

CEP 842 UDL LESSON

1.BACKGROUND INFORMATION:

Your Name: Jessica Eden

Grade Level: K

Your Lesson Topic: Sorting by two attributes

Setting (whole class, small group, individual): Whole Group, small group, & individual

2. GOALS:

What are your goals for this lesson?

The student will be able to sort by two attributes.

How will you communicate these goals to your students?

Using an essential question, how can you solve problems by sorting?

How will you determine if the students understand the goals?

By examining the amount of engagement, using anecdotal records while watching the small group work, examining what the groups present after they work together, and the finished worksheet.

3. METHODS:

At the beginning of the lesson I will begin with a video from united streaming about sorting- number crew. After the video we will begin by reviewing how we sorted in different ways yesterday. I will have students find objects in the room that have two attributes: book that is big and red, chair that is small and yellow, etc. I will put a Venn diagram on the overhead projector and explain what this is. It is another way to show data like we do in the morning with our chart of who is here, who is at home (show the graph), on the overhead projector, and explain that I am going to sort these items, red shapes and triangles. I will explain where they are going to sort that the red shapes will go on the left side and the triangles on the right. I will ask for help sorting. Ask the students where do the red triangles go? Once we finish the whole group Venn diagram I will pull

students into flexible groups with each group having a recorder, writer, and speaker. They will get to choose their own job. I will give them a bag of shapes, and a Venn diagram for the table, and I am going to have them sort their shapes using two attributes that they have to decide what 2 attributes. I will circulate around the room making notes about how the groups are working, also facilitating the group work, and marking what I feel each group knows.

After the small group concludes they will share their Venn diagrams with the class, they we will do a worksheet sorting the shapes into either big, red, or both.

After the worksheet we will come back to the carpet and review the essential question, how can we solve problems by sorting?

4. MATERIALS:

Website www.unitedstreaming.com

Venn diagram

Foam shapes

Pencils

Crayons

Worksheet

5. ASSESSMENT:

I will be using anecdotal records while students are working in small groups, I will look at the worksheet, and at the end of the chapter we will have a chapter test on each objective from the week's lesson.

6. REFLECTION:

Goals

I believe that my goal is clear and broad for the whole class to access. However the goal wasn't presented in a variety of ways, so that they are easier to access for all students. I believe that my students understand the goal of the lesson because I begin by presenting the topic and close the lesson by reviewing the topic. I think that there needs to be variety when I present the goal so that the students understand that there are many different ways to reach that goal.

Methods

I think that my lesson utilizes background knowledge by discussing yesterday's lesson and reminding the students of the daily data. Through the whole group, small group, and individual work the students have multiple chances to practice this new skill. In addition, working in small groups students can learn from each other and they will be able to self-monitor and by my circulating I can provide feedback. When small flexible groups are utilized, the students have jobs and this creates high levels of engagement. I think that as students get to choose their job in the small group they learn more about their learning style. However I think I need to do a better job of highlighting the important information like the Essential Question and the lesson objective and providing models of graphs that were completed. I also think that I need to provide varied and adjustable levels of challenges, more difficulty for my higher students and easier work for my lower students.

Materials

By utilizing a video, the overhead projector, a worksheet, and a graph these different forms of media help the whole class access the information. There aren't translations available for my students so this prevents my ELL students from accessing all of the information. However my aide speaks Spanish so she can translate for any students that speak Spanish. I believe that the graphs provide a visual organizer. However, my materials need to provide more levels of difficulty. And the students that need more help could have had their graph partially filled in. The materials are relevant to the students because they are age appropriate.

Assessment

I believe that the anecdotal records are the ongoing assessment and the end of the chapter test is the formative assessment. I think that I need to better match assessments to the students strengths. I need to provide students with a preferred method to prove their knowledge of the objective. Overall I need to find a wider range of assessment to suit the needs of all my students.