**Title**: Using Technology to Differentiate the way Students Express What They Know.

**Course and Grade:** TEED 512 Session 3

**Skills**: Introducing Glogster

**Lesson Duration:** 2.5 Hours

**Focus:**

The main idea of this lesson is for the teachers to understand that it is necessary to provide differentiated ways for students to show what they know.

**Purpose:**

Teachers in the 21st century need to be aware that students need a variety of ways to demonstrate what they know in electronic ways.

**Learning Targets**:

Introduce Part 2 of the UDL Model: Differentiate the ways students can express what they know.

Teachers will learn how to evaluate a multimedia assessment to determine if it meets learning targets.

Introduce the Skill of using Glogster

**Facts:**

**Students will know . . . (fact)**

**Concepts** **Students will understand. . . (concept)**

Skills

1. skills to be introduced for the first time

**Students will develop their ability to . . . (introduced skill)**

1. skills previously introduced, to be practiced/refined

**Students will practice their ability to . . . (practiced skill)**

Dispositions

**Students will value/appreciate/enjoy/like . . .(disposition)**

**c. Development of Assessments**

1. What evidence will you accept indicating that students have met the target(s)? That is, describe specific behaviors -what will they do, say, etc. - that will convince you that your targets are being met.
2. (**a**) What assessment technique(s) (Use Stiggins’ categories.) will you use to acquire that evidence?

(**b**) Why is this an appropriate technique given your target(s)? Cite Stiggins

or other recognized sources to support your claims.

3. How do you facilitate students in their consideration of their own learning

processes? (Metacognition)

**d. Selection of Instructional Strategy(ies)**

1. List the instructional activity(ies) you have chosen for this lesson. Explain why you have selected this strategy(ies) for this lesson.
2. Briefly discuss and cite the theory and/or research that has informed your strategy selection and/or other instructional decisions. How does the sequencing of instructional tasks address selected key learning principles (e.g., active engagement, conceptual understanding etc.) in order to ensure that *all* students will have the opportunity to learn. (Locate relevant sources by reviewing readings from TEED 512 Psychology of Learning and relevant readings in TEED 522.)

Interactive presentation. I have chosen an IP for this lesson because . . .

**e. Academic Language** (the oral and written language, sometimes accompanied by visuals such as pictures or charts, needed by students to understand and communicate in the academic disciplines).

1. List any specialized vocabulary or language-related skills students will need.

Note: Academic language also includes such things as specialized vocabulary as well as grammar, style, and organization associated with genres within a field (e.g., literary criticism, explanations of historical phenomena, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing ideas, asking for clarification).

II. ***Second Step: Making the Specific Plan***

**a. Preparation**

**Materials**: List everything needed by the teacher and the students to enact and complete the lesson

**b. Procedure** (***specify a time for each activity***)

1. **Anticipatory Set** (x minutes)

2. **Context: How does this lesson fit in with the previous class and**

**the following class?** (x minutes)

3. **Purpose: What the purpose of this lesson is, and**

**why should students care about it?** (x minutes)

WRITE BOTH THE CONTEXT AND THE PURPOSE SECTIONS AS SCRIPTS, USING THE EXACT LANGUAGE YOU WILL SPEAK TO YOUR STUDENTS.

4. **Instruction -- Input, Modeling, Check for Understanding,**

**Guided Practice, Independent Practice** (x minutes for each)

Include as many of these elements as are appropriate for this lesson. You don’t need to include all of them, but you may.

Write these sections in a detailed outline that is effective for you. You don’t need to script the content word for word as you did in TEED 512.

5. **Homework assignment (this may be the independent practice):** assign

homework

6. **Debrief** (**Closure): Review of the lesson’s main ideas and its purpose.**

(x minutes)

Note: Remember to include an opportunity for students to consider their own learning process. You may want to include one or more reflective questions for students.

**Attach a copy of all resources and tools to your plan, unless it is an excerpt from a book of 7 pages or longer. If it is 7 pages or longer, you can simply identify the resource.**