

A photograph of two children sitting on the floor in a row of school lockers. On the left, a young boy with short dark hair, wearing a plaid shirt and grey pants, sits with his hands on his knees, looking towards the girl. On the right, a young girl with long blonde hair in a ponytail, wearing a white shirt and blue shorts, sits with her legs crossed, holding an open book and smiling at the boy. The lockers are green and have silver handles. The scene is lit with a warm, golden light, possibly from a window out of frame. A faint white line is drawn across the image, starting from the girl's book and extending towards the top right corner.

# UDL and Metacognition

How do our students learn?

**Representation**

**Expression**

**Engagement**

# Universal Design for Learning



# Trying to Drive Somewhere?

*Which direction formats would you choose?*



1. Text Only
2. Text with Turn by Turn Maps
3. Large Map Only
4. Text with Street View Turn by Turn
5. No highways directions
6. GPS
7. Nothing – you looked at the map before you left you're good to go.

**How many times have you come across a process and you just know – that doesn't work for me?**

**then think...**

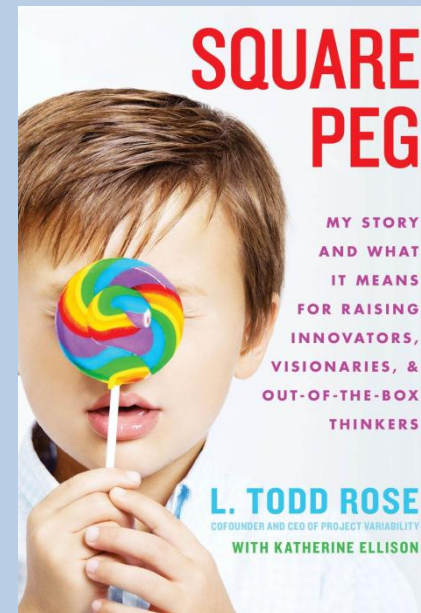
**How do our classrooms run?  
Do we have lots of paths to get somewhere? Or just one?**



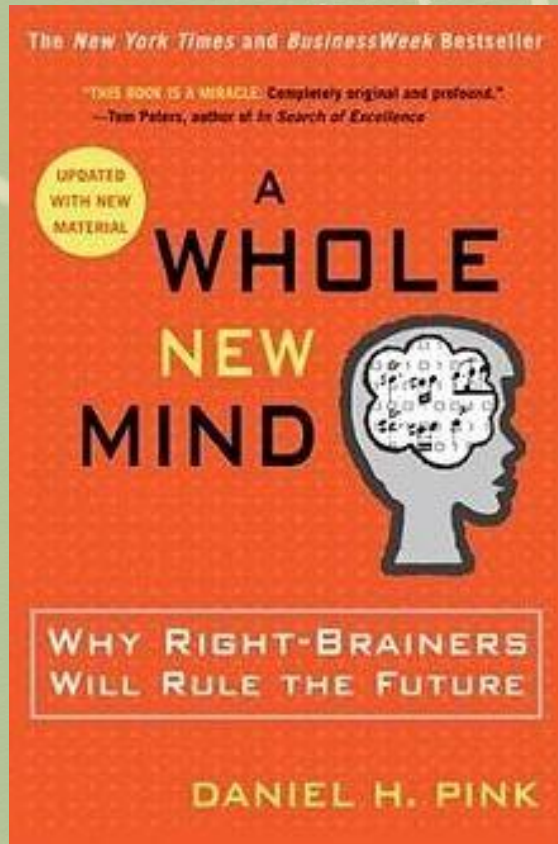
L. Todd Rose

# “The Myth of Average”

What are your reflections on this video clip?



# How The World Has Changed:



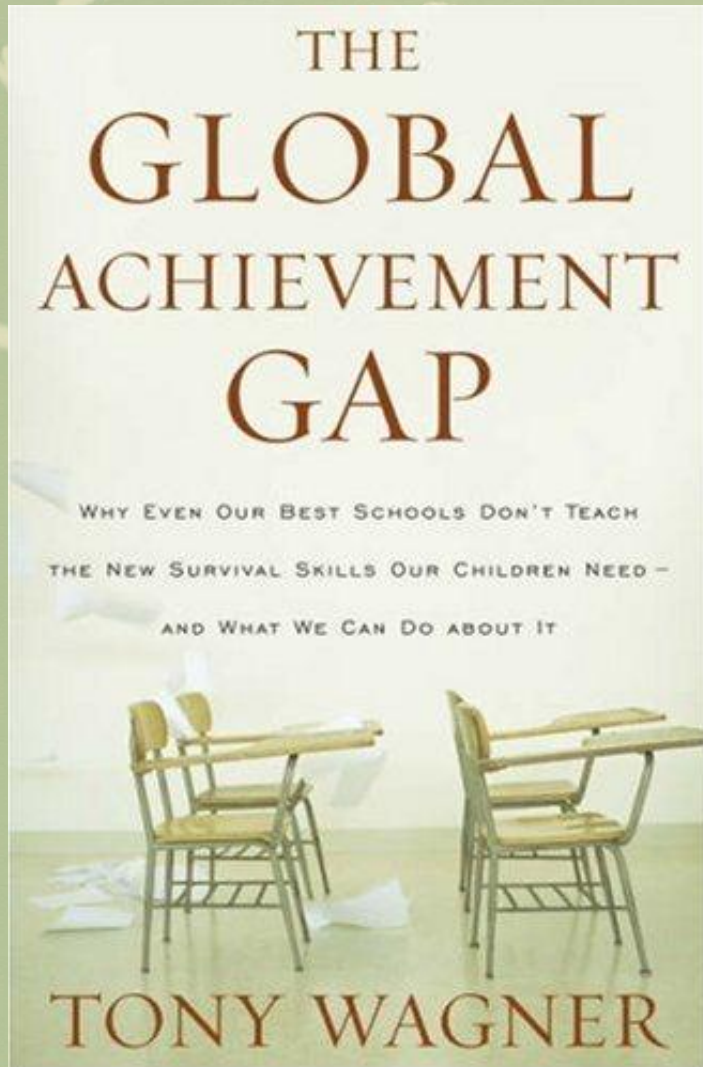
The book outlines four major 'ages':

- Agricultural Age (farmers)
- Industrial Age (factory workers)
- Information Age (knowledge workers)

and then focuses on the now:

- Conceptual Age**  
(creators and empathizers)

# 21<sup>st</sup> century Survival Skills from: The Global Achievement Gap by Tony Wagner



1. Critical Thinking and Problem Solving
2. Collaboration and Leadership
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination

- **Help students learn about what works for them**

- Have them self reflect on why they made that choice

**Giving students choice = to the students' benefit**





# How do we define Metacognition?

*Part of an idea of choice in UDL*



# Metacognition

**Metacognition is defined as "cognition about cognition", or "knowing about knowing. (wikipedia)**

**Higher-order thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning. (instructionaldesign.org)**

**This is the process where the student takes conscious control of the learning. The learner thinks about how he is thinking in a cognitive sense. For example, the learner is using metacognition if he realizes that he is having more trouble learning how to complete a fraction problem than a multiplication problem. (edutechwiki)**

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.

# The Family Table



Uncle Richard &  
Aunt Ann



Uncle Mark



Aunt Joanie &  
Uncle Steve



Danny & Shelley &  
family



Grandma &  
Granddad



Dad & Mom



Patrick & Liz



Katherine &  
Megan

# “We’re All Individuals”

## Multiple Intelligences Survey



**Nature Smart**  
*(Naturalist)*



**People Smart**  
*(Interpersonal)*



**Number Smart**  
*(Logical/Mathematical)*



**Picture Smart**  
*(Spatial/Visual)*



**Self Smart**  
*(Intrapersonal)*



**Body Smart**  
*(Bodily-Kinesthetic)*



**Music Smart**  
*(Musical)*



**Word Smart**  
*(Linguistic)*

# Think – Talk - Share

- **What type of learner are you?**
- **Are there things that you have been doing already to encourage metacognition?**



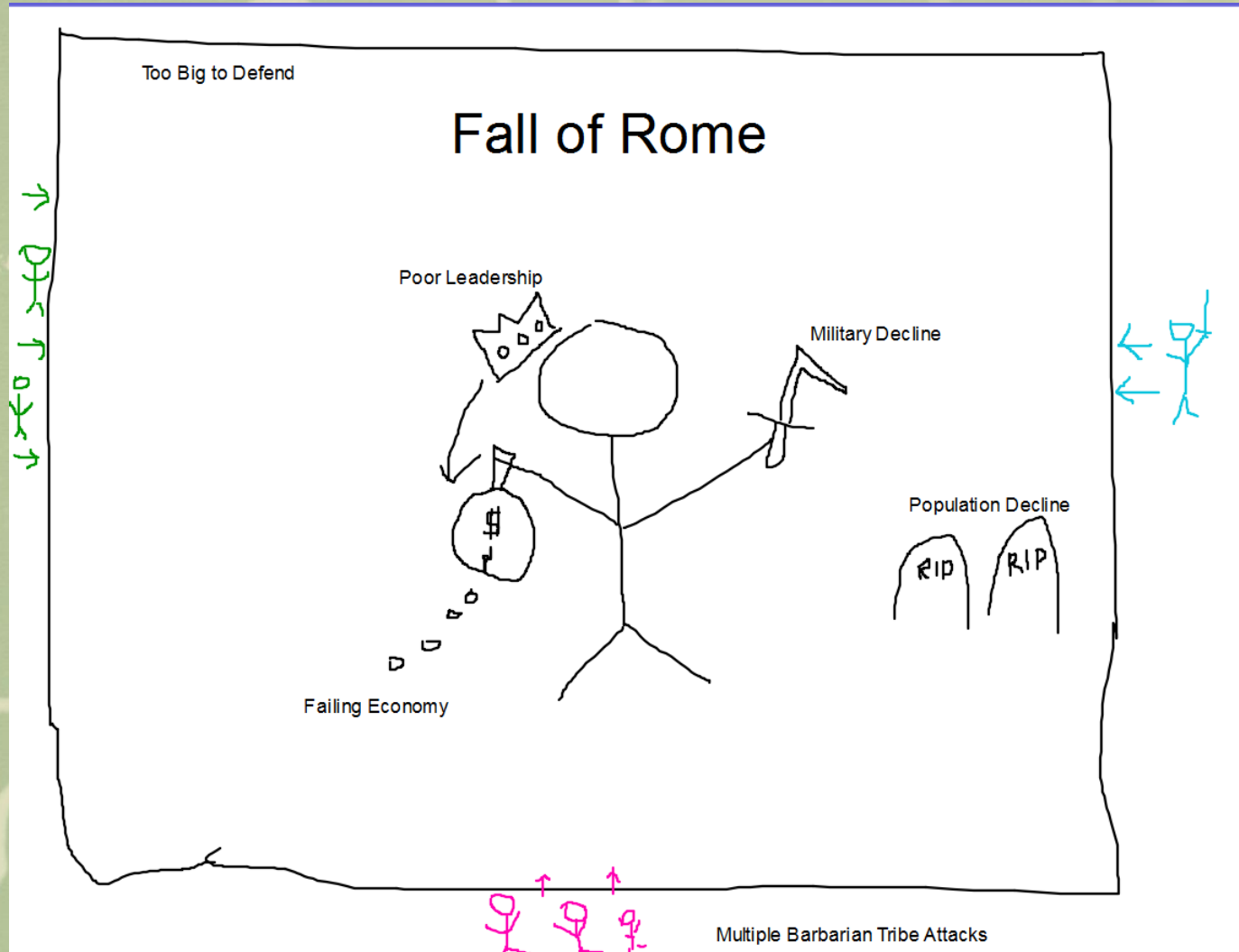
# How to Start...

<http://www.youtube.com/watch?v=LQgg3e03EBQ>

(27 seconds)

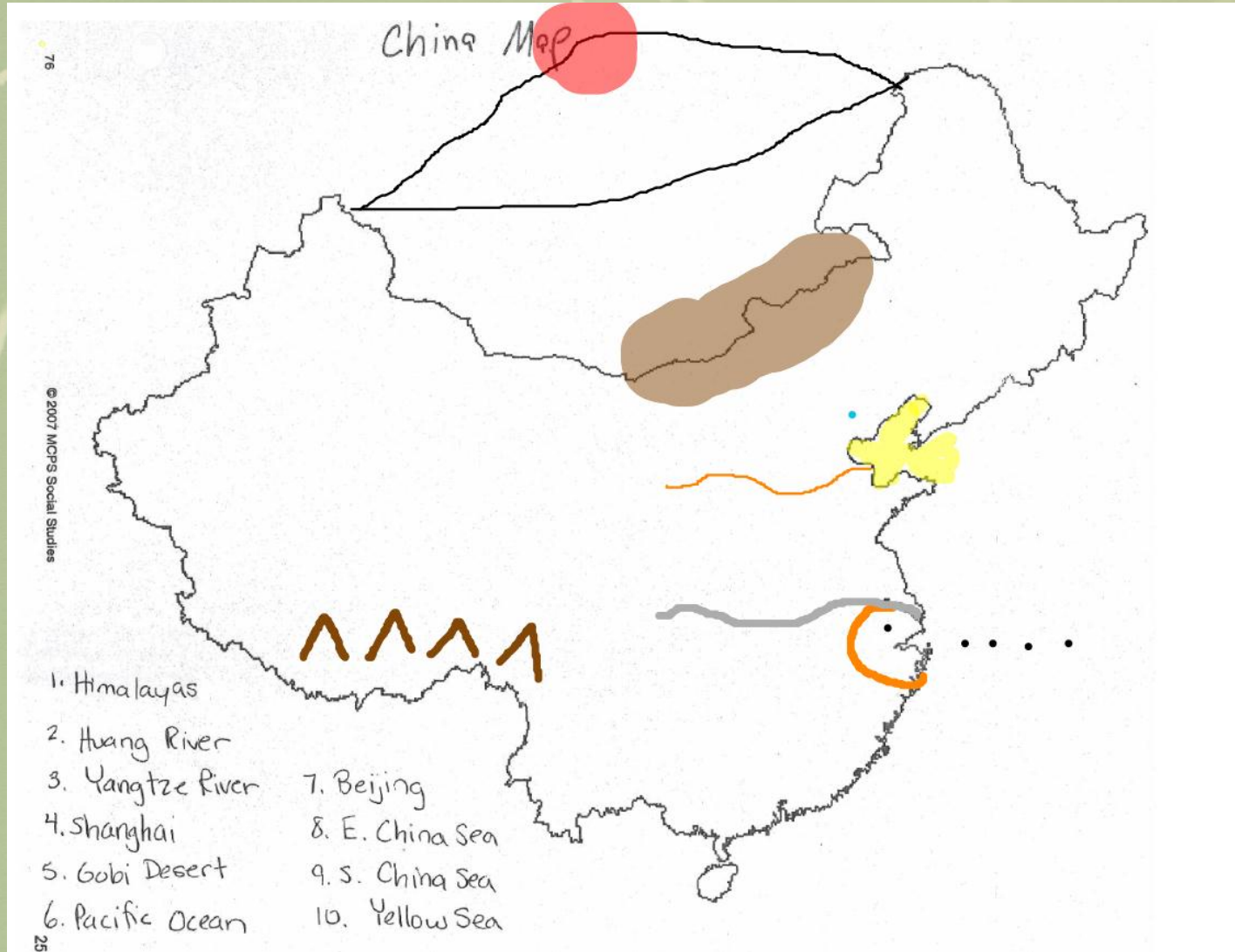


# Modeling Think Alouds

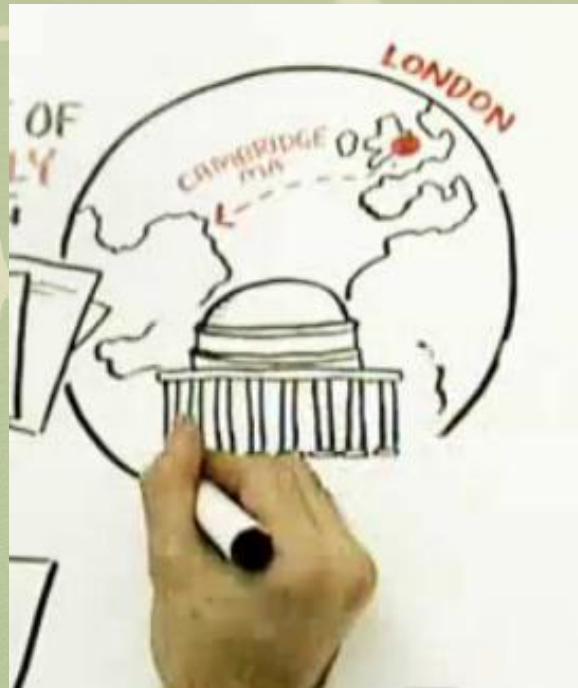




# Modeling Think Alouds



# Starting Small – Warm Ups

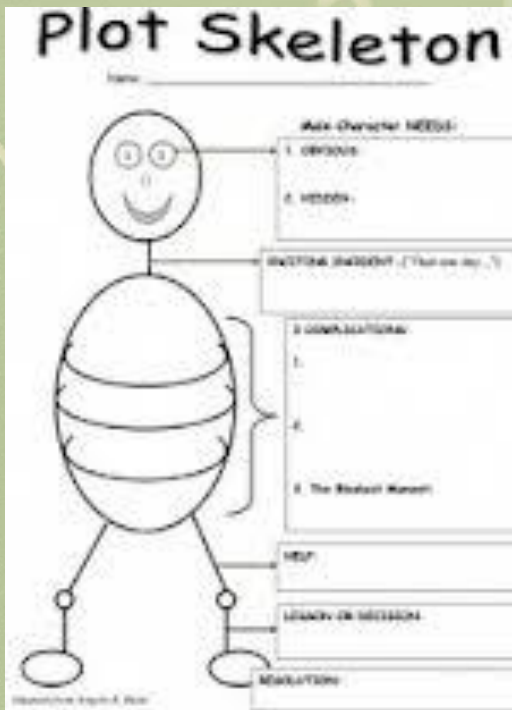
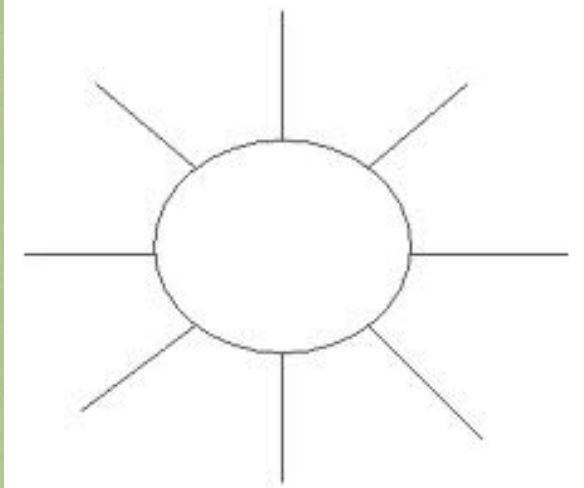


**(For Example: Tell students they can write- draw- or diagram a picture)**

# Providing Choice in Organizer

Give students a choices on the type of graphic organizer they use (provide them one or let them choose)

Enumeration (Description) Graphic Organizer



Analyzing Characters		
Character's Name	Example or Quote	What the example reveals about the character?
Character's name		
Character's appearance		
Character's thoughts		
What other characters say or feel about this character		
Character's actions		

Printing out - The School Stuff

# Give Choices for Notetaking

Name ELISSA

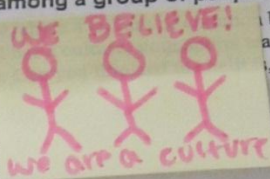
## Culture: How it Works

Culture is a system of shared beliefs, values, customs, and behaviors that members of a society use to understand and relate to the world around them.

### Principle #1 Culture is shared among a group of people.

All groups, no matter the size, have a culture. Your family has a culture, your school has a culture, and the people of the United States share a culture. What do you share with a particular group?

Often times, the cultures of different groups do not seem to be similar or overlap. For instance, if your sports team wears a certain color, that is a belief of that group as well as a common belief that many Americans share.

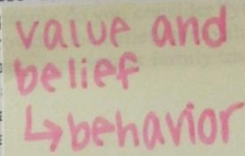


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### Principle #2 Culture helps us relate to the world and therefore affects everything.

Culture provides people with a set of "rules" to help them get along with others. For instance, culture influences what games we play as a child, how to date, whether or not to go to college, and how to respect parents. It is these "rules of culture" that make us "feel at home" or identify with a certain group. What groups do you belong to? "Feel at home?" Culture also provides a sense of identity. For instance, a person from a culture that values family might be more likely to stay in their home rather than pursue a different career path.



Since culture affects the world around us, it affects everything. For instance, in the United States, the economic, political, and social systems are all influenced by culture. Consequently, the American political system has laws that require companies to provide equal job opportunities for people of all backgrounds. American laws have also prohibited discrimination in public social settings such as restaurants and buses.

In the world, culture affects all parts of our lives. We are all affected by its culture. For instance, in the United States, we have an equal opportunity in life. In other countries, people may not have an equal opportunity in life.

### Principle #3 Culture is learned or inherited.

People learn or inherit their culture from the people around them, including family members, friends, teachers, and community leaders. People also learn from outside sources such as the media (Television, radio, and the Internet). What cultural values or beliefs have you observed in the media?



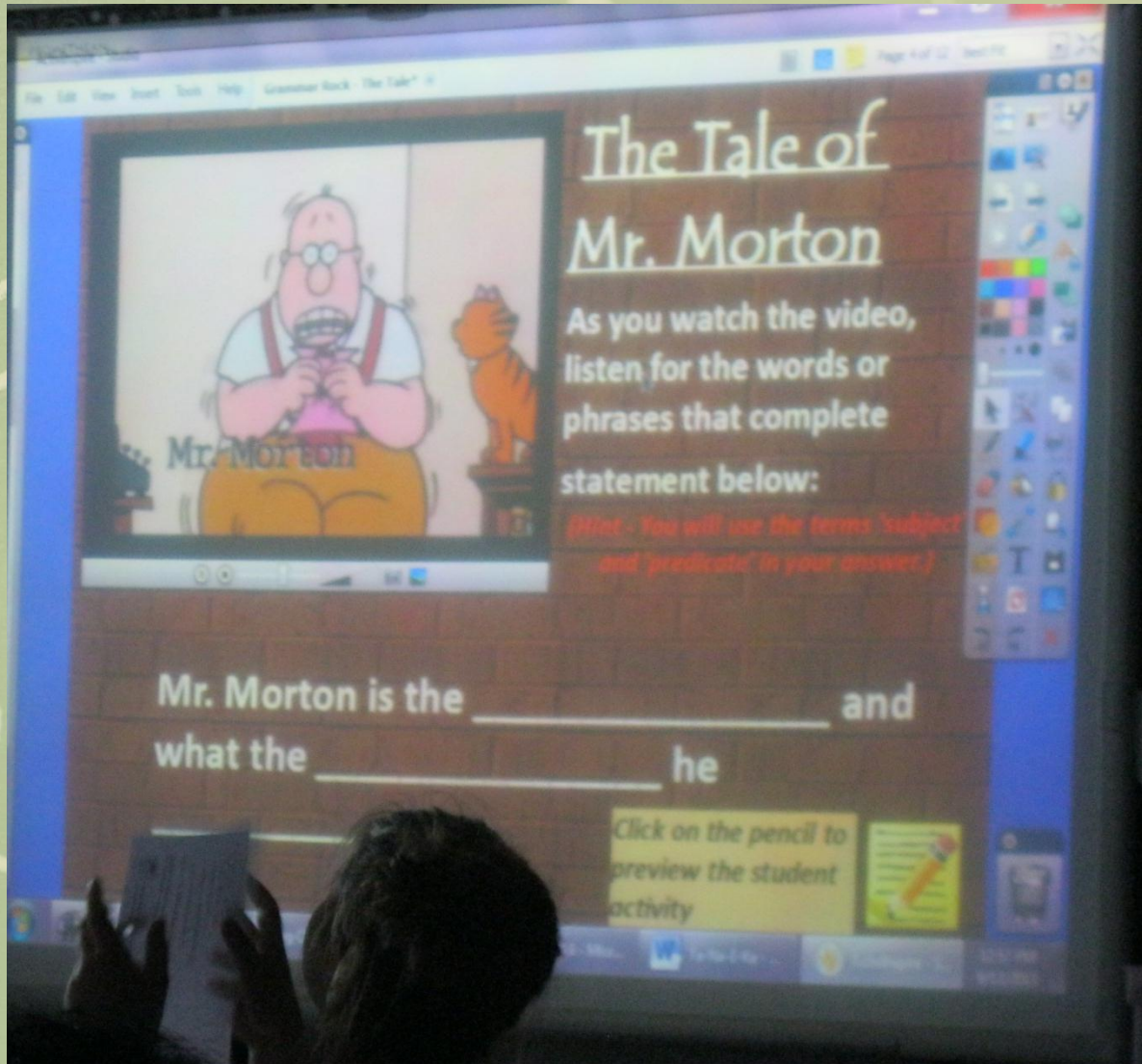
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# Provide Multiple Ways to Access



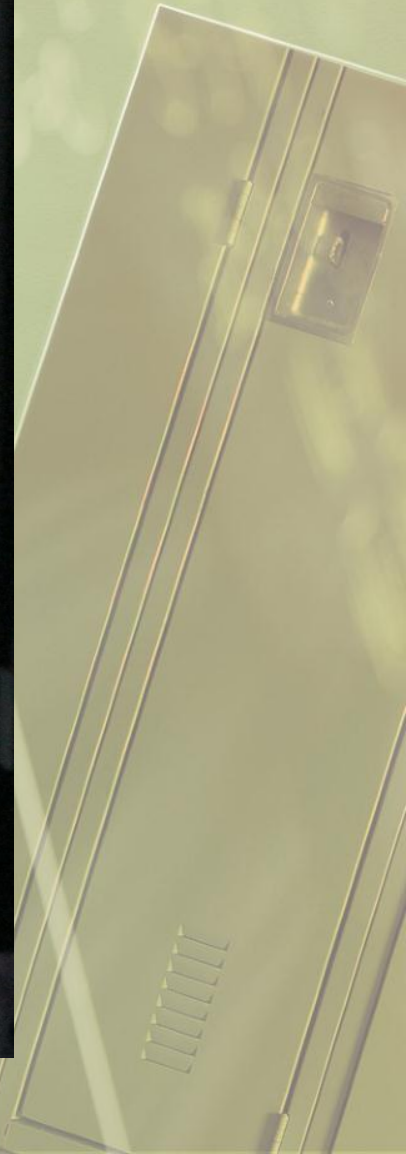
The Tale of Mr. Morton

As you watch the video, listen for the words or phrases that complete statement below:

*(Hint - You will use the terms 'subject' and 'predicate' in your answer.)*

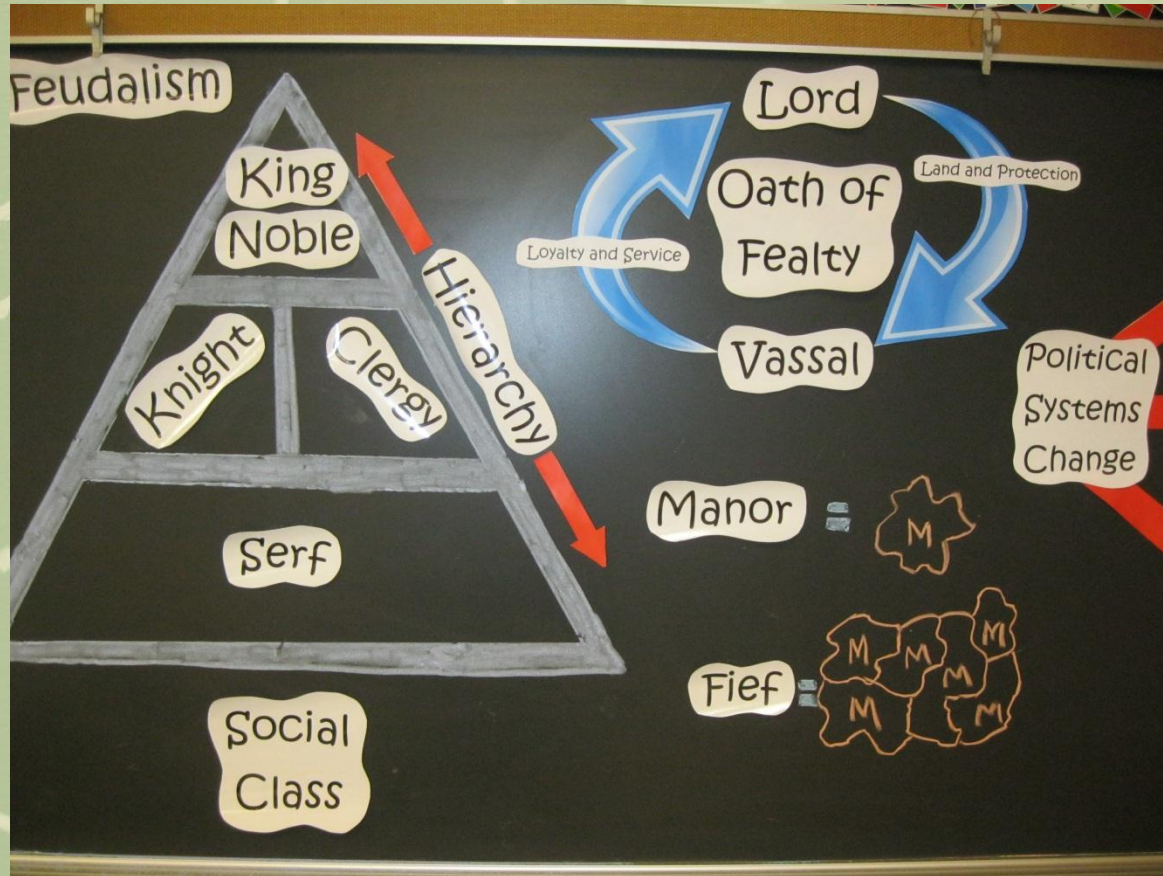
Mr. Morton is the \_\_\_\_\_ and what the \_\_\_\_\_ he

Click on the pencil to preview the student activity





# Provide Multiple Ways to Access



# Providing Choice: Accessing

When learning or reviewing a concept give students a choice of stations





# Providing Choice: Accessing

Give students a choice of roles

Discussion Director

Word Wizard

Passage Picker

Summarizer

Trivia Tracker

Artful Artist

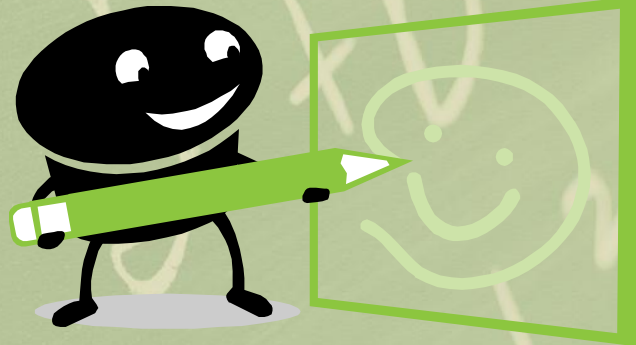
Investigator

Connector



# Providing Choice: Demonstrating

To review concepts as a class activity— have play dough, white boards on the desk.  
Allow students to choose sculpt, draw, or write their answer.



# Provide Choices: Demonstration

## The Call of the Wild

Anticipation Assignments: The Choice is Yours

**Directions:** Select any one of the assignments below. For each activity, there is an option to draw your ideas rather than write them in a short paragraph or chart. You may also get pictures from Word or from Google. Whichever task you choose, create it on a 8 ½ x 11 inch sheet of paper (the size of this one). **Remember to be neat.**

Do not spend more than 20 minutes on it; this is a low stress assignment.



### The Effect of Setting

Write about a time when cold or severe weather of any kind made an impact on you or on other people you know. Where and when did this occur? What was the weather like, and how did it affect you?

**Option:** Draw a picture of this setting and label it.

### Survival

What do you believe are the most important qualities a person needs in order to survive in today's world? Make a simple chart like this:

Quality	Why it's Important

**Option:** Draw or get pictures from the Internet.

### If You Were an Animal...

Write a paragraph from the point of view of a dog or other animal of your choosing. Offer thoughts about the humans in your life and what you think of how they treat you.

**Option:** Create a cartoon panel and use a thought bubble to express the animal's ideas.

### In the Yukon

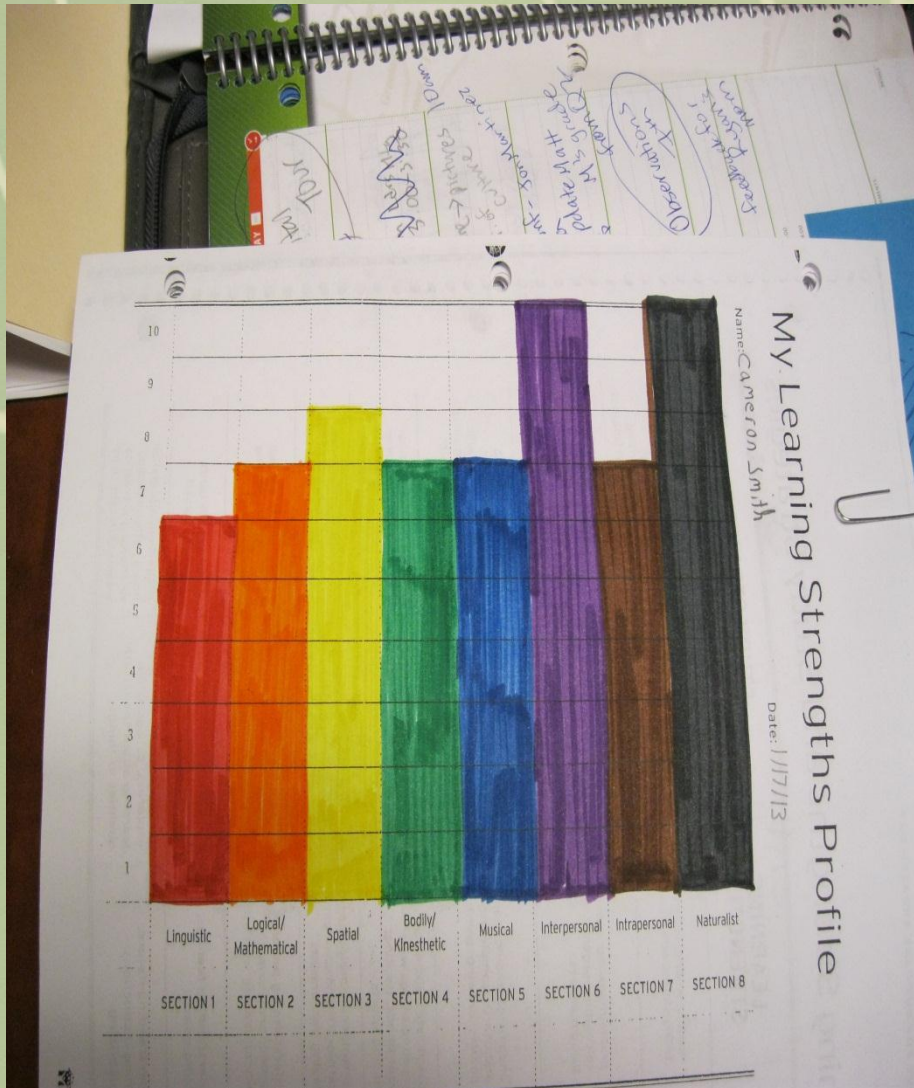
Pretend it is November, and you are going on a several-day hike and camping trip through the Yukon.\* What five things would you most definitely take with you? Explain why you would take each item with you. Write a paragraph **or** make a chart like the one above.

**Option:** Draw and label each item. Indicate why each item is important to take with you.

# Lesson Example



# Getting Kids Started: Be Explicit- Metacognition Practices



A BLUEPRINT FOR SUCCESS SUPPLEMENT

## Resource

### Learning Strengths and Study Strategies

	LEARNING STRENGTHS	STUDY STRATEGIES	
		ENGAGE	EXPRESS
LINGUISTIC	reading; writing; talking; telling stories; editing; spelling	hearing and reading words; talking through a problem	reading aloud; talking about what you're studying; summarizing (writing and/or verbalizing)
LOGICAL/MATHEMATICAL	problem-solving; reasoning; calculating; organizing; using numbers	breaking down a problem and analyzing it; finding relationships and patterns	organizing information into a pattern; finding relationships; using graphic organizers; creating study guides (tables, charts, timelines)
SPATIAL	imagining; reading maps and charts; completing puzzles; drawing; painting	looking at maps, charts, pictures, and timelines; imagining what's happening	creating or drawing pictures, maps, and diagrams; using graphic organizers; creating visual study guides (webs or graphs)
BODILY/KINESTHETIC	balancing; building or creating things with your hands; dancing; playing sports	learning by doing; moving and touching objects; acting out	taking notes; rewriting notes; building models; acting; creating theatrical performances; role playing
MUSICAL	remembering melodies; learning rhythms; singing; playing instruments	using patterns, rhythms, and melodies; actively listening in lectures	creating songs or tunes; tapping out rhythms while memorizing
	understanding people; organizing; with others	working in groups; interviewing; relating and comparing information with others	studying with a group or partner; explaining aloud to a peer
		alone; reflecting;	creating note cards; quizzing yourself

Blast by. Affect  
 Body by Milk.  
 Before I hit the  
 field, I know  
 milk's gonna help  
 the protein  
 in milk helps  
 build muscle and  
 build's essential  
 for me when  
 I'm being  
 strong, active,  
 eating right, and  
 getting those  
 protein's that'll  
 help me be  
 the best I can be.  
 Stand up for the  
 milk and try it.  
**got milk?**  
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 into Bliss and Beyond

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LEADER Fashion Fair American



# Culture is Learned or Inherited

## **Culture: *How it Works***

*Culture is a system of shared beliefs, values, customs, and behaviors that members of a society use to understand and relate to the world around them.*

### **Principle #1 Culture is shared among a group of people.**

All groups, no matter the size, share a culture of common beliefs, customs, and behaviors. Your family has a culture, your school has a culture, your sports team shares a culture, and the people of the United States share a culture. Can you think of the beliefs, customs, and behaviors that you share with a particular group?

Often times, the cultures of different groups you may belong to are similar or overlap. For instance, if your sports team works very hard to always win, that is a belief of that group as well as a common belief that many Americans share.

### **Principle #2 Culture helps us relate to the world and therefore affects everything.**

Culture provides people with a set of “rules” to help them get along with others. For instance, culture influences what games we play as a child, how to date, whether or not to go to college, and how to respect parents. It is these “rules of culture” that make us “feel at home” or identify with a certain group. What groups of people do you consider “your own?” Why do those groups make you “feel at home?” Culture also provides the beliefs and values needed for making decisions. For instance, a person from a culture which values family traditions, might continue a family business rather than pursue a different career.

Since culture affects the way people see and behave in the world, culture affects all parts of society. The economic, political, and social parts of a society are affected by its culture. For instance, most Americans believe that all people should have an equal opportunity in life. Consequently, the American political system has laws that require companies to provide equal job opportunities for people of all backgrounds. American laws have also prohibited discrimination in

# Who is left out? And Why?





# Give Choices for Notetaking

Name ELISSA

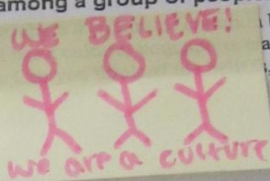
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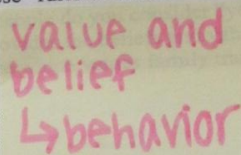


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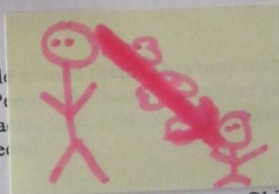
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the world, culture affects all parts of our lives. For instance, in a culture that values family, people are affected by its culture. For example, in a culture that values family, people might continue a family business. In a culture that values freedom, people might be more likely to start their own business. In a culture that values respect, people might be more likely to follow the rules. In a culture that values honesty, people might be more likely to tell the truth. In a culture that values hard work, people might be more likely to work hard. In a culture that values education, people might be more likely to go to school. In a culture that values community, people might be more likely to help others. In a culture that values tradition, people might be more likely to follow customs. In a culture that values innovation, people might be more likely to try new things. In a culture that values diversity, people might be more likely to accept differences. In a culture that values equality, people might be more likely to treat everyone the same. In a culture that values justice, people might be more likely to stand up for what is right. In a culture that values peace, people might be more likely to resolve conflicts peacefully. In a culture that values love, people might be more likely to care for others. In a culture that values hope, people might be more likely to believe in a better future. In a culture that values faith, people might be more likely to trust in something greater than themselves. In a culture that values courage, people might be more likely to face their fears. In a culture that values strength, people might be more likely to stand up for themselves. In a culture that values wisdom, people might be more likely to listen to advice. In a culture that values knowledge, people might be more likely to learn. In a culture that values skill, people might be more likely to practice. In a culture that values talent, people might be more likely to use their gifts. In a culture that values passion, people might be more likely to pursue their dreams. In a culture that values purpose, people might be more likely to find meaning in their lives. In a culture that values joy, people might be more likely to have fun. In a culture that values happiness, people might be more likely to smile. In a culture that values love, people might be more likely to care for others. In a culture that values hope, people might be more likely to believe in a better future. In a culture that values faith, people might be more likely to trust in something greater than themselves. In a culture that values courage, people might be more likely to face their fears. In a culture that values strength, people might be more likely to stand up for themselves. In a culture that values wisdom, people might be more likely to listen to advice. In a culture that values knowledge, people might be more likely to learn. In a culture that values skill, people might be more likely to practice. In a culture that values talent, people might be more likely to use their gifts. In a culture that values passion, people might be more likely to pursue their dreams. In a culture that values purpose, people might be more likely to find meaning in their lives. In a culture that values joy, people might be more likely to have fun. In a culture that values happiness, people might be more likely to smile. In a culture that values love, people might be more likely to care for others.

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1. Musical: Write a song that explains the culture principles
2. Linguistic: Write a poem, nursery rhyme, story
3. Kinesthetic: Use Legos or playdough to build an explanation – or create a skit or dance or sign language to represent each piece.
4. Logical: create a series of formulas that symbolically represent & explain the culture principles
5. Spatial: Create logo, comic, or series of visuals that help you to remember.

## **Choices for Creating a Way to Remember and Explain the Principles of Culture**



Principles

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 around them. This may include family  
 newspapers, magazines). What  
 laws have also prohibited discrimination in  
 have an equal opportunity in life.  
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 or not to go to college, and  
 whether at home, or identity with a  
 might continue a family business.

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**Culture:**

Culture is a system of shared beliefs, values, customs, and behaviors that relate to the world around them.

**How it Works**

Date 4/9/13  
 Period 3

Name Lane Nicholas

**How it Works**

understand and relate to the world around them.

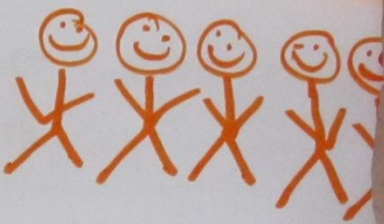
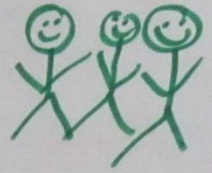
Date 4/9/13

Period 3





Principle 1 } culture is shared with



Culture is a group of  
Principle 1  
Culture is shared and  
unseen.



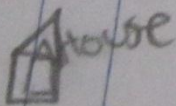
Principle 1



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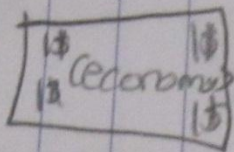
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- customs
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- customs
- behaviors



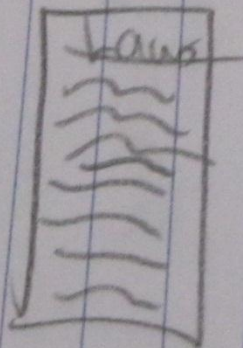
Culture comes from everywhere

P.2.



- A dollar bill comes from culture

"Equal living"

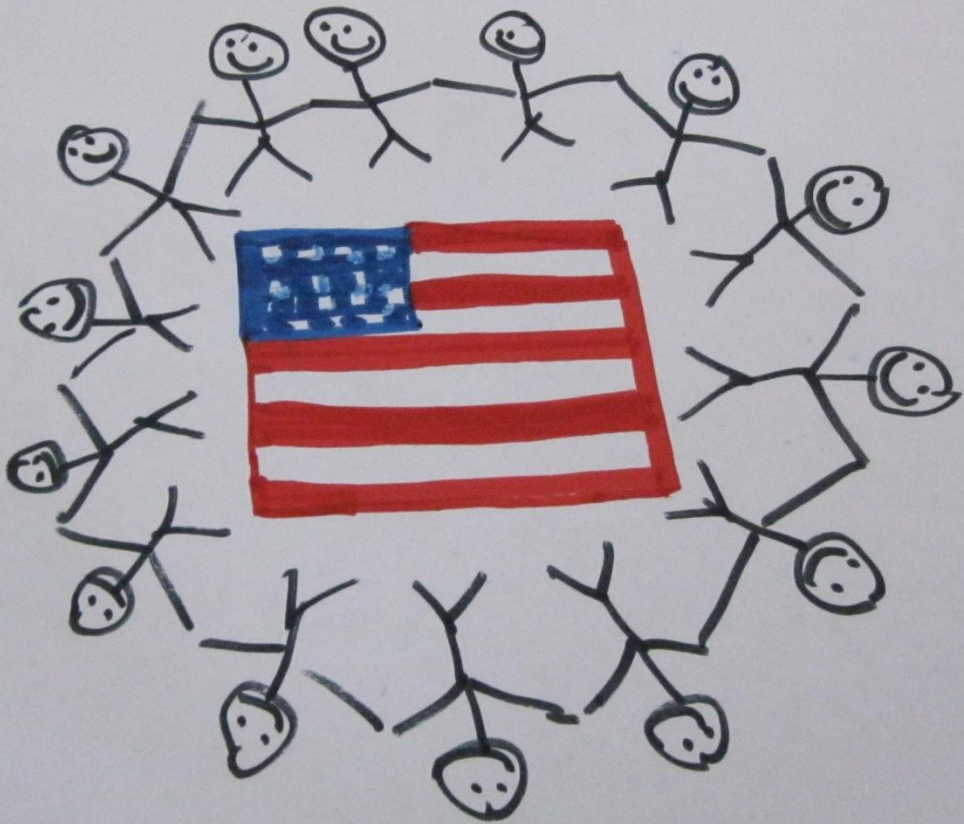


P.3.

Culture

- Family members
- friends
- teachers
- Community leaders

- TV
- radio
- film
- newspaper
- magazines
- (media)



8/19  
8/20  
8/21  
8/22  
8/23  
8/24  
8/25  
8/26  
8/27  
8/28  
8/29  
8/30  
8/31

Name \_\_\_\_\_ Date 4/19/15

**Principle #7**  
Culture is a system of shared beliefs, values, customs, and behaviors that distinguishes a group of people from another.

**Culture: Four R Works**  
Culture is shared among members of a society, use to understand and...

Open times, structure...  
share with a particular...  
All groups...  
members of a society, use to understand and...





# Be explicit about providing choices

STUDENTS HAVE MANY CHOICES IN LEARNING

ALWAYS ~

PROJECTS

- Write online
- Inspiration
- Images
- Word Processor
- Live/recorded music
- Teacher/student notes
- Online resources
- Any other ideas?

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

- Power point
- Video
- Essay
- Voice notes
- Draw an image
- Create captions
- Check media file
- Imbed music
- Any other ideas?



For students to reflect on how they best learn they first have to be exposed to multiple learning formats and be given choices about how they learn and express their knowledge

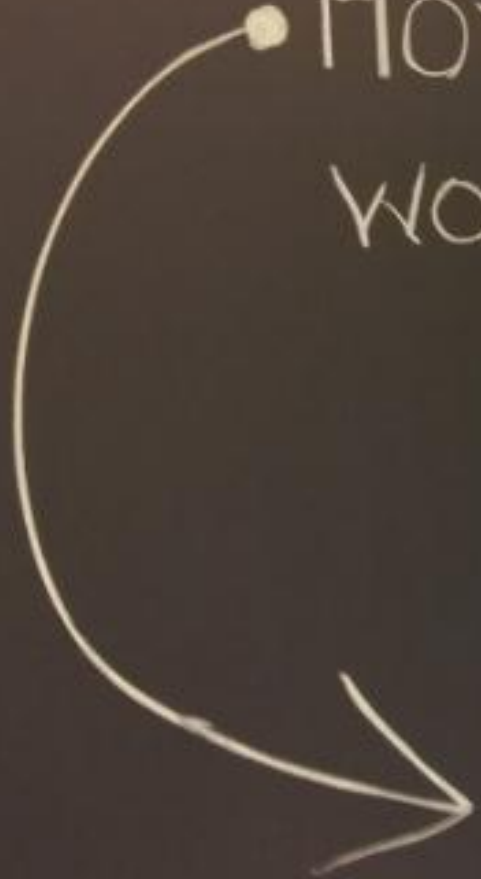


# Student Reflection is key

## How Do I Learn?

<p><b>What Method did I choose?</b></p>	<p><b>Would I choose this method again?</b></p>
<p><b>How did it work for me?</b></p>	<p><b>What will I change next time and why?</b></p>

• How did this choice work for you?



Reflection



How did this option work for you?



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# Why Do This?

**“I had a student who has a 504 and is very shy in class ask me if he could do a movie for his econ project. I was a little hesitant at first but I let him do it how he wanted and the results are amazing. I had no idea that this student was so outgoing and had such ability with computers.”**

# Planning to Different Types of Learning

- **Using Images and Choice – Different ways to access and demonstrate learning**
- **PS: It's Not Always About Technology**
- **<http://www.youtube.com/watch?v=BlakZtDmMgo>**
- **Work Time with Some Demonstration**
  - Google Maps
  - Taxedgo & Wordle
  - Snipping Tool
  - Make Beliefs Comix
  - Padlet
  - Zoom.it
  - Thinglink
  - Kahoot
  - Inspiration
  - <http://www.mrwhitesworldstudies.com/unit-three.html>
  - Scholastic
  - Forces of Nature
  - Flocabulary

# Remember - There's No wrong way to eat a Reese

- <https://www.youtube.com/watch?v=HemmX3loHe8>

