

# Universal Design for Learning Lesson Plan

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_ Subject: \_\_\_\_\_

**Materials Needed:** Make sure you have all of your materials collected and organized so your lesson will flow smoothly. If you are presenting this lesson collaboratively, make sure you know who is responsible for what.

**Lesson Objective(s):** State your objectives behaviorally. For example: *Given (state the condition under which the students will perform the objective), the students will (state an observable student behavior) with (state the criteria here - a statement that specifies how well the student must perform the behavior) accuracy.* An example of a behavioral objective is: *Given an unlabeled diagram of the solar system, the students will label the nine planets and the sun with 80% accuracy.*

**Standard/Benchmark/Indicator:** Are you aligning your lesson with district or state standards?

**Anticipatory Set:** How are you going to motivate your students...assess or review prior knowledge...introduce your topic...organize your lesson for students?

**Multiple Means of Representation:** How are you going to present your content so that it meets the needs of all students...is the information represented in different ways? For example, utilizing guided notes and graphic organizers in addition to a lecture format or having several books that represent different reading levels.

**Multiple Means of Engagement:** How are you going to provide multiple pathways for students to actually learn the material presented? Practice, or active mental/physical engagement, is required by students to make real learning happen. For example, some students may benefit from small group learning opportunities; others may require more focused practice with precise feedback, while others might benefit from working independently. Some students will need to write, others will need to talk through ideas before they understand, while others may need to physically represent what they are learning.

**Multiple Means of Expression:** How will students demonstrate what they have learned? Again, the creation of many paths is key. Some students are good test-takers, while others are not. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment are examples of alternatives to traditional paper/pencil tests.