Learning Map Assignment

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**Learning Map: Planning Application**

GRADE LEVEL: 1

COMMON CORE STANDARD: [CCSS.ELA-LITERACY.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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| Stage | Engagement | Representation | Action and Expression |
| Planning  (Academic levels- upper, middle, lower; Life experiences/backgrounds, language considerations, interests, preferences, strengths, cognitive abilities, attitudinal factors- motivation) | Learner:  In any class of students, there are gifted students, students below grade level, students at grade level, students with IEPs and students learning English for the first time. There will be visual learners, kinesthetic learners and auditory learners.  By creating groups of mixed ability levels with Kagen Team Tools, students will be in groups where peers can assist peers instead of solely relying on the teacher for assistance. This allows gifted students to become role models and teachers, and allows below grade level students to be helped by their friends. In addition, student preferences for how they learn (kinesthetically, visually, auditorily) will be valued as students can choose how they summarize the text. | Learner:  In any class of students, there are gifted students, students below grade level, students at grade level, students with IEPs and students learning English for the first time. There will be visual learners, kinesthetic learners and auditory learners. In the representation portion, students with delays or students learning English will be considered as we will read the book three times before assessing comprehension. By previewing the book with pictures, making predictions and reading the book three times, students will have multiple opportunities to hear the language being used and make connections with the story to aid in comprehension. By doing a third read where students as a whole group help each other summarize the text, students can learn from their peers and review before breaking up into the group portion of the lesson. | Learner:  In any class of students, there are gifted students, students below grade level, students at grade level, students with IEPs and students learning English for the first time. There will be visual learners, kinesthetic learners and auditory learners.  Students learning preferences will again be taken in to account as students will choose how to present their project, whether that be through acting, a technology platform, a visual platform or a verbal platform. |
| Planning  (Academic standards CA-CCSS, Goals/Outcomes Group and Individual- Academic, Management/Behavioral/Social Skills, Social-Emotional | Target:  COMMON CORE STANDARD: [CCSS.ELA-LITERACY.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson.  SOCIAL EMOTIONAL STANDARD:  Students will work independently and cooperatively in small groups to develop their engagement and persistence, social relations with peers, expressive communication, encouragement, and shared use of space and materials. | Target:  COMMON CORE STANDARD: [CCSS.ELA-LITERACY.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson.  SOCIAL EMOTIONAL STANDARD:  Students will be challenged to exhibit self -control of their feelings and behavior while listening to and participating in a three-read lesson. This would look like students actively listening, raising their hands to share ideas and politely agreeing or disagreeing with comments made by their peers. | Target:  COMMON CORE STANDARD: [CCSS.ELA-LITERACY.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson.  SOCIAL EMOTIONAL STANDARD:  Students will engage in personal reflection after their group presentation to monitor and evaluate their effort, quality of work and team work skills. Students will be encouraged to use positive self-talk when working through challenging parts of their group project/presentation such as, “I/we can do it.” |
| Planning  A.(Formal/Informal Types, Student-self assessment)  I. (Behavioral, Information-Processing, Social, Inquiry/Cognitive; Student-centered, teacher-directed’ culturally relevant pedagogy, technology)  M. (Classroom Management Models, Community building/Social, organizational strategies) | ASSESSMENT:  An informal assessment will be used by the teacher when monitoring groups. The teacher will spend some time with each group, observing the way they collaborate and helping mediate any conflicts if needed. The teacher will look for kind and constructive words, equal participation of each group member and initiative in solving disagreements.  INSTRUCTION:  Students will work in groups during this portion, with the teacher simply monitoring groups and being of assistance when needed. Therefore, this portion will be student-centered. Students will collaborate in groups of mixed abilities to retell the story in a format of their choice. Students can use technology to create a visual of the story with corresponding text, use manipulatives (clay, blocks) to create a model of the setting and main characters with a summary sheet, can create a skit in which they act out the story as a group or simply create a poster with visuals and text to retell the story. Because there will be students who learn in different modes, students have choice in how they engage with the retelling of the story.  MANAGEMENT:  During the group work time, students are expected to use positive, kind and constructive language. Students are expected to attempt to solve their own conflicts before bringing them to the teacher. Groups of mixed ability will be created using the Kagan Team Tools so that the groups are randomized and equitable. Groups can work anywhere in the classroom as long as they respect materials and peers. Because students will get a choice in what materials they use for the group portion, they should be motivated to use the materials responsibly. If students should not use the materials responsibly after redirections from the teacher, they will be given more simplistic materials (crayons and paper) to complete the group project portion. | ASSESSMENT:  The teacher will use an informal assessment to observe student participation and on task behavior. Through positive narration, the teacher can informally track which students are actively listening, which students are raising their hands and which students are sharing their ideas. The teacher can check off which students raised their hands, which students shared ideas verbally and which students were tracking the book.  The teacher can also dictate students’ responses during the third read to informally assess comprehension of the story.  INSTRUCTION:  A three-read will be done with the book, A Visitor for Bear by Bonny Becker. This means that this book will be read three times throughout the week. The first time it is read, students will be introduced to the focus vocabulary such as “visitor,” “commanded,” “firmly,” and “attentive.” Students will be shown the pictures of the book before reading and asked to make predictions about the book using the sentence stem, “I predict…” During and after the first read, student asked basic recall questions about the plot and main characters. The second time it is read, the focus will shift to the characters’ feelings. Students will be asked how each character feels at different points in the story and why they feel that particular emotion. The last time it is read, students will verbally retell the story as the teacher turns the pages. This part of the lesson will be more teacher-directed, with students participating by listening actively and responding to questions during each read.  MANAGEMENT: During the group reads, students will be expected to sit in their own space, keeping their hands and feet to themselves. Students will be expected to raise their hands for comments and questions. Students will be expected to keep quiet mouths unless prompted to answer a question. Students will also be expected to track the speaker with their eyes to fully engage in active listening.  Positive narration of these behaviors will be used to remind students of the expectations and narrate on task behavior. | ASSESSMENT:  The teacher will use a formal assessment to grade each group’s project. Items on the rubric, that will also be given to students to self-assess before presenting, will include describing the two main characters, retelling the beginning, middle and end of the story, and sharing the main idea of the story.  INSTRUCTION:  During this portion of the lesson, students will be sharing their group projects by presenting them in the format of their choice. Students will get to retell the story in their own way and listen to other groups retell the story.  MANAGEMENT:  While groups are presenting their projects to demonstrate their ability to retell the narrative selected for the three-read, the remaining student groups are expected to demonstrate active listening skills mentioned previously. For student misbehavior during any portion of the lesson, the Cognitive Approach to classroom management will be utilized. This approach focuses on the student’s ability to use reason to identify and assess his/her actions in school, utilizes logical consequences instead of punishments, and helps foster a supportive and reflective environment versus an environment of fear. Students will be asked about what caused their behavior and how they can make a better choice to solve the problem. This approach allows for the incorporation of students with IEPs or cultural differences because the teacher is always looking to the student to help assess and solve the situation together. |

**Reflection**

UDL, or Universal Design for Learning, is a framework of teaching where “materials and instructional strategies are designed to meet the needs of the broadest possible range of learners” (Slavin, 2017, p.300). In other words, a teacher will have a multitude of learners in her classroom, including Gifted students, students with IEPs, students learning English for the first time, students who learn visually, students who learn kinesthetically, students who learn auditorily, students who are self-motivated, students who struggle to harness motivation, students who love school and students who are not bought in to school. A teacher needs to work towards meeting the unique needs of his/her learners, which begins with the planning stage of lesson planning. UDL is woven into the Learning Map lesson planning template through the categories of Multiple Means of Representation, Multiple Means of Expression and Multiple Means of Engagement. In terms of the Representation Principle, a teacher needs to provide options for comprehension that help students make connections between what they hear, see and read, and provide activities that activate background knowledge for students to begin grouping information (CAST, 2012). In addition, teachers need to provide options for students to learn visually and auditorily to activate different parts of the brain and help students gather facts in a variety of ways (CAST, 2012). In regards to the Expression Principle, teachers need to provide opportunities for students to communicate or express their knowledge using multiple media options, physical means of expression and other ways of expression with technology (CAST, 2012). Lastly, in regards to the Engagement Principle, teachers should promote beliefs that optimize motivation and success, help create collaboration through community, minimize distractions, help develop self-assessment skills, and provide different opportunities to learn and engage with the content (CAST, 2012). By keeping in mind these three principles of UDL, beginning in the planning stage, teachers can work towards ensuring that all learners and their unique needs are met.

References:

CAST.(2012). About UDL. Wakefield, MA: National Center on Universal Design for Learning.

Retrieved at: <http://www.udlcenter.org/aboutudl/take_a_tour_udl>

Slavin, R.E. (2017). Educational psychology: theory and practice. (12th ed.). New York, NY:

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