Engagement and Independence: Reading aloud is choppy	Volume and Stamina: Takes extensive periods to finish a text	Volume and Stamina: Does not stick with one book	Post-it notes to Support Reading: Has few or no post-it notes in books	Partner Work: Lack of continuing conversation amongst both partners
1	✓	✓	✓	✓	✓	✓
2	✓	✓	✓			✓
3	✓		✓			✓
4	✓	✓	✓		✓	✓
5	✓		✓			✓
6	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	
8	✓	✓	✓		✓	✓

5th grade: I recorded the lowest third's reading behavior and discovered that these students consistently struggled to engage in their books.



Engagement and Independence: Post-It Jotting to Support Reading

- Post-It prompt questions at the end of each page or chapter to increase reading focus and engagement
- Better way to access reading material
- Scaffold prompts: literal versus inferential

Mudshark

10/21

Every 5 pages one page

1. Mudshark Risdon Risdon
2. School
3. of mudshark playing death ball

1. Who are the characters?

2. Where are they?

3. What is the main event?

Make a character theory

10/28

BOOK

Crash

Theory

Penn is
really generous (p118)

Crash is really (p119)
de Pressed

The Bully of
Barkham Street

Martin is a
trouble maker (p34)

10/28

Jot the
most important
part from each
page of the
book

Crash - Book title | important

Important parts

- Crash looked at the mouse house and the stuff weren't there.
- Crash just saw web and another kid squirt web and web was just standing there.
- crash and mike were not just play fighting they were fighting for real.