

UDL Instructional Planning Process

As a framework, UDL requires educators to think proactively about the needs of all learners. In consideration of the UDL Critical Elements, educators implementing UDL should use a backwards design instructional process that incorporates the following five steps.

Lesson Plan Instructions:

1. Beginning with sound cards. Present the sound cards one at a time and have students only respond with the sound. When a student says the incorrect sound, the picture will be presented, and the words stated. Then the sound will be repeated, and all students will trace the sound on the table 3 times. Then the card will go back into the pile to attempt again.
2. Pass out student books. They will write under number 2. Say a sound and have students repeat the sound and then write it. When a student writes the wrong sound, show the incorrect letter on the board, cross it out, then present the correct letter. Then have all students write the correct letter 3 times. Once all sounds have been stated, have students read the sounds they wrote to you.
3. Use the word cards. Present the word cards one at a time and have students touch spell to read the word. When a student says the incorrect word, touch spell with the correct sounds and have them try again. If they still say the incorrect word, say the correct word, have student trace and say the correct word 3 time and place the card back in the deck.
4. Have students open their books to write words under number 4. State the word and students will repeat the word, touch spell the word, and write the word. If a student misspells a word, write the mistake on the board, cross it out, then write the correct word. Have all students correctly touch spell the word, and write the word three times in their book, saying the word each time. Once all of the words have been written, have students read the words.
5. Give students one sentence to write down. Students will listen to you say the sentence, repeat the sentence, and they will touch spell words as they need to correctly spell them. If a mistake is made, that word will be touch spelled together and corrected.

Step 1: Establish Clear Outcomes.

This informs the Objectives and Standards on the Lesson Plan Template.

Establish a clear understanding of the goal(s) of the lesson (or unit) and specific learner outcomes related to:

- The desired outcomes and essential student understandings and performance for every learner. (What does learning look like? What will students be able to do or demonstrate?)

Students will be able to spell words using the touch spell method.

- The desired big ideas ~~learners should understand and the alignment to established standards within the program of study.~~

Students should be able to sound out words to be able to write and read words.

- The potential misunderstandings, misconceptions, and areas where learners may meet barriers to learning.

With issues with speech, some sounds are very similar and with masks, some sounds can be hard to hear.

- How will goals be clearly communicated to the learners, in ways that are understandable to all learners.

The goals will be stated before the lesson and students will receive tickets when they use the touch spell strategy to write or read a word.

Step 2: Anticipate Learner Needs

This informs the Audience Description: IEP Goals; Incorporation of other subject areas on the Lesson Plan.

Prior to planning the instructional experience teachers should have a clear understanding of the learner needs within their environment, Understanding should minimally include:

- Learner strengths and weaknesses specific to lesson /unit goals

For some students: Strengths: identifying each sound, weakness: blending the sounds

For students with speech issues: strength: blending sounds, weakness: correctly stating each sound

- Learner background knowledge for scaffolding new learning.

Learner must have knowledge of letters and sounds
Learner preferences for representation, expression, and engagement. Visual, verbal, hands-on
Learner language preference. English
Cultural relevance and understanding. Students have to know how to say sounds and blend sounds to be able to read words and then be able to read books.
Curriculum barriers (e.g., physical, social, cultural, or ability-level) that could limit the accessibility to instruction and instructional materials. Barriers are in speech and due to masks. The masks make it hard for students to hear the individual sounds. For students with speech issues, similar sounds can be easily confused.

Step 3: Measurable Outcomes and Assessment Plan

This informs the Assessment area on the Lesson Plan Template

Prior to planning the instructional experience, establish how learning is going to be measured. Considerations should include:

- Previously established lesson goals and learner needs.

Learners need to be able to decode and read words

- Embedding checkpoints to ensure all learners are successfully meeting their desired outcomes.

Correctly identifying sounds visually and verbally, correctly writing sounds, reading words with touch spelling, writing words with touch spelling

- Providing learners multiple ways and options to authentically engage in the process, take action, and demonstrate understanding.

	Verbal (saying the sounds, blending the sounds, saying the words), physical (doing the touch spelling on their fingers), visual (looking at the sound and word cards) written (writing the sounds and words) Supporting higher-order skills and encouraging a deeper connection with the content. Students check their work to see if it makes sense, and reads the words they have written down back to know that they can read what they have written.	
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Step 4: Instructional Experience

This informs the Resources; Introduction; Lesson Activities, Conclusion on the Lesson Plan Template

Establish the instructional sequence of events. At minimum plans should include:

- Intentional and proactive ways to address the established goals, learner needs, and assessment plan.

Students will go back and forth from reading to writing, starting with sounds and then moving on to words.

- Establish a plan for how instructional materials and strategies will be used to overcome barriers and support learner understanding.

Verbal Sounds and Words that are missed will be corrected and then put back into the pile to attempt again. Written sounds and words that are incorrect will be corrected and written three times.

- A plan that ensures high expectations for all learners and that the needs of the learners in the margins (i.e., struggling and advanced), anticipating that a broader range of learners will benefit.

All students will be expected to read and say the sound or word on the cards and will have to write individually without letter formation help.

- Integrate an assessment plan to provide necessary data.

Assessment is how many words were written correctly and then read correctly.

Considerations should be made for how to support multiple means of...

- **Representation:** Teacher purposefully uses a variety of strategies, instructional tools, and methods to present information and content to anticipate student needs and preferences

Visuals with sound and word cards, written expression to check for understanding, verbal responses

- **Expression and Action:** Student uses a variety of strategies, instructional tools, and methods to demonstrate new understandings.

Verbal (saying the sounds, blending the sounds, saying the words), physical (doing the touch spelling on their fingers), visual (looking at the sound and word cards) written (writing the sounds and words)

- **Engagement:** A variety of methods are used to engage students (e.g., provide choice, address student interest) and promote their ability to monitor their own learning (e.g., goal setting, self-assessment, and reflection)

Student check their work and see if it makes sense. Reading what they have written also helps student reflect on their work and relate writing to reading.

Step 5: Reflection and New Understandings

This informs your Journal response.

Establish checkpoints for teacher reflection and new understandings

Considerations should include:

- Whether the learners obtained the big ideas and obtained the desired outcomes. (What data support your inference?)

The students obtained the big ideas, using touch spelling to spell and read words. The data to support that was that they were about to read the word cards and write the words using touch spelling. They did not spell all words correctly, but they were able to fix their mistakes and read the words they wrote correctly.

- What instructional strategies worked well? How can instructional strategies be improved?

There were a lot of distractions in the room, so I think if I gave students the words quickly with less time between, they will be able to focus.

- What tools worked well? How could the use of tools be improved?

The touch spelling worked well, but it was not used by all students for every word. With more practice, it will become natural for students to touchspell words when reading and writing.

- What strategies and tools provided for multiple means of representation, action/expression, and engagement?

Listening, saying, touchspelling, and writing the sounds and words helps them use visual, auditory and kinesthetic representation.

- What additional tools would have been beneficial to have access to and why?

Another visual tool and using full body movement. I do have the wobble stools to help students, but they can become distracted by spinning.

- Overall, how might you improve this lesson?

Have students focus in more at the beginning and go over the expectations and learning targets so they know what to do. I have a habit of just jumping in and starting verse outlining what we will be doing for the students.

Reference:
Sonday System 1