

**Macomb ISD**  
**E3T 2007/08**  
**Engage, Expand and Encompass through Technology**  
**UDL Lesson Plan**

**Lesson Title:**

**Grade Level:**

**Subject:**

**Developed By:**

**Unit:**

**Abstract:**

*Provide an overview of the lesson. Include content outcomes addressed and a summary of how it will be taught.*

**Length of lesson:**

## **Pre Planning**

**Big Idea (s)**

List the concepts or principles central to this lesson that anchor or connect the smaller ideas.

**Essential Questions:**

*List questions that help students probe for deeper meaning. Essential questions relate to major issues, problems, concerns, interests, or themes relevant to students' lives and set the stage for further questioning*

**Michigan Content Expectations:**

*List the MI Content Expectations that are addressed in this lesson.*

**Objectives:**

*List 2-4 learning targets that reflect the understandings or insights students are expected to develop by the end of this lesson. Objectives should relate directly to the summative assessment.*

### **Brief Description of Summative Assessment**

*Describe the final assessment used to provide evidence that students have met the learning objective. Be sure to provide choice related to interest and multiple, flexible means for completion that support learning preferences. Include an explicit description of the criteria for quality work.*

### **Lesson Opening:**

*Describe the opening activity. It should establish a purpose, be engaging and activate prior knowledge. Include a plan for explicitly sharing learning objectives, summative assessment and learning outcome expectations.*

### **Exploration: (30)**

*Describe activities that will enable students to make discoveries related to the big idea and that promote student inquiry.*

### **Check for Understanding (15)**

*Describe how you will determine the student's level of understanding as it relates to the big idea, essential questions and learning objectives. Be sure to include multiple means to demonstrate understanding, include methods that assess all learners and describe the next steps you will take based on the assessment results.*

### **Explanation: (25)**

*Describe how you plan to deliver the content to help students develop a mastery of the objectives. Be sure to provide: explicit learning strategies, multiple representations of information provided, direct instruction to address new vocabulary, frequent opportunities for response and practice, content summary, variety of student centered learning activities.*

### **Check for Understanding: (15)**

*Describe how you will determine the student's level of understanding as it relates to the big idea, essential questions and learning objectives. Be sure to include multiple means to demonstrate understanding, include methods that assess all learners and describe the next steps you will take based on the assessment results.*

### **Extended Practice: (90)**

*Describe the extended practice activities that will help to deepen understanding and provide for greater fluency and accuracy with the new skill. Practice should include both supervised and unsupervised opportunities and have a clear purpose that's shared with the learner. When possible, activities should be authentic and include multiple ways to practice new material.*

### **Closing (15)**

*Describe the review of big ideas for the purpose of tying ideas together, transitioning to next lesson or continuing practice.*

### **Checklist:**

**Make expectations (objectives, rubrics, grading) explicit from the start**

**Include multiple ways to engage students**

**Include multiple means of representing the big ideas**

**Include alternatives to the text e.g. website, article, video, audio summary, or lower reading level text**

**Include checks for understanding to shape instruction**

**Include methods that require students' active participation**

**Include a choice of learning options that provide greater support or challenge**

**Include options to help students learn from the text and classroom materials e.g., text-reader, comprehension supports**

**Provide step by step instructions for using learning strategies**

**Provide access to class notes in various formats e.g., outline, graphic, studycast**

**Include multiple ways for students to show what they know (formative and summative assessment)**

E3T UDL Lesson

Adapted from: Planning Effective Instruction (Price, Nelson 2007)

S. Hardin, P.Jankowski, M. Klein, M. Staskowski, C. Wozniak

Macomb ISD E3T Team  
Universal Design for Learning

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