**UDL Lesson Plan**

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**Grade: Kindergarten Subject: Reading Topic: Making Meaning**

1. Learning Outcomes

Learning Goal: The goal of this lesson is to develop students’ abilities to discuss key details about a book after being read the story aloud and being retold the story through a picture walk and page-by-page summary.

Objective:

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| Objective | What assessment/ data tell you the students need to learn this objective? |
| When prompted with a question about key details from Whisper for Willie at least 16/18 students will be able to answer the question in a conversation with their partner or when their stick is randomly drawn. | Having discussions about key details in a text is a foundational skill for all students to develop strong reading comprehension. |

Standards:
LAFS.K.SL.1.1
Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
2. Continue a conversation through multiple exchanges.

 LAFS.K.RL.4.10
Actively engage in group reading activities with purpose and understanding.
LAFS.K.RL.1.2
With prompting and support, retell familiar stories, including key details.

LAFS.K.RL.1.1
With prompting and support, ask and answer questions about key details in a text.

1. Learner Needs

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| *Difficult pieces of the content covered* | *How will you remediate/ clarify/ scaffold for those who need it?* |
| Some students might struggle to make inferences about why Willie dresses up as his father when he wants to whistle (to look more grown up to help him whistle because grown ups can whistle). | To help students make this inference, I will model making this inference through a think aloud during the picture walk summary of the story. In addition, students will discuss this inference with their partner to have additional peer support. |
| *Advanced pieces/next steps of the content covered* | *How will you challenge those who need it?* |
| In the following lesson, we will reread Whistle for Willie and analyze key vocabulary in the story. | Those who need to be challenged will be able to respond to questions with deeper insights and with the inferences they made. In addition, students will be challenged to use the vocabulary words in different contexts throughout the school day. |

1. Outcomes and Assessment Plan

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| Informal and/or formative assessment:“Checking for Understanding” **during the lesson** | Students I will differentiate for: Why? How? |
| Listen to students’ discussions with partners about questions about key details from the text to gauge understanding. | Students struggling to produce a response will receive scaffolding in the form of prompting specific to the question asked. Students struggling to discuss their responses will receive scaffolding in the form of being prompted with a sentence stem to use. All students will receive at least 10 seconds of silent think time to allow them to think about their answer before anyone else shares. |
| Listen to students’ responses when sharing answers to questions about key details from the text after discussing to gauge understanding. | Students struggling to produce a response will receive scaffolding in the form of prompting specific to the question asked. Students struggling to discuss their responses will receive scaffolding in the form of being prompted with a sentence stem to use. All students will receive at least 10 seconds of silent think time to allow them to think about their answer before anyone else shares. |

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1. Instructional Experience

Opening:

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| Time Allowed | I will… | Students will… |
|  1 min | Ask students to sit in Partner spots.  |  Come in and sit in partner spots  |
|  1 min | “Today I will show you the pictures and tell the story of Whistle for Willie in my own words to help you remember the story. I’ll stop a few times and ask you to help me retell the story. Afterwards, you will be responsible for talking about the story and listening to one another, so it’s important to listen carefully.”  | Listen to directions and be aware that they will need to listen carefully to my words to be able to participate in a discussion afterwards. |

 Materials needed: None

**Main activity or activities:**

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| --- | --- | --- |
| Time Allowed | I will… | Students will… |
|  5 min | Show the pictures and retell the story.Stop and ask, “Then what happens?”Stop and ask, “What do you remember about this part?” |  Listen to the story being retold and look at the picture. Respond to the questions when their stick is pulled. |
|  5 min | After retelling:“Why do you think Peter pretends to be his father?”“How does this story end?”“How do Peter and his parents feel at the end of the story?” | Respond to the questions when their stick is pulled. |
| 2 min | “Why do you think they feel that way? Turn to your partner.” | Think about their response to the question, turn completely to their partner when told, and take turns discussing their responses to the questions. When signaled, turn back to the teacher. |
|  2 min | “In this book, whistling is hard for Peter. What is something that is hard for you to do? Turn to your partner.” | Think about their response to the question, turn completely to their partner when told, and take turns discussing their responses to the questions. When signaled, turn back to the teacher. |
| 1 min | Ask, “How do you feel when it is hard to do something?” | Respond to the questions when their stick is pulled. |

 Materials needed: Whistle for Willie

**Closing**:

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| Time Allowed | I will… | Students will… |
|  1 min | In what ways have you listened responsibly during a read aloud? | Respond to the questions when their stick is pulled. |
|  1 min | In what ways have you talked responsibly?  | Respond to the questions when their stick is pulled. |

 Materials needed: None