# DI/UDL Lesson Plan Reading Template

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| Lesson Plan Subject & Topic:  **Developed by:**            **Grade level:**  **Date:**                               **Unit:** | | | |
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| Common Core Reading Standards    IEP Reading Objectives | 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 |

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) * Explicitly teach vocabulary * Use 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 to reduce confusion * Highlight essential components in texts, worksheets, problems * Record lessons for review; provide access to students * Use story maps or graphic organizers for sequencing, retelling or summarizing | Multiple Means of  Action & Expression   * Provide guided notes * Provide frequent opportunities for cumulative review of rules, facts, strategies, etc * Teach reading strategies, mnemonics, stories, rhythm or music & use visual cues to teach * 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 * 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 for class presentations to be given as a group * Explicitly teach purpose & application of reading strategies and rules | Multiple Means of Engagement   * Allow choice in reading decoding & encoding strategies and comprehension strategies * Encourage positive self-talk * Set purpose for learning * Create a safe learning environment * Reduce emphasis on peer competition & perfection * Make learning relevant/connect reading activities to student’s daily life * Make connections between reading & the real world * Use flexible grouping (heterogeneous grouping to minimize the barriers of disability) * Provide environmental accommodations (quiet space with minimal distractions for independent work, headphones or earplugs, study carrels) * Create consistent classroom routines & procedures to help focus attention on reading * 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 ongoing progress & teach student to set data-based goals |

Direct Instruction Procedure

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| Introduction    Lesson | I doWe doYou do |
| Summative Assessment |  |
| Review |  |