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Universal Design for Learning

Designing a lesson for students of varying skills and knowledge basis, is something that is struggle to do every day. Some teachers create new lessons for different students for a more one to one experience of learning and some teacher right to the middle of the room and some leave it open-ended for students to bring what they know, along with their skills to the table. Using the Universal Design for Learning (UDL) format, teachers can create the ability for students to learn based on their needs to meet the goals of the class. In this way the UDL focuses on three key factors that will be described through an activity below and include: Engagement, Representation, Action and Expression.

A lesson that has been formatted for the UDL design can be a project about any given subject or topic and created into a story of their own along with a creation of a book or video. In this lesson students will do a creative writing assignment for an English class of students from eighth to twelfth grade. The name of the lesson is called: The Mad Hatter Visits School. It is given this title because students will bring each one of the major topic areas of a school day, into a story. The topics are based around subjects that the students learn in a typical school and include: Science, Social Studies, Math, English, Art, Gym, and Computer Technology.

This lesson is designed for students to reflect on topics that they have learned in each one of the topics given. To do this, students will use a preconstructed Microsoft Word document that has drop down menus in it. Each one of the drop-down menus will pertain to a give subject and have topics that relate to the students' knowledge base for their grade level. The teacher can edit, change, remove, or add topics to the menus as needed, as well as lock the ability from the students to be able to do the same as to not alter the assignment without the teacher's knowledge. This keeps the topics standard to all the students and can be changed as needed to alleviate inappropriate topics.

## Engagement

### Word Document Mad Hatter

Within the engagement section of the UDL model the main part of the assignment incorporating The Mad Hatter Document, includes deep sections to provide options for self-reflection. In this sense, the students will be able to write their thoughts about the classes and topics that they have learned in school. Not every student will perceive the assignment as the students next to them and it is meant for each student to reflect upon in their own way.

### StoryJumper

By using StoryJumper as a means of presentation, students will be able to show engagement through provide options for sustaining effort and persistence while fostering collaboration and feedback. The students will be able to share their stories while they are creating with each other for peer review. The website allows students to make a virtual story book with pictures, narrations and words to illustrate how their story progresses.

### Card Generator – [mtgcardmaker.com](http://mtgcardmaker.com)

The students will then make a playing card of their character, or be allowed to make one for each place changed in their book. This will allow provide options for recruiting interests while

optimizing individual choice and autonomy. Students would roll a six-sided die for their cards power and toughness and the game could be like the card game Magic the Gathering with not using the abilities that make Magic very complex. This allows students to play with physical constructs after they have been printed from [mtgcardmaker.com](http://mtgcardmaker.com) and used during the free time of class, or they can take them home and play at recess, or lunch. Also, it is a good way for students to remember the lesson and create in more ways than just an essay format, which is just boring.

representation

- Word Document Mad Hatter

Using this method students will use representation to provide options for comprehension. They will be able to activate and supply background knowledge of each of the topics that they chose and write about specific details for each topic. Also, they will have to set up transitions between their story sections for them to flow appropriately.

- StoryJumper

StoryJumper usage here will allow students to support text with pictures of their story to enhance their medium being used. This satisfies the provide options for language section that pertains to supporting and decoding their text. By doing this they allow the reader to see and hear if necessary the story in further detail than in just the text that the student is typing.

- Card Generator – [mtgcardmaker.com](http://mtgcardmaker.com)

Providing options for perception is important to learning. By student creating cards to play with in a tactile manner students can be offered ways of customizing the display of their information on their cards. Then while they play, they can reference back to the material on the cards played to create a further dialog about the lesson and the subjects and topics that it includes.

Action and expression

- Word Document Mad Hatter

Providing options for executive functions students will be able to support planning and strategy development during their story. The students will have to create a story within the means of the directions. The directions can state a given time limit to switch to another paragraph or a number of sentences before a student is allowed to switch or a max at which they must switch. This means the students must be able to gauge their time and their sentence structure to be able to get the information they need in to make their stories read as they flow easily from paragraph to paragraph.

- StoryJumper

To provide options for expression and communication the usage of StoryJumper is a thorough example of how to build fluencies with graduate levels of support for practice and performance. This allows students to construct their story in a vivid and illustrated way, with images, text and the ability to add their own voices into the story themselves. Further then that, the students can share them digitally inside and outside of school and even purchase them for themselves or the teacher can purchase or make a book as an example or a tool to learn with by making their own book for lessons to be used in the classroom.

- Card Generator – [mtgcardmaker.com](http://mtgcardmaker.com)

Providing the students options for physical action can be done by optimizing access to tools and assistive technologies. Students who need a scribe or a program to speak through the computer to type can be easily found within the assistance of a teaching assistant to help type or within the Windows Operating system itself. Other tools can be used such as a Leap Motion Controller with some mild training to manipulate movements in a browser as a touch screen would, without touching the actual screen and placing objects for the creation of their cards and books as they progress through the assignment.

### **Lesson plan steps:**

Teacher will introduce the lesson as a multistep process where the students will create a story, create a book of their story for sharing, then finish with creating a card for their character for each section of their story. This will allow students to reflect on the subjects and topics of a typical school day.

**Time frame:** (40 minutes each, 120 minutes total.)

3 class sessions.

- 1: Type story. – Microsoft Word / Online
  - o Short introduction 1-5 minutes
  - o 30-35 minutes to type
  - o 5-10 to share with other students
- 2: Construct Book. – Story Jumper
  - o Short introduction 1-5 minutes
  - o 30-35 minutes to type
  - o 5-10 to share with other students
- 3: Create Cards. – MTGCards.com
  - o Short introduction 1-5 minutes
  - o 30-35 minutes to type
  - o 5-10 to share with other students

The assignment starts off with students creating a story that changes places as they move through the document. Each new story prompt will ask the students to detail a subject in school as if they are the main character in their story. The teacher can either time the student before they have to change places, or instruct the students that they have a sentence limit before they have to change places. This makes it so that the students have to create a structure that allows them to scaffold their time and resources to ensure their stories flow correctly.

The second part of the assignment will be to construct their story inside of the website StoryJumper.com. This will allow the students to create a book online that they can share virtually and print physically. By doing this, students will be able to share their work with other students and even collaborate online if the teacher made this a longer assignment at their discretion.

Lastly the students will create playing cards of their character online of each of the character's they portrayed and joined during each section of their story. To give the cards power and toughness, the students can use a six sided dice roller online. One roll for power, one roll for toughness. These can then be printed out and used as much like the game Magic the Gathering or

a variation there of. If this is a common practice of creating cards then decks can be made easily and the cards put in inexpensive sleeves to prevent ripping and tearing.

### **Differentiation of lesson:**

- Students can create a narrative for each item in the drop-down list and travel to each place in turn.
- Students can create a narrative for each location in the dropdown menus and have it be a pick your own path story, where they reader would pick which pages to continue on given options at the end of each section. (I.E.: flip to page 7.)
- Students can orally speak their story for narration.
- Students can draw their own pictures, take a picture of it and upload it to become part of their cards.
- Students can create the book in Microsoft Word, screen shot the pages using the print screen function of the computer, pasting the images into Microsoft Paint to crop them, insert them into a program such as Microsoft Movie Maker, PhotoStory3, or iMovie, record narration there, or type their narration as a text to voice file on typeassit.com to be saved and imported to one of the above programs. This can then be exported as a video file for sharing or to YouTube to share further.

### **Other Ideas**

That's all I have to do and finish the story content areas.

Ideas for differentiation: Main idea: MadHatter – Two shoes

Cards for the characters: [pokecard.net](http://pokecard.net) [mtgcard.net](http://mtgcard.net)

Make a movie out of it with photostory3

Flipbook with [storyjumper.com](http://storyjumper.com)

Create an animation with pivot to a movie or a gif can be uploaded to YouTube or a website.