

INTO TO UDL

Getting Your Feet Wet

Find a partner and talk about how they use UDL in the classroom

WHAT IS **UDL**?



Why UDL?

- Life of Brian

WHY UDL?

- State and Federal Initiatives
- COMAR
- Common Core / PARCC
- Benefits to Students
- Benefits to Teachers



A Route for Every Learner

Universal Design for Learning (UDL) as a Framework for Supporting Learning and Improving Achievement for All Learners in Maryland, Prekindergarten Through Higher Education



Recommendations from the Task Force to Explore the Incorporation of the Principles of Universal Design for Learning into the Education Systems in Maryland, submitted to the Maryland State Board of Education, the Senate Education, Health, and Environmental Affairs Committee, the Budget and Taxation Committee, the House Committee on Ways and Means, and the Health and Government Operations Committee, March 2011



COMAR 13A.03.06 - UNIVERSAL DESIGN FOR LEARNING REGULATION

2013—2014 school year:

- “local school systems shall use UDL guidelines and principle in the development or revision of curriculum”

2014—2015 school year:

- “systems shall use UDL guidelines and principles...in the development and provision of: *(1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments.*”
- “superintendents shall certify in writing to the State Superintendent of Schools that UDL principles and guidelines...are used for ongoing curriculum development.
“ (certification will be required every 3 years, thereafter)

http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.03.06.*



The Myth of
AVERAGE

“WHO IS LEFT OUT?” - FRONTLOADING FOR SUCCESS

UDL

- Proactive use of flexible materials that can support and challenge
- Student choices to meet learning differences
- Student ownership of learning tools
- Capturing learners on the margins, not just formal accommodations



Traditional Approach to Accommodations and Differentiation

- Reactive retrofitting of inflexible materials
- Rejection of accommodations and strategies that often stigmatize
- One student at a time (who comes first?)

3 MAJOR UDL PRINCIPLES...

Teachers provide:

1. Flexible ways of presenting lesson content
2. Flexible options for student engagement
3. Flexible methods of expression, and assessment

Students have:

1. Options for how they learn
2. Choices which will engage student interest
3. Choices for how they demonstrate their learning





MULTIPLE MEANS OF REPRESENTATION AND ENGAGEMENT

- Pair pictures with text
- Use video to relay content
- Make sure kids are active in their learning
- Use concept charts, diagrams
- Connect to real-life experiences of students

MULTIPLE MEANS OF EXPRESSION

- Give kids a choice for how they show their learning
 - Choice of tools
 - Choice of topic/sub topic
 - Choice of format (written, spoken, pictures, presentation)
- Provide for means of expression that do not play into student barriers
- Provide scaffolds for creating a final product

CHOICES UNDERMINING RIGOR? HS EXECUTIVE PRIVILEGE PROJECT



- “Is Executive Privilege Constitutional? Should it be limited or expanded?” *Roles:* legal teams, supreme court
- *Predictable barriers:* students remaining engaged, learning and producing due to language, interest, verbal speech, attention issues
- *UDL reflection:* how could a greater variety of roles meet the needs of more learners?
- *Plan:* extend options to students who either didn't want to ask questions as part of the Supreme Court or did not want to argue a side for the executive or legislative branches



CHOICES UNDERMINING RIGOR? HS EXECUTIVE PRIVILEGE PROJECT

- *New roles* to gather and present evidence for or against limiting executive privilege:
 - court reporter (dialogue, summarization, presentation)
 - 12-person jury (discourse, synthesis)
 - court illustrator (drawing, cartoon, visual)
 - students could propose new role: interest group lobbyist



CHOICES UNDERMINING RIGOR? HS EXECUTIVE PRIVILEGE PROJECT

- *Outcome:* increased engagement, creativity, on-task behaviors, homework completion, varied representations of concepts for all students, and learning of content (in less time)
- *Extension:* offer same choices in AP course to challenge students in new ways to interact with concepts

“Is Executive Privilege Constitutional? Should it be limited or expanded?”

The President v. The U.S. Congress

*The White House Wants to Expand Executive Privilege, While the Congress Wants to Limit It
Is it Constitutional? What do you think based on evidence?*

Directions: Students will evaluate whether executive privilege is Constitutional or unconstitutional, based on evidence. Using the U.S. Constitution and the attached four documents, answer the following questions:

1. What is executive privilege?
2. Why does the President want to expand it?
3. Why does Congress want to limit it?
4. Is Executive Privilege Constitutional or is it unconstitutional, based on your evidence?

YOUR POSITION: COURTROOM REPORTER OR ARTIST

Your Position: You are a member of the press and have been assigned to cover this court proceeding for a front-page story/graphic illustration in the New York Times.

Universal Design for Learning (UDL) Look Fors

1. Student Choices: Students are provided choices in how they gain information and show what they know *to support and challenge diverse learning styles.*

- a. *Products* - students are provided choices for responding and products that demonstrate their skill & knowledge (e.g. verbal, written, drawing, physical demonstration, technology)
- b. *Tools* – students are provided choices for types of tools to generate products that demonstrate their skill and knowledge (e.g. paper-pencil, computer, Promethean Board alternatives to handwriting, calculator)
- c. *Stations/centers/groups* - providing variety or choices in methods to learn information that tap into diverse learning styles (e.g. technology, readings at varied levels)
- d. *Routines* - students demonstrate familiarity and reasonable independence with expectations, procedures and routines related to choice and options in learning tools, materials and methods (e.g. transition to stations, use of technology)

2. Flexibility in Teacher Presentations: Teacher presents information using multiple methods to complement text and verbal presentations *in order to support and challenge diverse learning styles.*

- a. *Curriculum materials* - presented in *additional formats* beyond viewable text and a teacher speaking (e.g., text in digital files that could be read aloud, online resources, audio, video, pictures, charts)
- b. *Explanatory devices* - teacher uses *multiple* types (e.g., concept maps, graphic organizers, demonstration, pictures, audio/video, written, diagrams, chart, models, manipulatives)
- c. *Drawings or images* - used in paper handouts, digital materials and presentations to complement text and a teacher speaking
- d. *Reflection on Choices* – materials or presentations provide a method for students to reflect on and/or plan for effective choices in learning and demonstrating knowledge

WHAT WILL BE YOUR *EVERYDAY* UDL?

- **Note-taking:** sentences – words - draw
- **Check for understand:** show me – tell me
- act it out
- **Small group:** verbal – manipulatives -
pencil/paper
- **Student discourse:** verbal - written -
drawing - multimedia
- **Graphic organizers:** linear - image
support - varied conceptual
organization



UDL is like thinking about your guests before you plan the meal, but every night can't be Bon Appetite!

SUPPORT FOR HOME/SCHOOL

From (This is taken from Fred Jones *Tools for Teaching*. NOTE: He uses the term "tutor" as we would use provide one-on-one instruction.)

- **VISUAL INSTRUCTIONAL PLANS**
- A Visual Instructional Plan (VIP) is simply a lesson plan in visual form. It's like the "set of plans" that accompanies a model airplane. It's objective is to be utterly clear to someone who has never done the task before. What format does the model airplane company follow?:
- One step at a time
- A picture for every step
- Minimal reliance on words

http://www.educationworld.com/a_curr/mathchat/mathchat020.shtml

DIGITAL TEXT: EASILY ADJUSTED ILITY

Marbury v. Madison

The President of the United States has the power to *appoint* judges to the federal courts. Usually, the President appoints individuals who are members of his political party or who share his ideas about politics.

In 1800, John Adams was President. There was an election that year. Thomas Jefferson, who belonged to another political party, got elected. There were many positions in the federal government that were empty. Before he left office, President Adams tried to fill these positions with people who shared his ideas.

President Adams appointed 58 new people. He asked his Secretary of State, John Marshall, to deliver the paperwork to these people so they could start their new jobs. Marshall delivered most of the papers. He was in a hurry, so he left some of the papers for the new Secretary of State, James Madison, to deliver. When he came into office, President Thomas Jefferson told Madison not to deliver the papers to some of the people Adams had appointed.

One of the individuals who didn't receive his papers was William Marbury. He *sued* James Madison and tried to get the Supreme Court of the United States to issue a *writ of mandamus*. A

FLEXIBLE TEXT: ADDING IMAGES TO SUPPORT COMPREHENSION AND RETENTION

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One of the individuals who didn't receive his papers was William Marbury. He **sued**

Madison and the federal government for not delivering his papers.

Student expectation: “determine the meaning of words and phrases... related to history/social studies.” (CC Reading 4)

Teacher Action: Teach annotate social studies categories in presentations or in text (*political, geographic, economic, social*) to build vocab connections





Geography		Maps, location, adapt, modify, movement, migration, push/pull, Manifest Destiny
Political		Government, president, democracy, congress, elections, Bill of Rights
Economics		Money, banks, jobs, factories, markets, opportunity cost, trade-off, National Bank
Social		Culture, religion, race, status, gender, equity, common man

IMAGE-SUPPORTED MATH VOCAB CARDS

Vocab or sentence starters on O-ring at table

$12 \div 3 = 4$ \div $4 \overline{)24}$

(divide)

18 divided by 2 is 9

$2 \times 4 = 8$ \times 3 groups of 5
 $3 \times 5 = 15$

(multiply)

5 times 4 is 20



RESOURCES TO SUPPORT USE OF IMAGES



HIAT → Educational Websites → Graphics


Graphics, Video, and Sound

	Searchable
Accuweather's AP Photo Archive - Photos aligned to MD science and social studies standards. Here you will find photos from the news on almost any topic. To search, click on Search Archive, then put your search term in the "what" box at the top of the screen and press enter. Subscription required. No password will be needed if you log in from an MCPS computer.	x
Art Museum Image Gallery Subscription service to 155,000 images of fine art, photographs, artifacts, contemporary art. All of these images are rights-cleared for educational use. Subscription required. See your MCPS media specialist for subscription information.	x
Britannica Image Quest Subscription required. No password will be needed if you log in from an MCPS computer. new!	x
Creative Commons Search - Creative Commons is a <i>nonprofit</i> corporation dedicated to making it easier for people to share and build upon the work of others, consistent with the rules of copyright. Their	x

LOW HANGING FRUIT: DIGITAL RESOURCES WITH BUILT-IN FLEXIBILITY


Choices to Differentiate Research Products and Processes in Social Studies 7

Grade 7 Social Studies / Dominique Bourdet

Encyclopaedia Britannica
For High School Students and up
Results 1-10 of 1001.
Chile -44
 country situated along the western

Compton's Encyclopedia
For Middle School Students and up
Results 1-10 of 231.
Chile -44
 When seen on a map, the republic of

Elementary Encyclopedia
For Elementary Students and up
Results 1-10 of 24.
Chile -44
 The Republic of Chile

Students were given  to choose reading levels for a variety of "Which would you choose to get a basic understanding of a topic?" "Which would you choose if you had trouble reading a passage at the 'Middle School' level?"

~~They had a variety of choices that made it more~~

Ms. Bourdet discusses student choices she built into a research product for both the end product and how students conducted the research through online research tools with a variety of presentations, including read aloud of text, video, images, audio and readings at different levels.

Tools: [Gale Student Resource Center Jr.](#), [Encyclopedia Britannica](#), [Culture Grams](#), [NaturalReader](#)

UDL Principle: Representation

UDL Guideline: Provide options for perception



FREE ONLINE TOOLS WITH VARIED READING LEVELS: WWW.LANDMARKCASES.ORG

Background summary and questions to consider (by reading level)

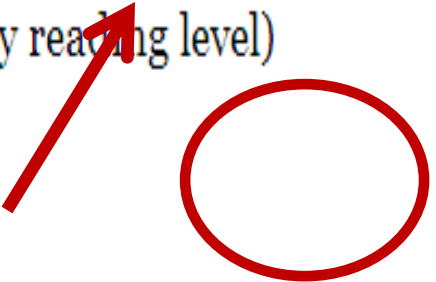
- ...
- ..
- .

Important vocabulary (by reading level)

- .../..
- .

Legal concepts

- Federalism



Landmark Cases

OF THE U.S. SUPREME COURT

Street Law / Landmark Cases / Cases / Dred Scott v. Sandford

Dred Scott v. Sandford (1857)

Slavery, Due Process, the Missouri Compromise

ONLINE MEDIA SUBSCRIPTIONS FOR LEVELED TEXT AND READ ALOUD – HOME AND SCHOOL

Text Usability Features of Centrally Purchased Online Subscription Services

2012-2013 School Year

Centrally Purchased Online Subscription Services	Text Usability Features					
	Read aloud option built-in	Images paired with text	Video or audio paired with text	Leveled text	"Print" format to copy into Word or print	Dictionary built-in
CultureGrams (all schools)	NR	Y	Y	Lexile Range ES-MS	Y	N
Encyclopaedia Britannica Online School Edition (all schools)	Y	Y	Y	Lexile Range ES-MS-HS	Y	Y (double-click)
Encyclopaedia Britannica Student NewsNet (all Schools)	NR	Y	Y	N	Y	N
One More Story (elementary schools)	Y	Y	N	Lexile, AR, DRA and Fountas & Pinnell	N	N
PebblesGo Animals (elementary schools)	Y	Y	Y	N	Y	Select words

UDL



COLLABORATIVE PLANNING WITH UDL CHOICES AND VARIETY

Reflect:
“who is left



Refine:
adjust or
add
choices
and variety

Deliver:
lesson with
choices and
variety



PROACTIVELY REFLECTING ON WHO IS LEFT OUT?



Not benefiting from lesson *without extensive direct teacher or peer support that may be...*

- *Inappropriate to their grade level*
- *Impractical on a routine basis*
- *Unsustainable over time and locations (transitions)*
- *Stigmatizing – with a tremendous amount of teacher effort and good intentions*

CURRICULUM 2.0: METACOGNITION

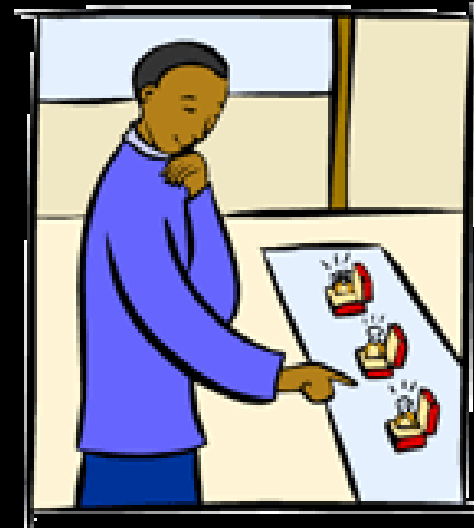
What helps
YOU think?

I think about how I learn.

- I think about what I already know about a topic before learning more.
- I notice the ways I learn best.
- I notice when I am struggling and get help.
- I improve my learning by choosing ways to learn that work well for me.
- I explain my thinking.



- Students are provided choices in how they gain information and show what they know **STUDENT CHOICES** *to support and challenge diverse learning styles.*



STUDENTS ASSESSING THEIR OWN NEEDS

I **KNOW** WHAT I **KNOW**
and I WANT TO **SHOW**

SCHOOL



Topic(s): _____

Check One:

I need help on _____.. I'd like to practice by
doing one of the following: Choose: 1 . 2 . 3

Promethean _____

Netbooks _____

Teacher Center _____

Peer Groups: _____

Worksheet: _____

I need help on _____. I'd like to practice by
doing one of the following: Choose: 1 . 2 . 3

Promethean _____

Netbooks _____

Teacher Center _____


Peer Groups: _____

Worksheet: _____



OPTIONS FOR HOMEWORK!

Name _____



Basic Facts

I spent 15 minutes practicing my basic facts by:

Monday	Tuesday	Wednesday	Thursday	2 Times on Weekend!
Activity:	Activity:	Activity:	Activity:	Activity:
Parent Signature:	Parent Signature:	Parent Signature:	Parent Signature:	Parent Signature:

Suggestions:

- Go to 3rdbasemath.blogspot.com and play basic fact games
- Practice with flashcards
- Write your facts out on a piece of paper
- Have a parent ask their child Basic Fact questions.

Note to Parents,
Children have the right to choose any Basic Fact activity that they choose. Above are some suggestions. Students are expected to do some "Basic Fact" activity Monday, Tuesday, Wednesday and Thursday nights! A special treat will be gotten by anyone who, additionally studies 2 times during the week-end for four weeks. PLEASE RETURN EACH SHEET MONDAY MORNING at which time each child will receive a new sheet for the week.

I **KNOW** WHAT I **KNOW**

and I WANT TO **SHOW**

HOME



Topic : _____

I need help on _____. I'd like to practice by
doing one of the following: The following some choices that your
child and you can choose from that would help them!

Options: _____

My family and I have decided to choose the following activities.

Choice # 1: _____

Choice #2 _____

Choice #3 _____

Student Signature _____ Parent Signature _____

HOME



HELPING PARENTS



*Certificate of
Accomplishment*

This certificate is awarded to

in recognition of their mastery of their Basic Math facts and their excellent team work with their Partner in accomplishing their goal.

Signature *Date*

Signature *Date*





FLEXIBILITY IN TEACHER PRESENTATIONS AND MATERIALS

- Teacher presents information using multiple methods to complement text and verbal presentations *in order to support and challenge diverse learning styles.*






EVERYDAY UDL: MATERIALS AND PRESENTATIONS TO REFINE CHOICE MAKING

- **Choice Recognition:** Methods to introduce choices to students.
- **Choice Reflection:** Methods to have students document or share which choices did or did not support their learning for a specific task.
- **Choice Planning:** Methods for students to choose a way of learning or demonstrating knowledge based on choices they've had before.



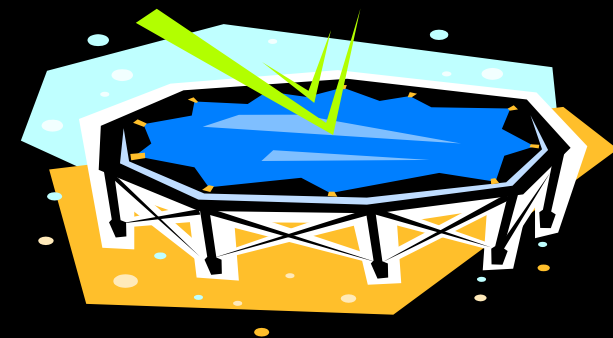
UDL LESSON PLANNING FLOW CHART TO GUIDE FRONTLOADING

CAN UDL ELEMENTS BE INCLUDED IN DEPARTMENT OR SCHOOL LESSON PLANNING TEMPLATES?

Barriers <i>Who will be left out? Why? (focus on learner characteristics)</i>		
Variety or choices in how information is presented or materials provided <i>(e.g. handouts, teacher presentations, readings, methods to learn)</i>		Choices in how students show what they know <i>(e.g. choices in response method for informal checks for understanding, products, contributions to discourse, note taking)</i>
Assessment As Learning / Metacognition – “I think about how I learn” <i>Methods for students to 1) notice the ways they learn best based on choices and variety provided and/or 2) plan to improve their learning by choosing ways to learn that work best for them</i>		

A CULTURE OF SHARED VALUES AND PRACTICES AROUND DIGITAL MATERIALS

Good enough for instruction, good enough for sharing



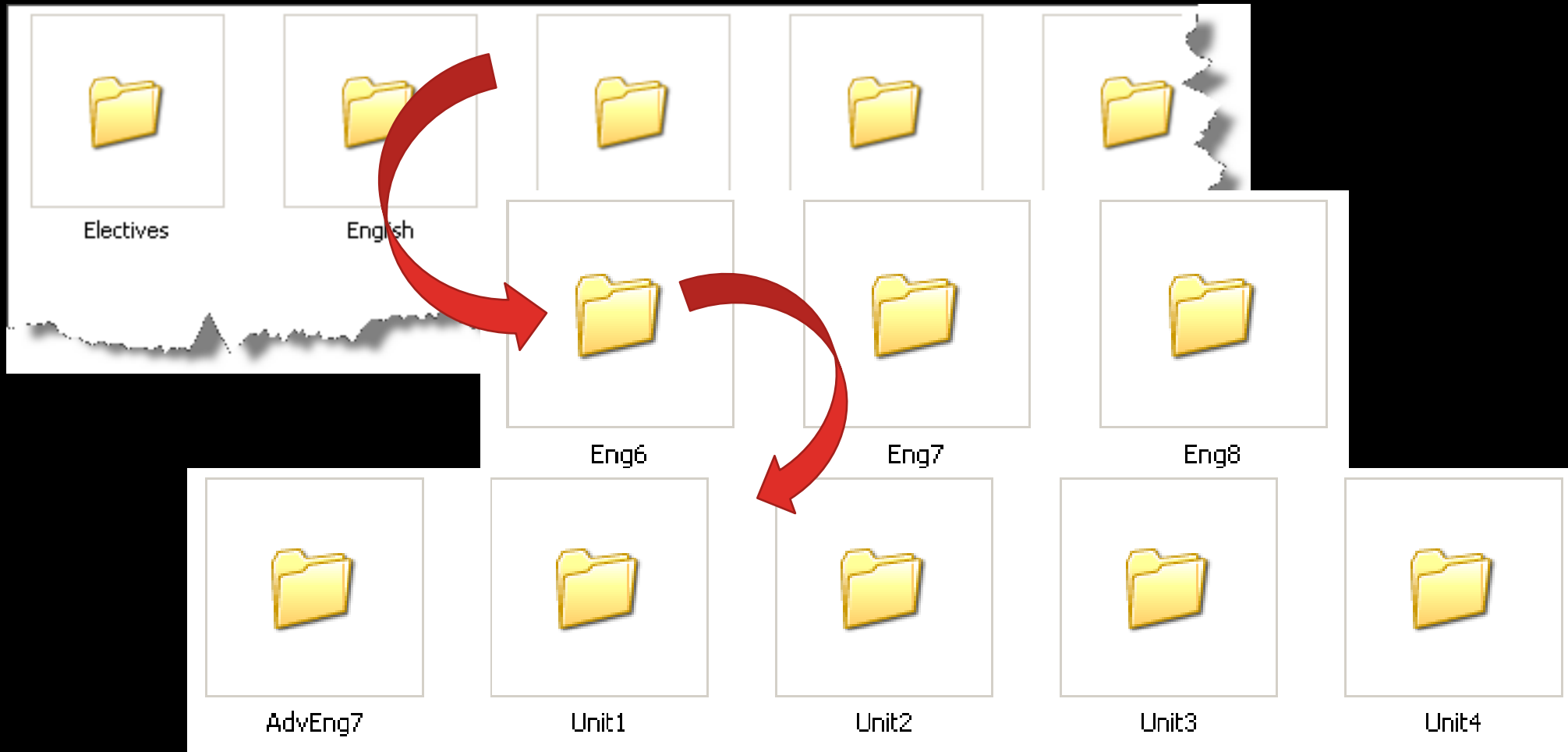
PROFESSIONAL ETHICS: QUESTIONS TO ASK

Are there students in your building who are “left out” of instruction because teachers do not share digital materials, resources, and lesson plans?



- How long would it take a new teacher or para-educator to locate where teachers share files with other teachers?
- What do your teachers need to do to share materials county-wide?
- *Is there any other way we can make this work for all students?*

EXAMPLE FILE STRUCTURE: *START NOW AND ADAPT*



SHARED RESPONSIBILITY OF BUILDING A DIGITAL RESOURCE LIBRARY

Instructional Resources

Possible Cooperative Group Roles
Material Type: Handout
Submitted by: CENTRAL
★★★★★ (1) Download

Comparing the Properties of Rocks
Material Type: Handout
Submitted by: CENTRAL
Not Yet Rated Download

Describing and Comparing Rocks
Material Type: Handout
Submitted by: CENTRAL
Not Yet Rated Download

Looks Like, Feels Like, Sounds Like
Material Type: Handout
Submitted by: CENTRAL
Not Yet Rated Download

Natural and Human Changes to Rocks
Material Type: Presentation
Submitted by: CENTRAL
Not Yet Rated Download

[View all Instructional Resources....](#)

Add Resource

New Resource

Save and Publish Save Unpublished

Resource Type

* Resource Type:
 Instructional Professional Development Integrated Day

General Information

* Material Type: Strategy?

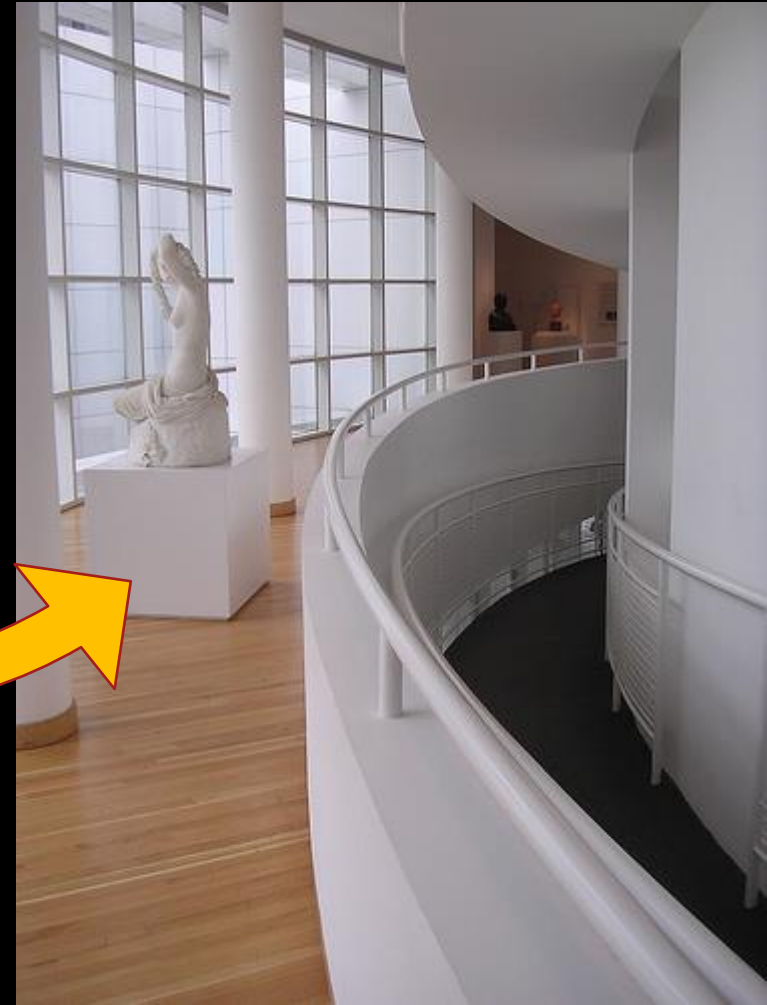
* Title

Description:

Design HTML



Where should
we spend our
creativity,
time and
effort?



Teacher
reflections
DI and
UDL

"UDL is much more student directed in that the students make the decisions about how they want to learn"

"The main difference that I see between them is that UDL is based on student choice while DI is based on data and teacher choice."

"If in middle school, we as teachers can serve as "choice coaches" to help students understand themselves as learners and help them match their learning (presentation) and demonstrating of knowledge (representation) "

"UDL has the students reflect on their choices and their success."

ACTIVITIES FOR HOME/SCHOOL



A screenshot of the Quizlet website showing a set titled "2nd Grade Plant Life Cycle". The main content area displays the term "Plant Life Cycle" with its definition: "the changes of a plant from seed to fruit that repeats itself over and over again". Below this, there are buttons for "STUDY" (Cards, Learn, Test) and "GAMES" (Scatter, Space Race). At the bottom, it indicates "19 terms" and lists the terms and definitions.

A screenshot of the Quizlet website showing a set titled "Plot Diagram". The main content area displays the term "plot" with its definition: "the sequence of events in a story". Below this, there are buttons for "STUDY" (Cards, Learn, Test) and "GAMES" (Scatter, Space Race). At the bottom, it indicates "11 terms" and lists the terms and definitions.

A screenshot of the Quizlet website showing a set titled "Janice's multiplication facts 6-8". The main content area displays the term "6x1" with its definition: "6". Below this, there are buttons for "STUDY" (Cards, Learn, Test) and "GAMES" (Scatter, Space Race). At the bottom, it indicates "36 terms" and lists the terms and definitions.

A screenshot of the Quizlet website showing a set titled "Branches of Government". The main content area displays the term "Legislative Branch" with its definition: "What branch makes laws?". Below this, there are buttons for "STUDY" (Cards, Learn, Test) and "GAMES" (Scatter, Space Race). At the bottom, it indicates "25 terms" and lists the terms and definitions.

VIDEO SUPPORTS



USING THE SCREEN RECORDER Screen Recorder



This tool allows you to capture whatever happens on screen to a video file (.AVI), which you can keep in your flipchart, or save to a resources folder and replay as often as required.

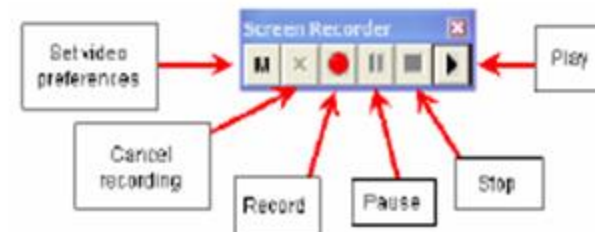
Where Can I Find the Screen Recorder?

- Go to Tools > More Tools > Screen Recorder
- OR
- Desktop Tools

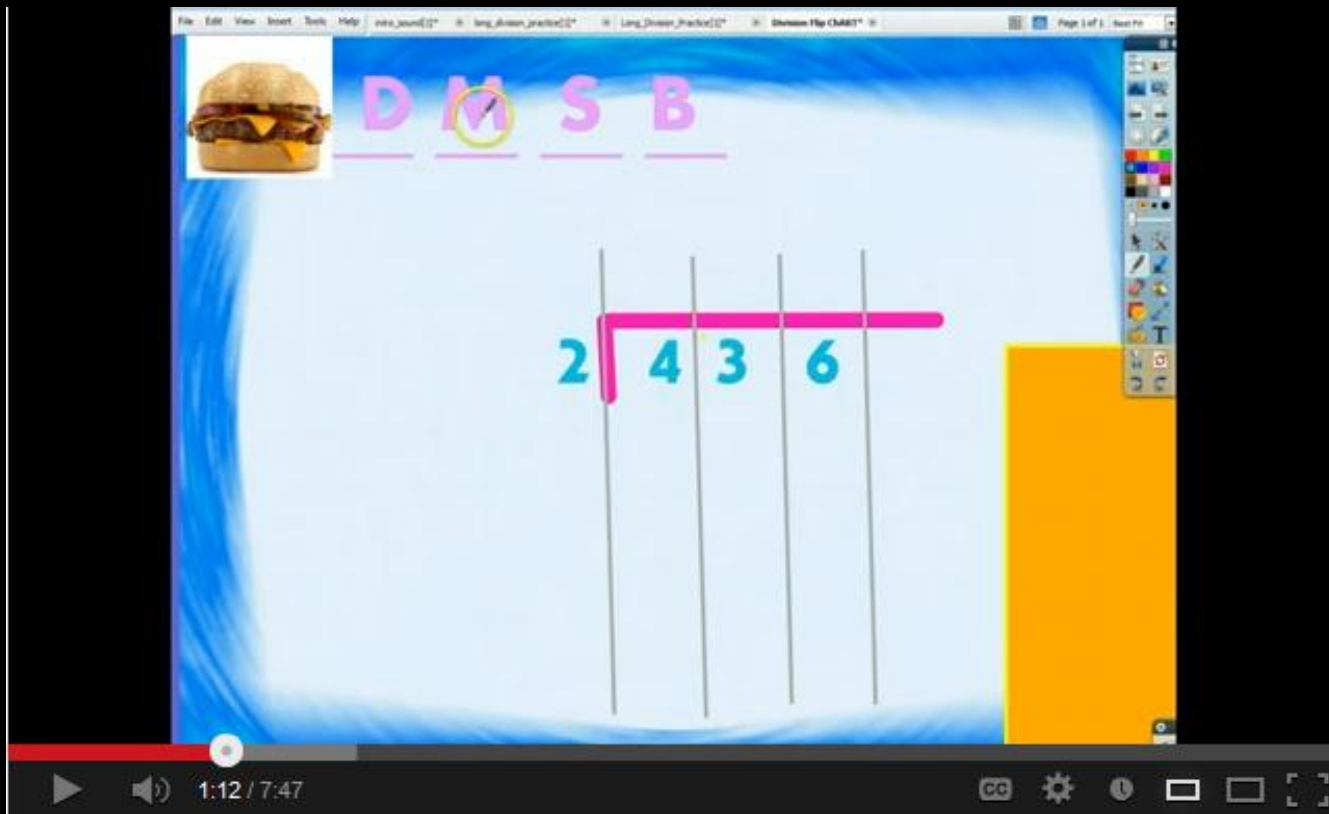


How Do I Use the Screen Recorder?

1. Click the Screen Recorder tool.  Screen Recorder
2. Click the red Record button and type a filename in the Save As window. Click Save.
3. The red Record button will begin blinking to indicate that it is recording. Complete the actions you want to record, and click the Stop (black square) button. 
4. Click the Play button to play your recording back in Windows Media Player.
5. You can also find your recording saved in the folder you designated it to save to in step 2.



VIDEO SUPPORTS



SCREENCAST-O-MATIC Get an account? | Login
Welcome • Go Pro! Start Recording

Make it Easy Help | Send Feedback

One-click screen capture recording on Windows or Mac computers with no install for FREE!

Just click **Start Recording** to record.

Or you can download an application to launch from your Start menu: [Download](#) • [Install](#)

Watch a very quick demo

New Updates • May 2013

Stay up to date on latest news:

[FOLLOW US ON TWITTER](#)

Help spread the word about SOM

[Tweet](#) / [+1](#)

[Contact Us](#) for licensing options to use our screen recorder with your business.

View PDF

- 1) Check the download button
- 2) This will take you to our web page
- 3) Download the FREE product

[Download](#)

Who's using Screencast-O-Matic?

Directions for using Screen-cast-o-matic (Free version) 1

- 1) Go to screencastomatic.com and click on Start Recording
- 2) Enable Java in your Browser if not already enabled (see p. 4).
- 3) Drag the dotted lined box to enclose the area you want to record.
- 4) Check your microphone options. Choose the one you want to use and ensure that the one you want is connected.

Directions for using Screen-cast-o-matic (Free version) 2

- 5) If you want to change the screen size to an automatic setting or check for a Web cam to use, choose these from the toolbar.
- 6) Before recording, check your microphone's audio levels as your voice is clear in the final recording. Click on the icon to the right of the microphone menu. (Looks like a green bar graph.) In the pop-up menu, click **Auto Adjust Volume** and begin speaking until your voice reading bar fluctuates with a message revealing whether your voice level is low or acceptable.
- 7) When you're ready, click record and you can begin after the 3 second countdown. You have 15 minutes of recording time (Free version).
- 8) If you mess up, you can press pause, click in the recorded time area (blue) to see where you left off and then click record. A pop-up message will appear to ensure you want to start from an earlier timestamp.

VIDEO SUPPORTS

The screenshot shows the TeacherTube website with a navigation bar at the top containing 'Home', 'Videos', 'Docs', 'Audios', 'Photos', 'Groups', 'Classrooms', and 'Collections'. A search bar is located on the right. Below the navigation bar, there is a 'Featured' section with a 'See More' link and a 'Videos' section with a 'Change Style of Listing' option. The 'Videos' section displays four video thumbnails with titles like 'short circle video-', 'Construct Viab...', 'Push vs Pull', and 'Metric System Lyrics'. Below this, there are buttons for '1st Grade', '3rd Grade', '5th Grade', 'Addition', 'Multiplication', '2nd Grade', '4th Grade', '6th Grade', 'Algebra', and 'Geometry'. A 'PRACTICE NOW' button is also visible. At the bottom, there is a banner for 'EDUCATORSLOUNGE.ORG' with the text 'A FREE Source of Information for Administrators and Teachers'.

The Polygon Song!

Lattice Multiplication

The screenshot shows a video player on the SchoolTube website. The video title is 'What are equivalent fractions? (Learn Fractions #6 of 34)'. The video content shows a green chalkboard with the equation $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ and a diagram of three bars representing the fractions. The video has 7 views and was uploaded on Jul 16, 2013, by austinboehm (Teacher) from Sokikom. A 'Join SchoolTube and start uploading videos today!' banner is visible on the right side of the player. Below the video, there are 'More videos from austinboehm' and 'Related videos' sections.

ACTIVITIES FOR HOME/SCHOOL

- Centers for Home and School
 - <http://www.k-5mathteachingresources.com/>



K-5 Math Teaching Resources


NATIONAL LIBRARY OF VIRTUAL MANIPULATIVES

The screenshot shows the homepage of the National Library of Virtual Manipulatives. At the top, there is a navigation bar with links for 'Virtual Library', 'About', 'eNLVM', and 'Buy Now!'. A search button is also present. Below the navigation bar is a prominent green button that says 'Download New Free Trial Version 3.0!'. The main content area features a grid of categories and grade levels. The categories are listed in a blue sidebar on the left: 'Index', 'Number & Operations', 'Algebra', 'Geometry', 'Measurement', and 'Data Analysis & Probability'. The grade levels are listed in a blue header row: 'Pre-K - 2', '3 - 5', '6 - 8', and '9 - 12'. The background of the grid is a photograph of students in a classroom.

Index	Pre-K - 2	3 - 5	6 - 8	9 - 12
Number & Operations				
Algebra				
Geometry				
Measurement				
Data Analysis & Probability				

Credits | Contact | © 1999-2010 Utah State University. All Rights Reserved.
English | Español | Français

READING ROCKETS



Parent tips for raising strong readers and writers

Growing readers!

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

Supporting the Common Core Writing Standards

The Common Core State Standards are national standards that indicate what K-12 students are expected to learn in math and the English language arts. The standards themselves are lengthy and span K-12, but it's important for parents to understand the goals of the standards and ways to support school instruction at home.

The recommendations below align with the four "anchor standards" of the Common Core writing standards: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing.

Text Types and Purposes

What it means: We write for many different purposes, and these standards address that fact. Teachers will be asking students to write opinion pieces about books or topics, informative pieces that contain facts about a topic, and more traditional-style writing called narrative in which students write about specific events or details.

How parents can help: Help your child see the different types of writing you do in your adult life. Talk about the writing you do for work and the more casual writing you do to friends. Then have fun encouraging your child to write their own opinion pieces – ask them to write a review of last night's dinner or the last family movie you watched.

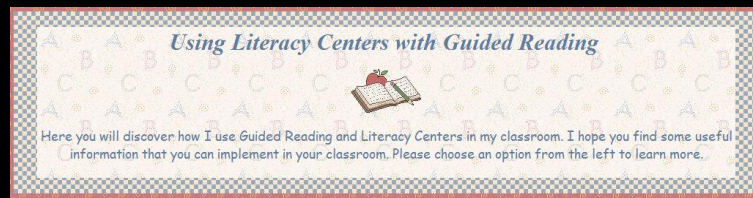
Production and Distribution of Writing

What it means: These standards address editing and publishing work. Teachers and students may work together to edit drafts of written pieces, focusing on specific suggestions to make the writing more clear or informative. The standards also address sharing written work using a variety of digital tools.

READING RESOURCES

http://www.msrossbec.com/literacy_index.html

http://www.uen.org/7-12interactives/lang_arts.shtml



Using Literacy Centers with Guided Reading

Here you will discover how I use Guided Reading and Literacy Centers in my classroom. I hope you find some useful information that you can implement in your classroom. Please choose an option from the left to learn more.



uen UTAH EDUCATION NETWORK

7-12 Student Interactives

Language Arts for Grades 7-12

Word Games • Vocabulary • Writing / Spelling • Grammar Games • Required Plug-ins

Word Games

- Blizzard: The Lively Game that Fuzzes Your Memory and Buzzes Your Brain
- New York Times Crossword Puzzle: Play a crossword puzzle online.
- Etymology

Vocabulary

- Prefixes Make New Words: Drag and drop the prefixes to complete the words correctly.
- Say It Another Way: Find the matching word.
- Suffixed: Say a Lot

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 - <http://www.montgomeryschoolsmd.org/departments/hiat/websites/>
- Class Websites
 - Blogger.com
 - www.3rdbasemath.blogspot.com
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UDL is like a playground because





Wrapping It up.....

- Evaluation
- Payroll