**Check for Understanding:  Chapter 5 Choosing Wisely:  Teaching Methods with a UDL Spin**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy** | **Description**  (in your own words) | **How could you use this strategy in the classroom ?**  (real life example) | **UDL Connection** (Which guideline is most applicable?) |
| KWL | An exercise to activate background knowledge in learners. Indicates what they know, want to know, and what they learn about a lesson. | Ex: Create a chart for students to paste post-its on before a lesson about what they already know about elephants and what they want to know about them. Then have the students post another one after the lesson about what they learned. Discuss the responses as a class and address any misconceptions and questions. | Representation |
| Guide | A lecture guide that organizes content into chunks. | Ex: A teacher can prepare a lesson about rocks by organizing the content into sections regarding the physical characteristics of rocks like texture, streak, smell, and color. | Action and Expression |
| Glossary | Provides definitions for vocabulary that is relevant to the content of a lesson. | Ex: In a lesson about division, a teacher can make a poster that has the definitions of words such as dividend, denominator, and numerator. | Representation |
| Highlights | Bullets, graphics, boldings, etc. to highlight critical features and big ideas. | Ex: For a lesson about adding fractions, a teacher could make a poster using different colors, stars, and bold writing to show the most important aspects. | Representation |
| Models | Physical representation of something that is being taught. | Ex: A teacher could make a three-dimensional model of the molecules that make up H2O. | Representation |
| Call Sticks | Determine when a students or group will have a turn to share. | Ex: During a read-aloud lesson, a teacher could put each student’s name on a popsicle stick and pull them at random to have students describe what is happening in the story. | Engagement |
| Goals | Students create personal goals about what they want to accomplish before a lesson. The teacher should check their progress in meeting their goal throughout the lesson. | Ex: Before an activity where students must write an essay, they could write a list of the concepts they want to address and how they want to portray all of their ideas. | Engagement |
| Think-Pair-Share | Encourages group discussion. Students think about what is being asked, pair up with someone else, and then share what they came up with together. | Ex: During a lesson about fossils, the teacher could have students think about the different kinds that there are (animals, plants, footprints, ect.) and have them get in partners to discuss their ideas. Then the teacher could go around and have the partners share what they discussed with the entire class. | Engagement |
| Choice | Students are able to choose how they learn or demonstrate what they learned. This can include the use of text, videos, models, demonstrations, or audio descriptions. | Ex: The teacher can teach a lesson about story elements and then have the students get into groups. The groups can then choose a way that they want to describe the different elements, like through the use of a poster, video, PowerPoint, or recording. | Action and Expression/ Representation |
| Gallery Walk | Students present what they learn to their fellow peers as they walk around looking at each other’s work. | Ex: After students create posters about their favorite part in a book, they can walk around and look at their peers’ posters. | Engagement/Representation |

**Video reflection:  Please describe the difference between video 1 and video 2.  Which video helped you to complete this assignment?  Why?  Please describe.**

**Video 1 and video 2 both displayed similar information, but in different ways. In video 1, the information was more quickly and broadly stated, without much detail. Video 2 also presented the information in this way, but then the video paused automatically and displayed the content in slightly more detail in writing. The second video helped me complete the assignment more than the first, because I am a visual learner, and seeing the information in writing helped me to better understand it. It also let me take my time with the information, as I got to un-pause the video when I understood and felt like I was ready to move on.**