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

Directions: After reading the chapter, please view the supporting video. You will watch the video twice. After viewing the video, please complete the following check for understanding chart. Please download, save and post on your blog. Be sure to complete the chart AND the reflection at the bottom of the page.

First view: <http://www.brookespublishing.com/downloads> Keycode: 72abPaK2b (be sure to select CH 5)

Second view:<http://gravidi.yml.com/view_video?id=2181>

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | * Shows what students know, want to know and then what they have learned.
 | * When introducing the growing process of a plant.
 | * Engagement
 |
| Guide | * Organizes content that is being presented during a lesson. ‘guided notes’
 | * During a social studies lesson on how the president is elected provide fill in the blank notes for students to stay on task, and have a resource to go back to for later use.
 | * Representation
 |
| Glossary | * Section in a book that has definitions relating to a certain subject.
 | * When a new book is assigned to learn about insects give students photographs of the insects and the name, have them use the glossary to access more information about the insects.
 | * Representation
* Action & Expression
 |
| Highlights | * To show big ideas or important information. (bulleted information, underlines, bolded words, and graphics)
 | * When setting class rules have them posted in the classroom have the important words highlighted or bolded.
 | * Representation
 |
| Models | * Enhances learning in the classroom. Oftentimes are tangible 3-D objects.
 | * When teaching about volcanoes a lemon volcano can be made to show what happens when it erupts.
 | * Engagement
* Action & Expression
 |
| Call Sticks | * Name sticks that allow the teacher to call on a variety of students.
 | * These can be used during language arts when reading a story. This will allow for all students (who want to have a chance) to read aloud to their classmates. Will also make sure that the teacher is not calling on the same students over and over again.
 | * Engagement
 |
| Goals | * A personal goal that is set by the students, these should be monitored and assessed throughout lessons and after. Goals are also made by the educator that should be checked throughout the lessons as well.
 | * Make ‘wow goals’ in the classroom. This is a goal that is set at the beginning of a term. Students create them for themselves. They are posted in the classroom so the student can monitor his or her own goal.
 | * Expression
 |
| Think-Pair-Share | * Students are given a chance to think about a topic, then share about the question/topic with their partner.
 | * During a reading of The True Story of the 3 Little Pigs, have the students make a prediction about what will happen next. Share their predictions with a partner, and see if they are similar or very different.
 | * Action & Expression
 |
| Choice | * Providing multiple ways for students to obtain information on content. (videos/readings)
 | * During a math lesson on ratios provide the math text book for students to learn about ratios. Also, have websites available that will lead to the topic being taught on video. Also, provide links to games to practice the skill.
 | * Engagement
 |
| Gallery Walk | * Students present their own work, classmates walk around the room and observe others work.
 | * During a health lesson have students make posters of how they stay healthy. (riding a bike, eating healthy foods, playing outside etc.)
 | * 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.**

 **The first video went through the ten methods very quickly, and did not give me any examples or resources to further explain. The second video had breaks after each method, with a definition, and links to better explain what each method was. The second video helped me to complete this assignment. This second video helped me more because it had resources for me, and had a break after each method for me to explore the method further. This also helped me to think about my classroom in the future. By providing more examples and resources students will feel more confident about the information they are learning.**