# DI/UDL Math Lesson Plan Template

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| Lesson Plan Subject & Topic:  **Developed by:**            **Grade level:** **Date:**                               **Unit:** |
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| Common Core Math StandardsIEP Math ObjectivesNCTM Process Standards | Materials |
| **Technology***Bold all that apply** Teacher laptop
* SMART Board
* LCD projector
* SMART Senteos
* Computers
* iPad or tablet
* iPod or mp3 player(s)

  |   * Webcam
* Digital camera
* Document camera
* Digital microscope
* Video camera
* Scanner
* Color printer
* Calculators
* FM system

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UDL Procedures: Bold all that apply

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| Multiple Means of Representing* Think aloud strategy
* Use multiple modalities for instruction (auditory, visual & kinesthetic)
* Sequence instruction from concrete to representational to abstract (CRA)
* Use tangible/concrete materials/manipulatives to illustrate & teach abstract concepts (base-ten blocks, fraction strips, Cuisenaire rods, geoboards)
* Explicitly teach math vocabulary
* Use math word walls with visuals
* Pre-teach concepts and vocabulary before the lesson
* Use visual representations (concept maps, pictures & other visual aids)
* Use virtual manipulatives (digital objects that resemble physical objects)
* Use color-coding/different fonts for operation symbols to encourage operation sense & reduce confusion
* Record lessons for review; provide access to students
* Highlight essential components in texts, worksheets, problems
* Use story maps or graphic organizers for sequencing, retelling, or summarizing
 | Multiple Means of Action & Expression* Repeat directions
* Simplify directions
* Read aloud text/problems, repeat, review
* Use practical/familiar items to improve focus
* Use hands on activities
* Provide multiple strategies for instruction
* Provide guided notes
* Provide frequent opportunities for review of rules, facts, formulas, strategies, etc.
* Teach math strategies, mnemonics, stories, rhythm or music and use visual cues rules or facts
* Encourage use of note taking; allow use of notes during assignments
* Teach & use the two-column notes strategies to assist with a review of concepts/test-taking
* Provide desk & pocket size tools (multiplication & measurement tables, number lines, addition tables, bar models, fraction/decimal conversions, etc.)
* Use of calculator to check work.
* Use technology, computer algebra systems, online tools, digital manipulatives
* Use tablets & apps for note taking, procedural, conceptual review, frequent practice, etc.
* Use computer assisted instruction for highly structured systematic tutorials, and independent practice with immediate feedback
* Allow class presentations to be given as a group
* Explicitly teach purpose & application of models/tools; teach use of knowns & unknowns for strategy selections
 | Multiple Means of Engagement* Reduce math anxiety-don’t use timed math facts tests
* Allow choice in problem solving strategy
* Encourage positive self-talk.
* Set purpose for learning
* Create a safe learning environment
* Reduce emphasis on peer competition & perfection
* Make learning relevant/connect examples to student’s daily life
* Make connections between math and the real world
* Use flexible grouping (heterogeneous grouping to minimize the barriers of disability)
* Provide environmental accommodations (quiet space with minimal distractions, headphones or earplugs, study carrels)
* Create consistent classroom routines & procedures to help focus attention on math
* Connect to prior learning & background knowledge
* Use culturally relevant & developmentally appropriate examples
* Provide immediate corrective feedback
* Use small group instruction
* Teach self-monitoring (self-questioning, self-evaluation and self-regulation strategies)
* Monitor progress frequently to ensure appropriate application and encourage students to set data-based goals
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Direct Instruction Procedure

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| IntroductionLesson | I doWe do You do  |
| Summative Assessment |  |
| Review |  |