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Dr. Shelley Moore

When the conditions are right, everyone can be successful

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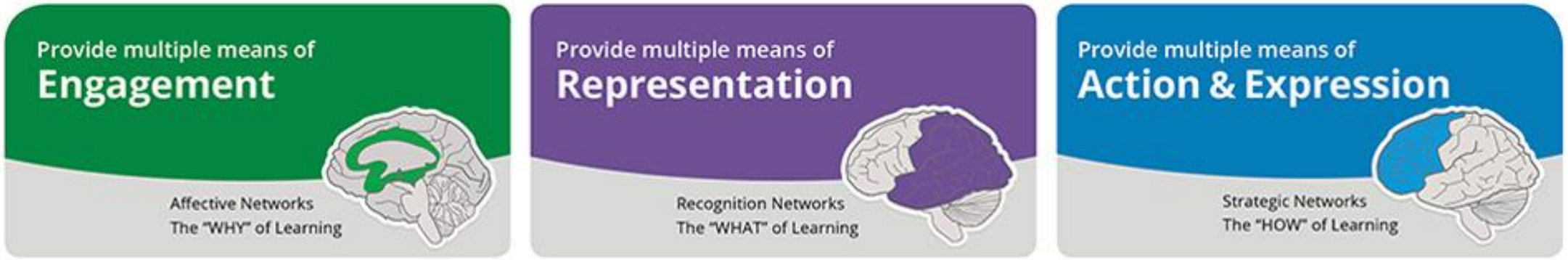
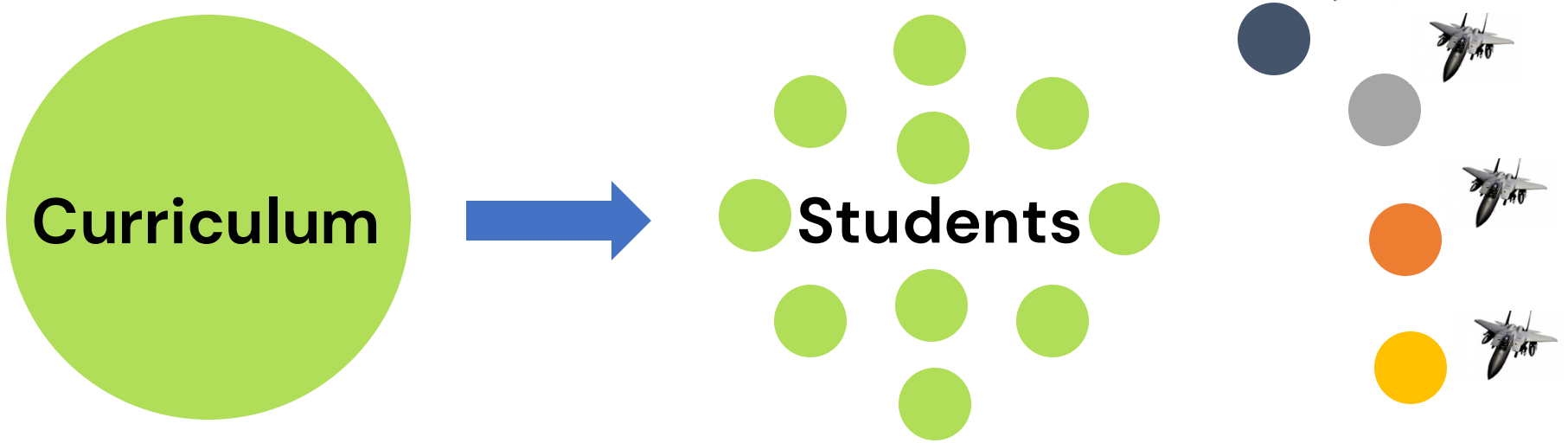
High Impact UDL strategies

Universal Design for Learning: The Ramp for Learning



FIRM Goals, FLEXIBLE means

WHAT & HOW WE WERE TAUGHT…



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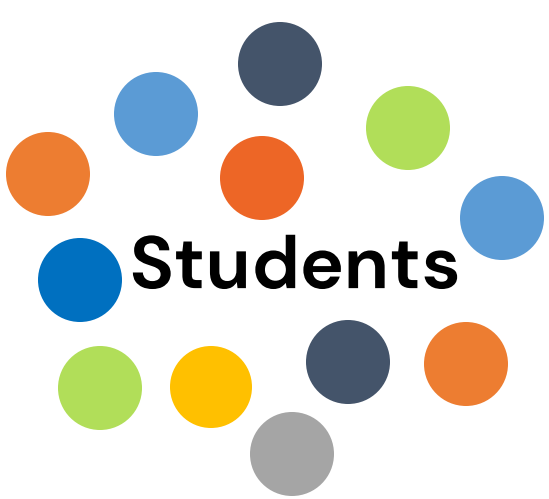
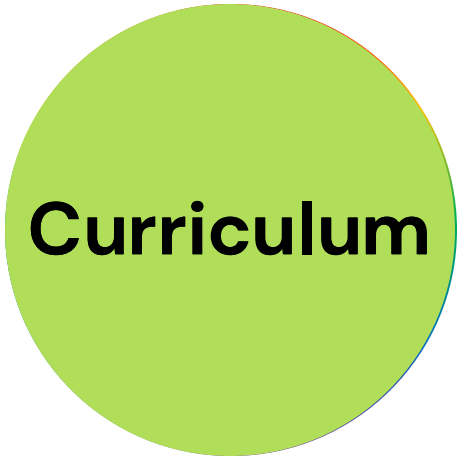
WHAT IF WE ANTICIPATED variability





INSTEAD OF homogeneity?

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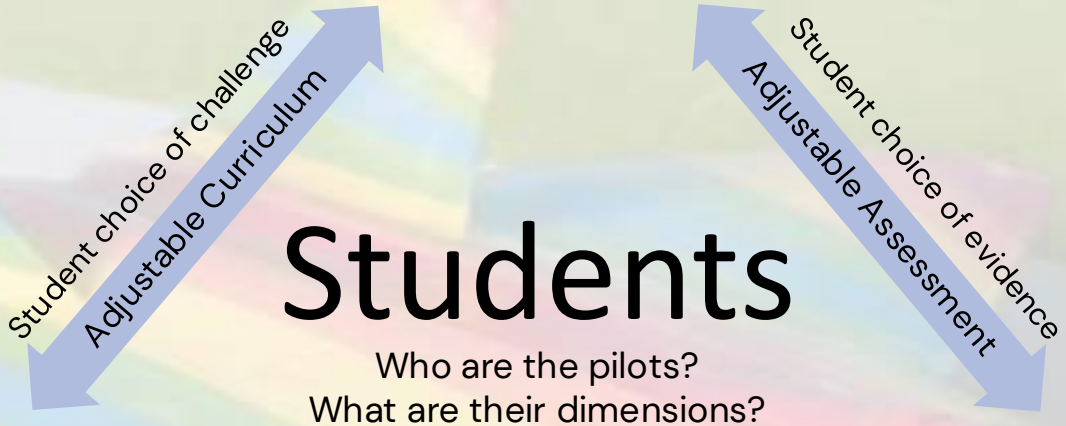
What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN



Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Adjustable Supports & Strategies

Student choice of tools and actions

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?

INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?
How do we know?

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Tumwater School District

Tumwater, Washington

Peter G Schmidt Elementary School

Grade 5 - Science

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the pilots?
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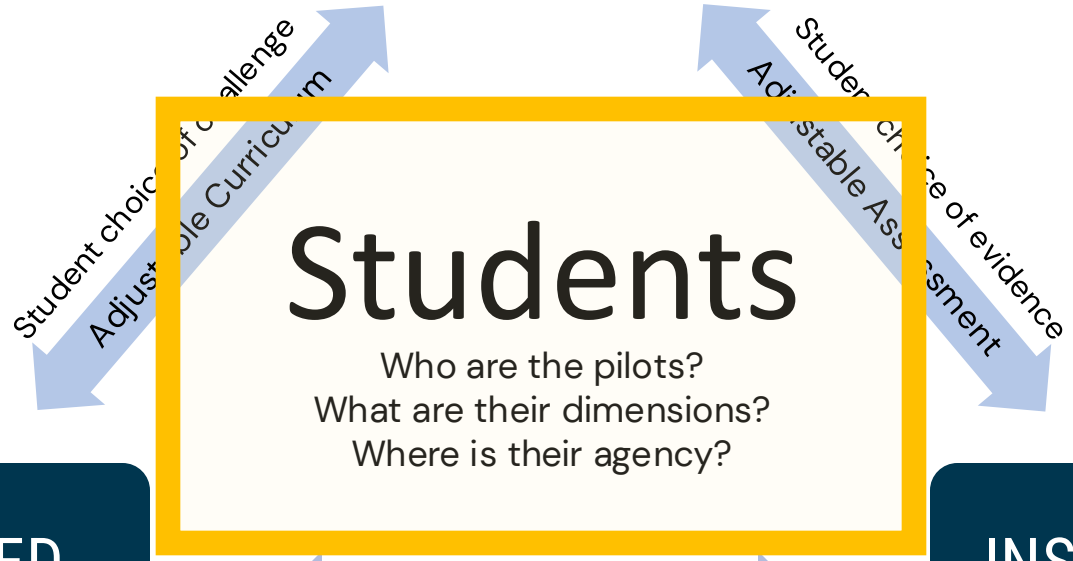

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Getting to know and making decisions to support students

Strategies:

- The Class Review
- Needs Based Reflection
- Needs Based Support Plan

Class Review: Gr 4/5	School Team: PJS Elementary	Date: Feb 2024

Class Dimensions

Class Identities:	Class Interests:	Classroom Strengths:	Classroom Stretches:
Families – half are in split families 2 families navigating cancer, 1 parent in rehab Grade – 4/5 combined Cultures: Kenyan, Caucasian, Japanese, Ethiopia, Hispanic, Pacific Islander, Religion: Christian, Language: English	Competition, trivia, puzzles, word games, brain teasers, riddles, working with friends, choice, being creative, stories and read aloud, art, service, kindergarten buddies	Creating, social, healthy competition, fair, protective, aware, helping others, working with others, leadership, being aware of others, allowing others to lead, socially awareness & responsible, understanding, strong academically overall (gr 4), reading, motivated intrinsically	Waiting, their turn, not always getting your way/ what you want, being aware that what is "easy" is not easy for everyone, being aware of diverse abilities, empathy and mindful of how what we say affects others, stamina, justifying their learning, deep thinking and sharing of their learning, too comfortable sometimes

Targeted Class Needs

Need: Anxiety/ Emotional Regulation	Need: Engagement/ Motivation	Need: Trauma/ Family Needs	Need: Literacy
GA, LB, JA, ES, KR, GS	**LB, JA, ES, NS**	**GA, LB, JA, ES, JK, LE**	**GA, MA, KR, TP, AB**

Collaborative Team Questions

E: How to support literacy needs? How do we make sure they are ready for middle school?
S: How do we teach them to manage their needs (anxiety etc.) so they are ready for middle school and have to navigate such a different context?
C: How to support students who are not participating and often not attending? How to engage and motivate without pushing too hard?

Collaborative Team Decisions:

What works well for this class?
- Natural consequences, honesty & fairness, competition, roles & responsibilities as students, conversations

What do we still want to try?

Strategies to increase self advocacy

UDL Strategies to reduce barriers to engagement
- Make learning relevant to students' lives
- Scaffolding learning (access to challenge)

UDL Strategies to reduce barriers to representation
- Highlighting patterns in language systems
- Using multi-media
- Focus on building prior knowledge
- Include processing tasks in lesson design

UDL Strategies to reduce barriers to Expression
- Guiding students through self assessment and goal setting
- Model the use of supports and strategies

The Class Review Process

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for **Welcoming Interests & Identities** (7) • Optimize choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Nurture joy and play (7.3) • Address biases, threats, and distractions (7.4)	Design Options for **Perception** (1) • Support opportunities to customize the display of information (1.1) • Support multiple ways to perceive information (1.2) • Represent a diversity of perspectives and identities in authentic ways (1.3)	Design Options for **Interaction** (4) • Vary and honor the methods for response, navigation, and movement (4.1) • Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
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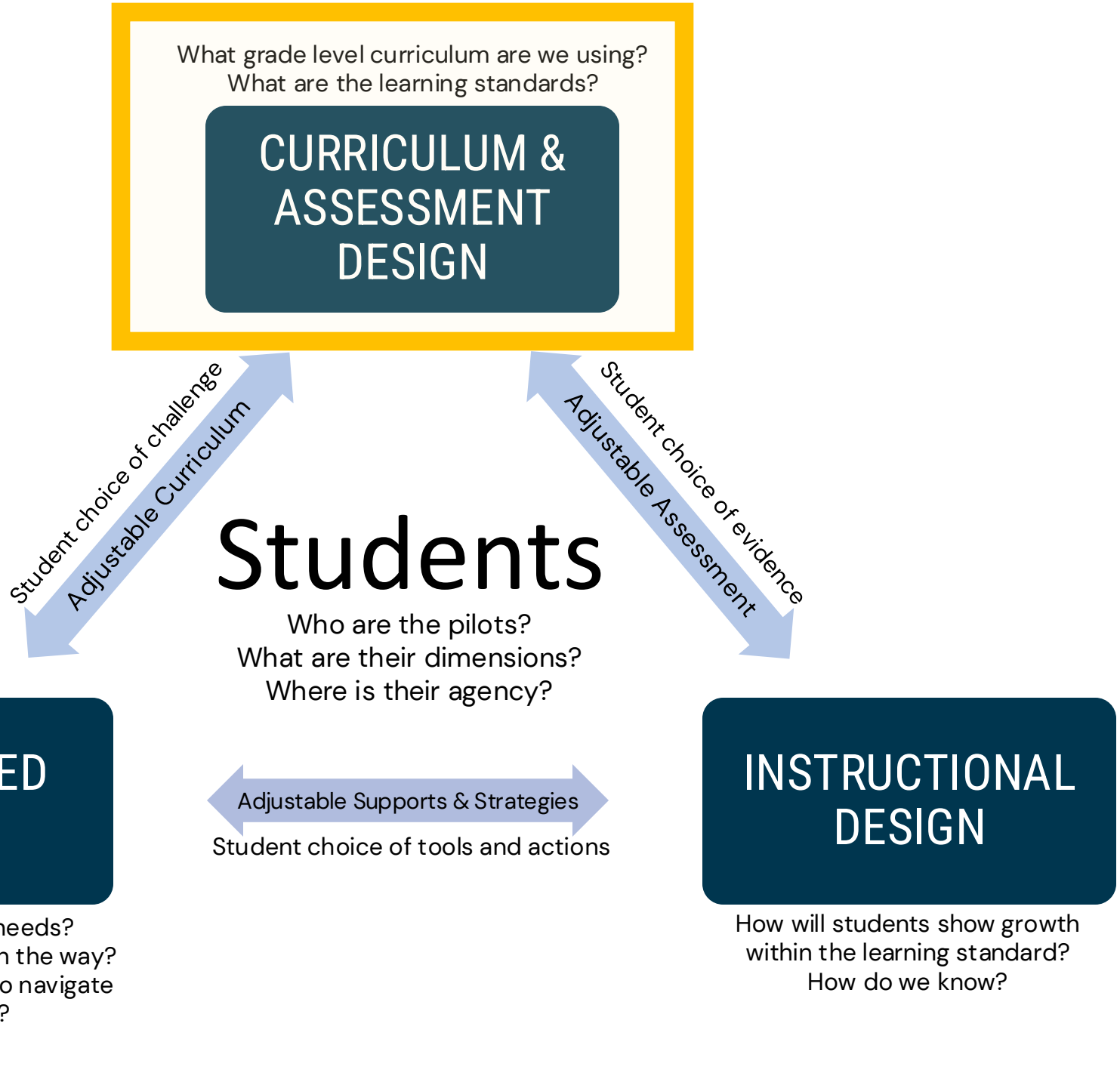

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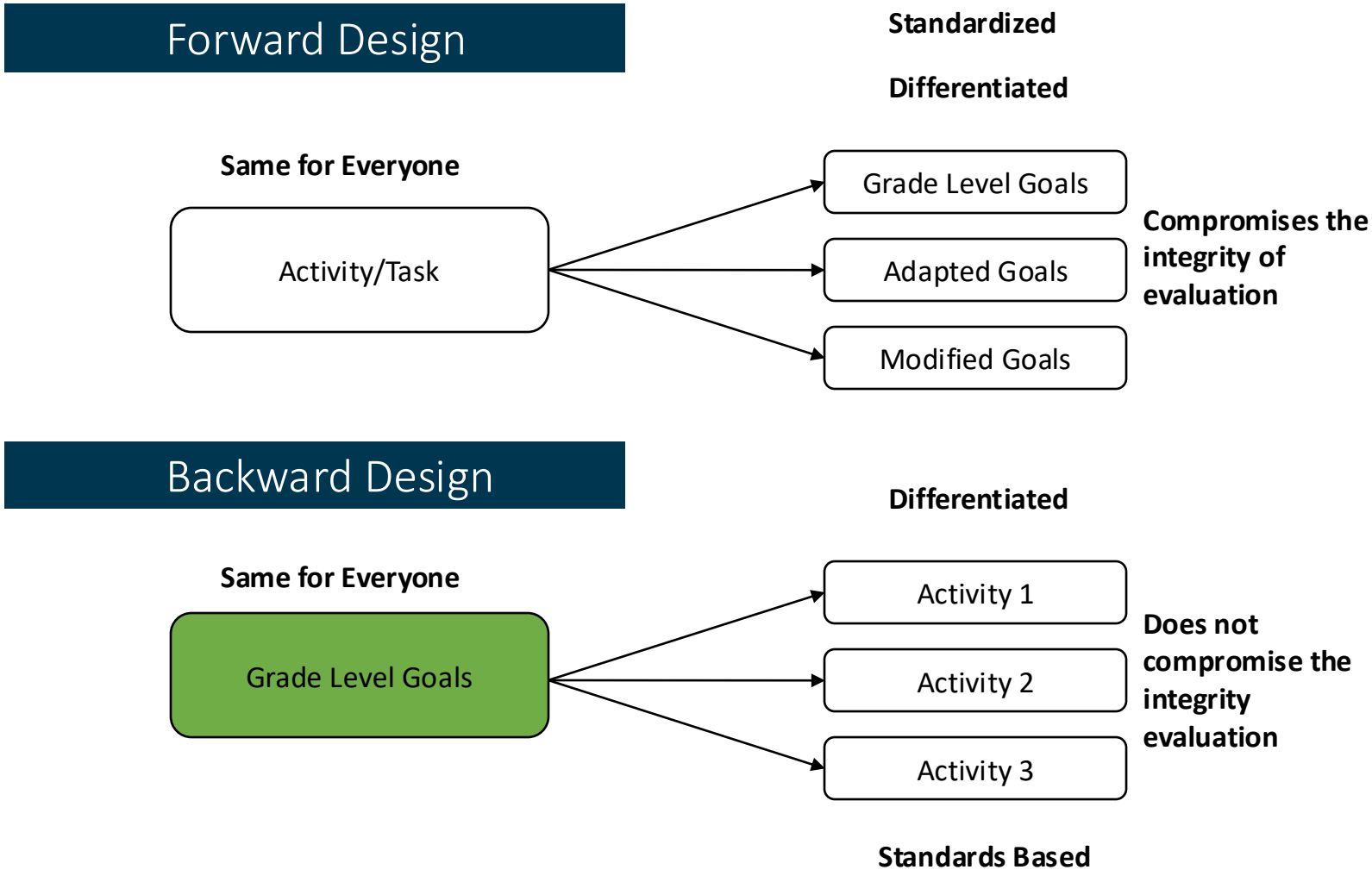
UBD: Determining the Learning Standard



McTigue, 2010

Backwards Design Planning

Grade:	Subject Area: Science	Strand/Topic:
Learning Standard:		Unit Guiding Question(s):
Key Vocabulary:		

Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Science and Engineering Practices		
Disciplinary Core Ideas		
Crosscutting Concepts		

Backwards Design Planning

Grade: 5	Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Learning Standard: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen		**Unit Guiding Question(s):** How can I use a model to help me understand that some matter is made up of particles that are too small to see?
Content Vocabulary: model, matter, particles, idea, bulk matter		**Skills Vocabulary: create, build, change, solve a problem, observe**
Learning Goals	**Curricular Language** **What do Students need to Know and Do?**	**Student Friendly Language**
Science and Engineering Practices (skills)	**Developing and Using Models** building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	• I can create and improve a model • I can use a model to show an idea • I can use a model to solve a problem
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Backwards Design

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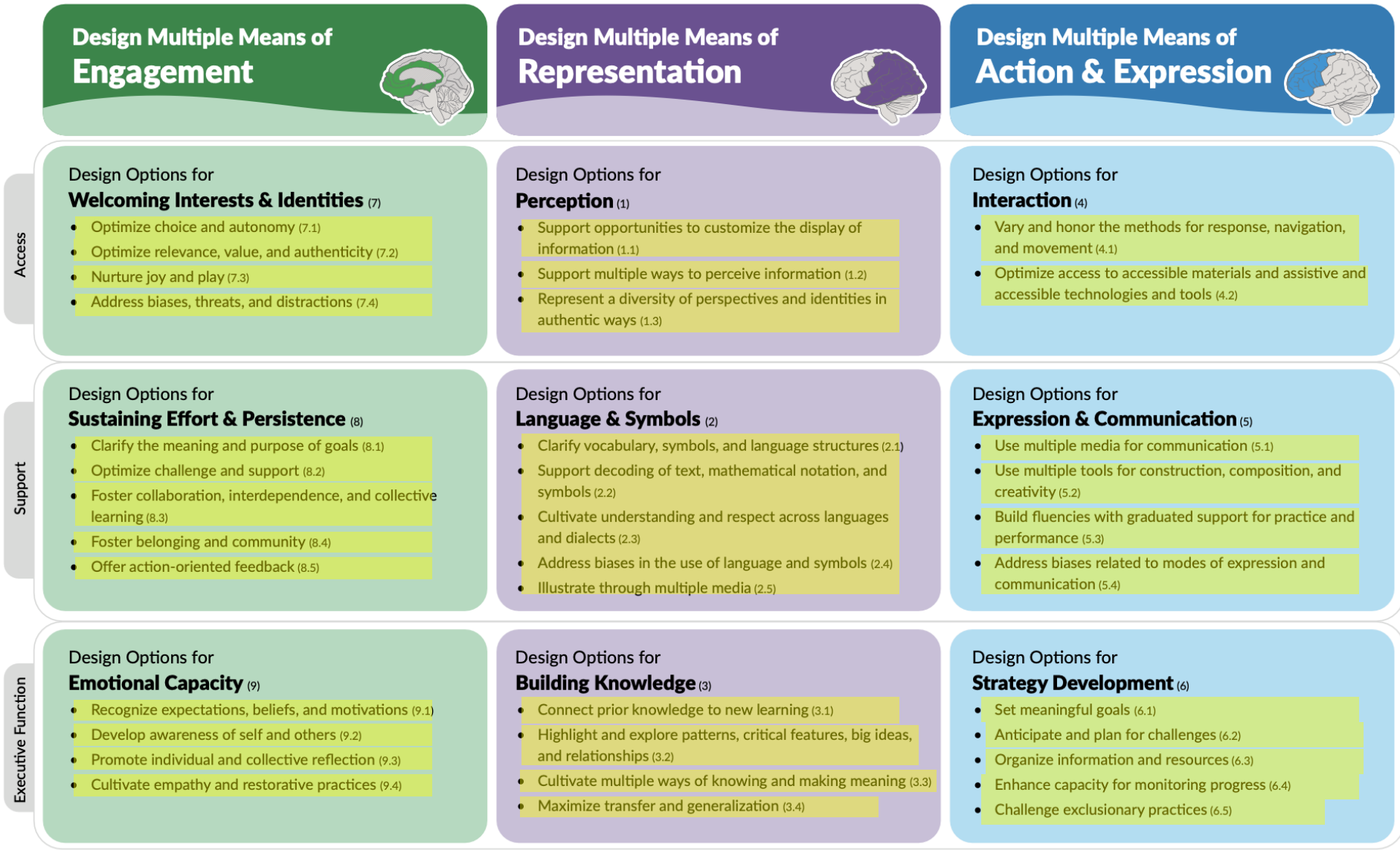

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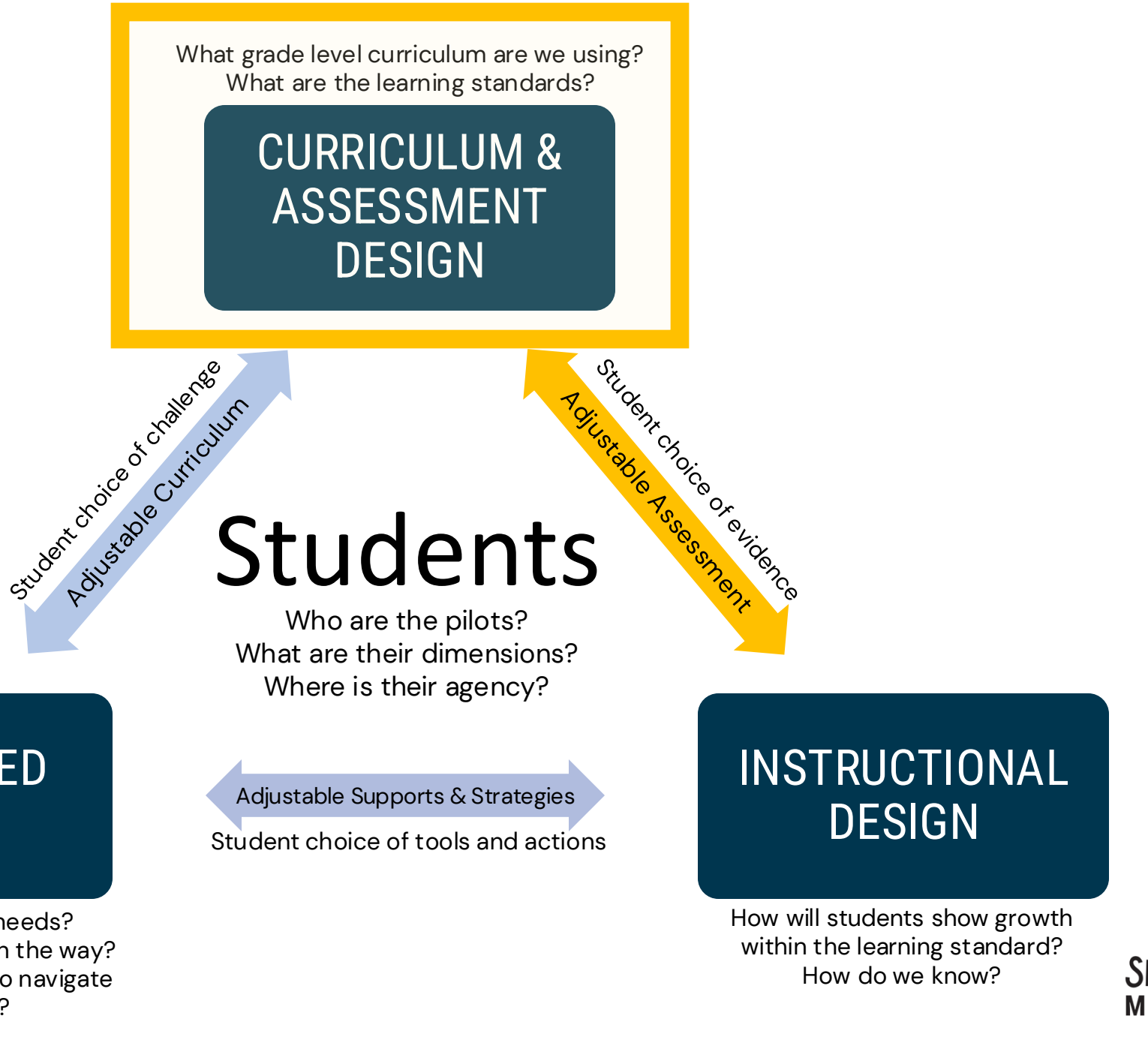

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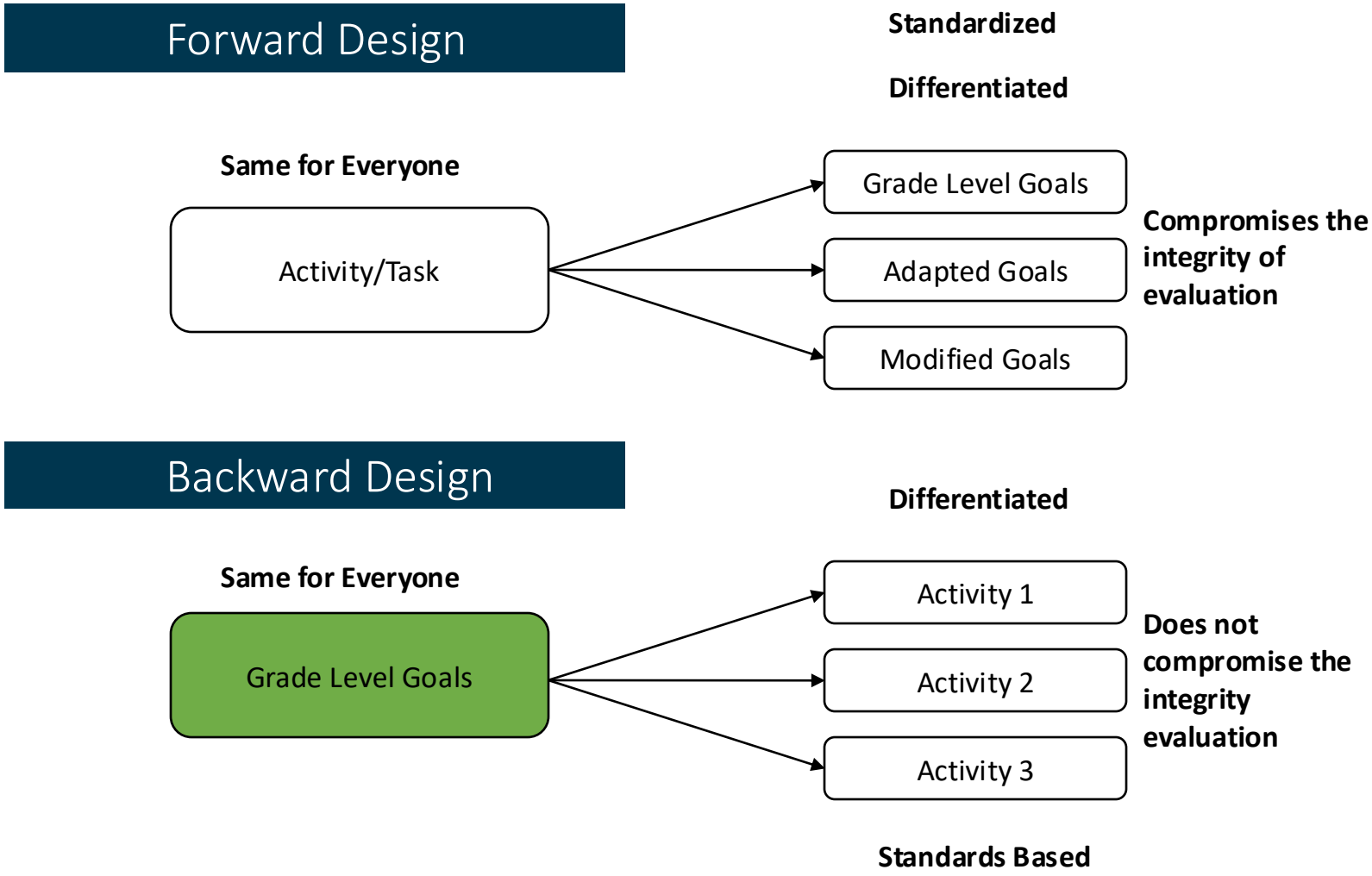

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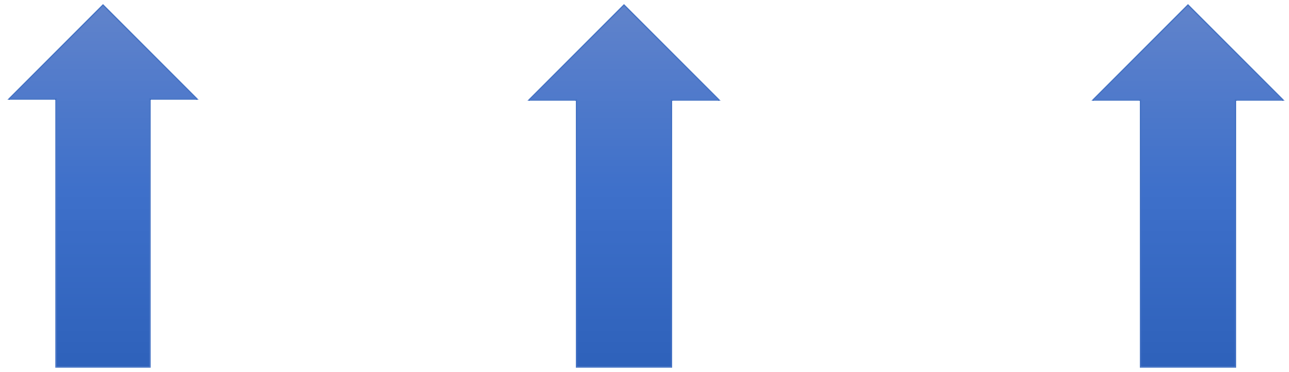
Learning Continuums

- Differentiated curriculum
- Shifts from “benchmark” to “window” of proficiency
- Same entry point for all/ Multiple exit points
- Start from access, add on challenge
- Different from a rubric

Rubrics vs. Learning Continuum

	deficit	deficit	Most complex description
Grade Level Learning Standard			



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON

The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH

Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT

Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

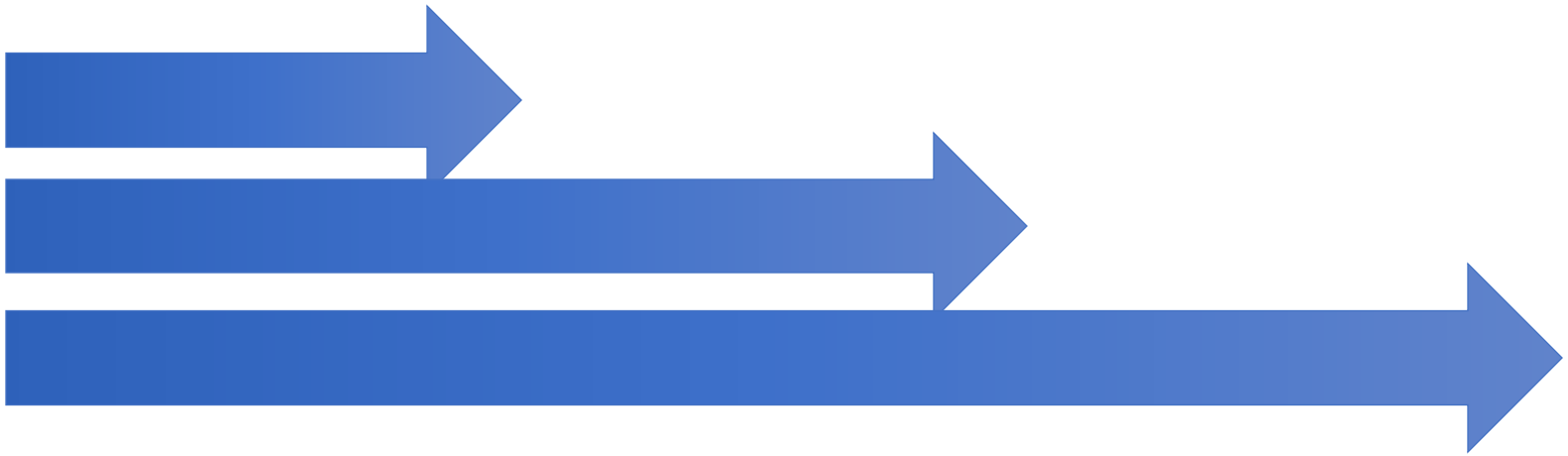
RIGHT ON!

Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

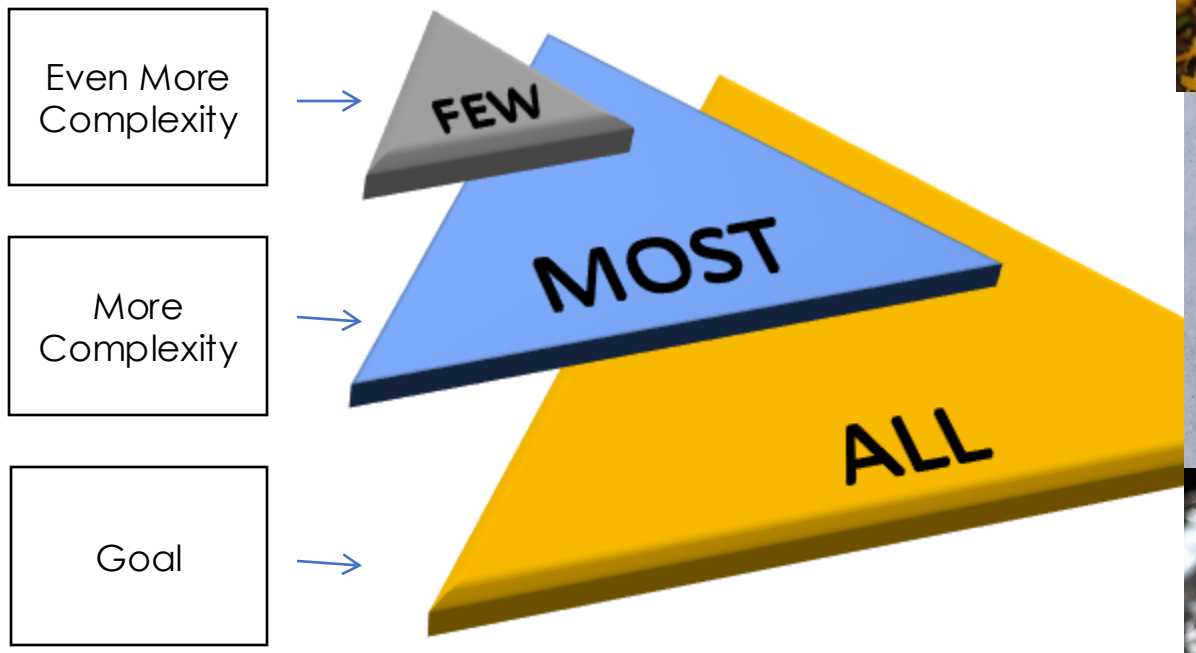
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

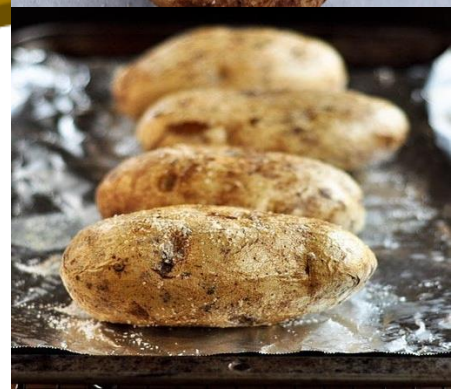
Rubrics vs. Learning Continuum

	Essential	More complex	More complex
Grade Level Learning Standard			



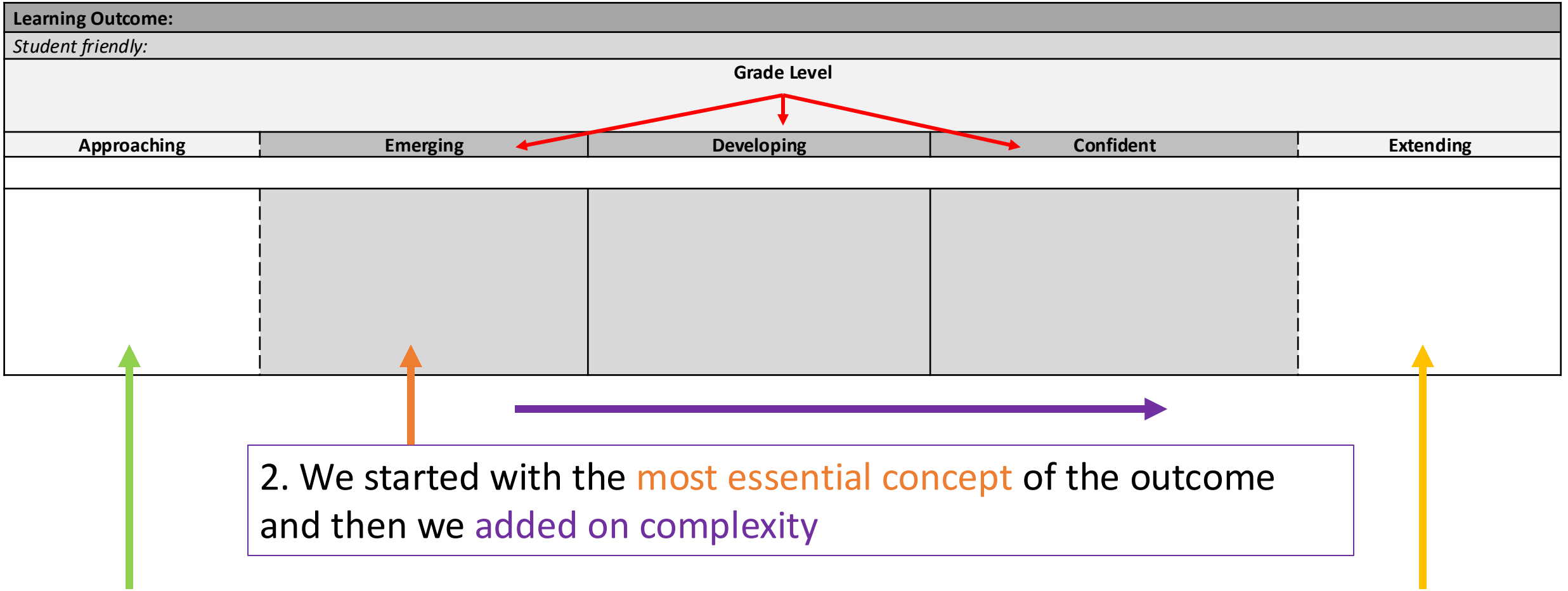
Planning Pyramid





Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a grade-level scaffold in *student friendly language*

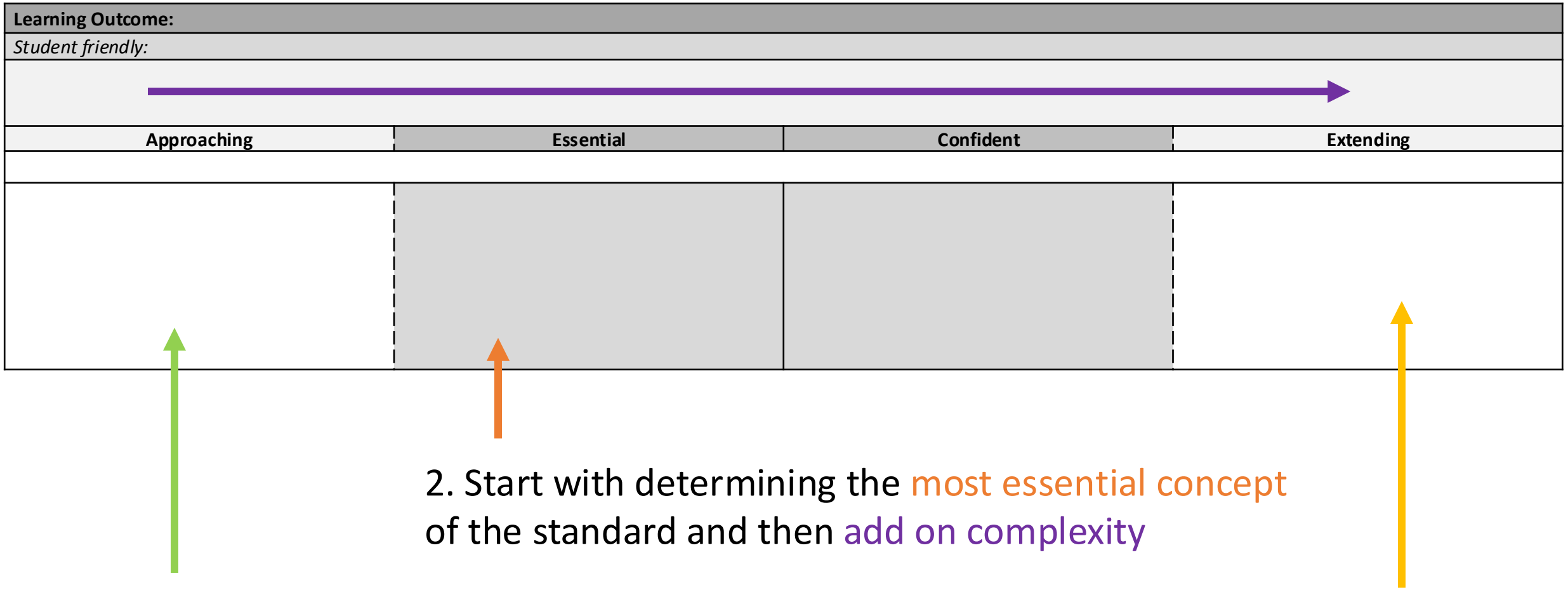


2. We started with the most essential concept of the outcome and then we added on complexity

3. We extended the grade level scaffold to include an access point and challenge point

Learning Continuums

1. Choose a Learning Standard and translate it into student friendly language



2. Start with determining the most essential concept of the standard and then add on complexity

3. Extend the grade level standard to include an access point and challenge point

Grade: 5	Subject Area: Science	Strand/Topic: Structure and Properties of Matter
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2. Start with determining the most essential concept of the standard and then add on complexity

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

3. Extend the grade level standard to include an access point and challenge point

The Class Review Process

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What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

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Adjustable Supports & Strategies

Student choice of tools and actions

INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?
How do we know?

Shelley Moore PH.D.

2023

Lesson in instructional resource

MATERIALS

Student

- 1 Science notebook*
- 1 Student Investigation Sheet 2A: *What Are the States of Matter?*
- 1 Pair of safety goggles*

Team of four students

- 1 Clear plastic container with lid, 24-oz
- 20 Marbles

Teacher

- 1 Student Investigation Sheet 2A: *What Are the States of Matter?* (Teacher's Version)
- 1 Balloon
- 1 Glass beaker (100 mL) filled with ice
- 1 Glass beaker (100 mL) filled two-thirds with water
- 3 Clear containers of different shapes, filled with equal volumes of water*
- 3 Clear plastic containers with lids, 24 oz
- 3 Colors of food coloring*
- 1 Graduated cylinder, 1,000 mL
- 1 Hot plate*
- 1 Modeling-clay lump (shape and size to resemble the small, rigid, solid object below)
- 1 Oven mitt*
- 1 Pair of safety goggles*
- 1 Resealable plastic bag, 1 gal*
- 1 Small, rigid, solid object* (e.g., a plastic toy car)
- 1 Thermometer
- Chart paper or whiteboard*
- Marbles
- Markers*

*These materials are needed but not supplied.

1. Distribute a copy of Student Investigation Sheet 2A: *What Are the States of Matter?* to each student. As a brief review, instruct students to complete the first two rows of the chart individually. Ask students to share their responses.

2. Conduct Demonstration #1 where all students can observe. During the demonstration, allow students to ask questions to refine their understanding of these three states of matter.

a. Solids: Display the toy car and the lump of modeling clay. Squeeze the lump of modeling clay to change its shape. Ask:

- What did you observe when I squeezed each solid object? *(The clay changed shape, but the car did not.)*
- Did the masses of these solid objects change? Did the volumes change? *(No, the mass and volume did not change. If students do not recognize this, you may wish to form the clay back into a ball, and measure the mass and volume of both the clay and the car in front of the class. Squeeze the clay again and remeasure to demonstrate there is no change in mass or volume.)*
- Recall from the previous lesson that all matter is made of tiny building blocks called particles. If the volume or mass did not change, do you think the number of particles making up each object changed when the objects were squeezed? Explain your answer. *(No, because adding or removing particles would cause the object's volume or mass to change.)*

b. Liquids: Display the three containers of colored water you prepared, and ask students to observe the volume of liquid in each container. Pour the water from the containers of different shapes into three identical clear plastic containers to demonstrate that the quantities of liquid have equal volume. Pour the water back into the original containers to demonstrate that the volume stays the same but the liquid takes the shape of the container. Ask:

- What did you notice about the volume of each liquid? *(Students should notice that it looked like the volumes of the three liquids were different because the water levels were unequal, but when the liquids were poured into identical containers, it was obvious that they all had the same volume.)*
- What can you conclude about the volume of a liquid and the shape of its container? *(A liquid takes the shape of its container, but its volume does not change when the size of the container is changed.)*

c. Gases: Gently squeeze the balloon to demonstrate that the gas inside changes shape with the balloon. Do the same with the bag of air, and then open the seal to demonstrate that the air leaves the bag and disperses into the room. Ask:

- What did you notice when I squeezed the balloon and the bag of air? *(The gas seemed to move around inside both the balloon and the bag.)*
- How did the bag of air change when I opened it? Predict what happened to the gas inside. *(Students should predict that because the bag seemed to deflate when it was opened, the air left the bag.)*

3. Write the following statements on the board in a single column:

- A material that has definite shape and volume.
- A material that has definite volume but takes the shape of its container.
- A material that has no definite shape or volume and can expand freely to fill a container of any size or shape.

In a second column, write "solid," "liquid," and "gas." As a class, match each state of matter to one of the descriptions you wrote on the board. Instruct students to copy the descriptions into the first row of Student Investigation Sheet 2A.

> **Teaching Tip**
>
> Students may struggle to understand that solids like modeling clay have a definite shape. Explain that the modeling clay is malleable, or can change its shape, but that the individual particles that make up the modeling clay do not change in shape.

4. Explain that the next demonstration will utilize the same type of matter, water, in three different states. Students will observe phase changes, or the changes from one state of matter to another. Provide a pair of safety goggles for each student. Once you and the students have the goggles on, display the beaker of ice cubes and the beaker of water. Pour a little water from the water beaker into the beaker of ice and insert the thermometer. Measure the temperature of the ice water and record it on the board.

> **Teaching Tip**
>
> Dispel misconceptions that a material's temperature is increased only by extremes such as boiling or cooking. Bringing a glass of ice to room temperature is also an example of heating the material.

5. Place the beaker on a hot plate and begin to heat the ice water. Record the temperature every minute until all the ice has melted and the water is at a full boil. As the beaker heats up, ask students to observe what is happening and share their observations with the class. Students should notice that as the hot plate raises the temperature, the ice melts into water. The liquid water begins to boil, and some of the water turns into water vapor.

> **Teaching Tip**
>
> Exercise caution when using the hot plate. Do not touch or allow students to touch the hot plate. Also use caution when handling the beaker. Use an oven mitt or allow the beaker to cool completely before handling.

6. Turn off the hot plate and provide time for students to discuss what they observed in their groups. After some time, facilitate a class discussion using the following questions:

- How did the water change during this demonstration? How many phase changes occurred? *(Students should be able to identify two state changes: Ice was heated until it became water. Water was boiled until it become water vapor.)*
- What pattern do you notice with these phase changes? *(Both of the phase changes were the result of adding heat.)*
- How can you make ice? *(Freeze water.)*

Lesson in instructional resource

Teaching Tip

Make sure students understand that heat energy was added to cause the phase changes they observed. Explain that when water is frozen, heat energy is removed from the system.

7. Discuss melting point, freezing point, and boiling point. Write the following definitions on the board. Direct students to copy each into their science notebooks.

a. A material's freezing point is the temperature at which it changes from a liquid to a solid. For water, this is 0°C (32°F).

b. A material's melting point is the temperature at which it changes from a solid to a liquid. For water, this is 0°C (32°F).

c. A material's boiling point is the temperature at which it changes from a liquid to a gas. For water, this is 100°C (212°F).

Encourage students to provide examples of phenomena related to these terms, such as creating popsicles, melting ice cream, or steaming soup.

8. Ask students if they observed any particles during the demonstration. Make sure students understand that particles are too small to be seen with the eye and require a powerful microscope to view. Ask:

- Think about the ice, water, and vapor. Are these materials made of the same particles? *(Yes)*
- Do you think the number of particles changed as the water changed state? *(Answers will vary. Explain that the number of particles did not change.)*

9. Distribute 20 marbles and a clear plastic container to each group. Instruct students to work in groups of four to develop a model to describe the movement and attraction of the particles in each state of matter. Provide the following rules for students:

- You must demonstrate how particles become more or less attracted while changing from a solid to a liquid to a gas.
- You may use the container or the surface of your desk to demonstrate each state of matter.

Teaching Tip

Instruct students to shake their containers quietly and to make sure the floor is clear of marbles at the end of the investigation. You may want to provide a shallow box if the desks are not flat.

10. Provide time for groups to develop their models. Allow students to struggle with the challenge before intervening, but use the following question to guide students toward an understanding particle behavior:

- Think about adding energy to something, like we added heat energy to ice and water. What typically happens when something has more energy? *(Objects with more energy tend to move faster than objects with less energy. Guide students to this conclusion by asking them to describe the behavior of a person who has a lot of energy.)*

11. Allow each group to share its model. Draw attention to similarities and differences among the models, but identify models that accurately show particles becoming less attracted and moving faster. Once all groups have shared, ask:

- What happens to particles' attraction and movement as energy is added to a system of matter? *(The particles become less attracted and move faster.)*
- Relate the models to the definitions of each state of matter. *(Students' models will vary, but they should be able to describe how their model represents the following: Solids keep their shape, so their particles are strongly attracted and do not move very much. Liquids maintain the same volume but can take the shape of their container, so their particles have less attraction and more movement. Gases have no definite shape or volume and can spread out, suggesting they are less attracted and move around the most.)*

12. Draw on the board a simple diagram of these particle arrangements. Use Figure 2.1 as a reference.

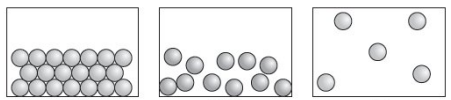


Figure 2.1: Particles are arranged differently in solids, liquids, and gases.

Guiding Unit Question:

Lesson Goal(s):

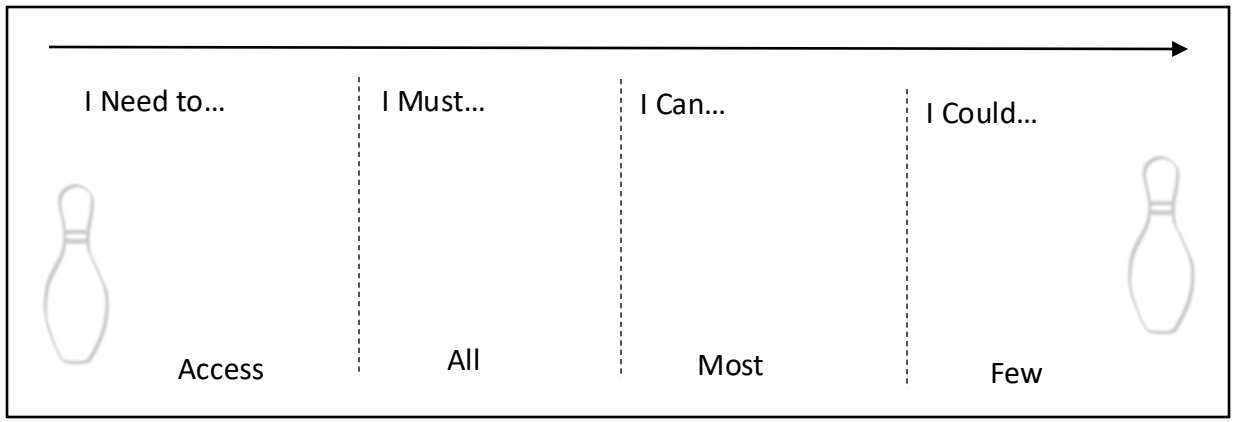
Date

Connecting Activity:

Supports

Mini Lesson:

Processing Tasks



Transforming & Personalizing Activity:

Guiding Unit Question: How can I use a model to help me understand that some matter is made up of particles that are too small to see?

Lesson Goal(s): I know that matter can be broken apart into tiny particles that are too small to see

Date

Connecting Activity: picture set
What do all these pictures have in common: states of matter

Mini Lesson: students watch a demonstration experiment (3 beakers)

Processing Tasks – graphic organizer connected to demonstration

I need to…	I must…	I can…	I could…	I can try to…
Watch a science demonstration Draw what you observe and label it with vocab words	Label which beaker is solid, liquid, gas	Draw the arragnement of particles in each state of matter	Show how the particles move in each drawing	Explain how particles break down in this experiment (E.g., What did we do to the matter)
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity: Exit Slip (post it notes or partner share)
One new word you learned today?
What is one new idea you learned today?
What is an example of solid/liquid/gas?

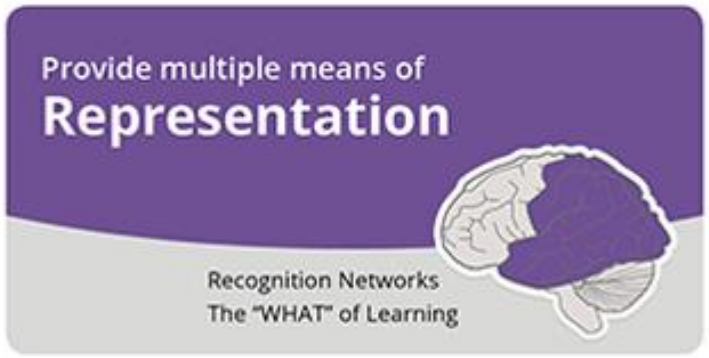
Additional supports & strategies to ensure all students meet the "ALL"
- Provide vocab list, sentence stems, options for verbal explanation

This is lesson creates evidence for: 5-PS1-1 (NGSS)

Backwards Design Planning

Grade: 5	Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Learning Standard: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen		**Unit Guiding Question(s):** How can I use a model to help me understand that some matter is made up of particles that are too small to see?
Content Vocabulary: model, matter, particles, idea, bulk matter		**Skills Vocabulary: create, build, change, solve a problem, observe**
Learning Goals	**Curricular Language** **What do Students need to Know and Do?**	**Student Friendly Language**
Science and Engineering Practices (skills)	**Developing and Using Models** building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	• I can create and improve a model • I can use a model to show an idea • I can use a model to solve a problem
Disciplinary Core Ideas (knowledge)	**PS1.A: Structure and Properties of Matter** Matter of any type can be subdivided into particles that are too small to see matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations including the inflation and shape of a balloon and the effects of air on larger particles or objects.	• I know that matter can be broken apart into tiny particles that are too small to see • I know that even if tiny particles are too small for my eyes to see, there are other ways to observe them • I know that a model is a way to observe tiny particles too small to see • I know some examples of models that can help me observe tiny particles that are too small to see
Crosscutting Concepts (understanding)	**Scale, Proportion, and Quantity** Natural objects exist from the very small to the immensely large.	I understand that there are things that are very tiny and very large

Universal Design for Learning: The Ramp for Learning



Universal Design for Learning: Lesson Design

Mini Lesson

Connecting Phase **Processing Phase** → **Transforming & Personalizing Phase**

Guiding Unit Question:

Lesson Goal(s):

Date

Connecting Activity:

Additional supports & strategies to ensure students meet the "ALL"

Mini Lesson:

Processing Task:

I need to…	I must…	I can…	I could…	I can try to…
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity:

This is lesson creates evidence for:

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Guiding Unit Question: How can I use a model to help me understand that some matter is made up of particles that are too small to see?

Lesson Goal(s): I know that matter can be broken apart into tiny particles that are too small to see

Date

Connecting Activity: picture set
What do all these pictures have in common: states of matter

Mini Lesson: students watch a demonstration experiment (3 beakers)

Processing Tasks – graphic organizer connected to demonstration

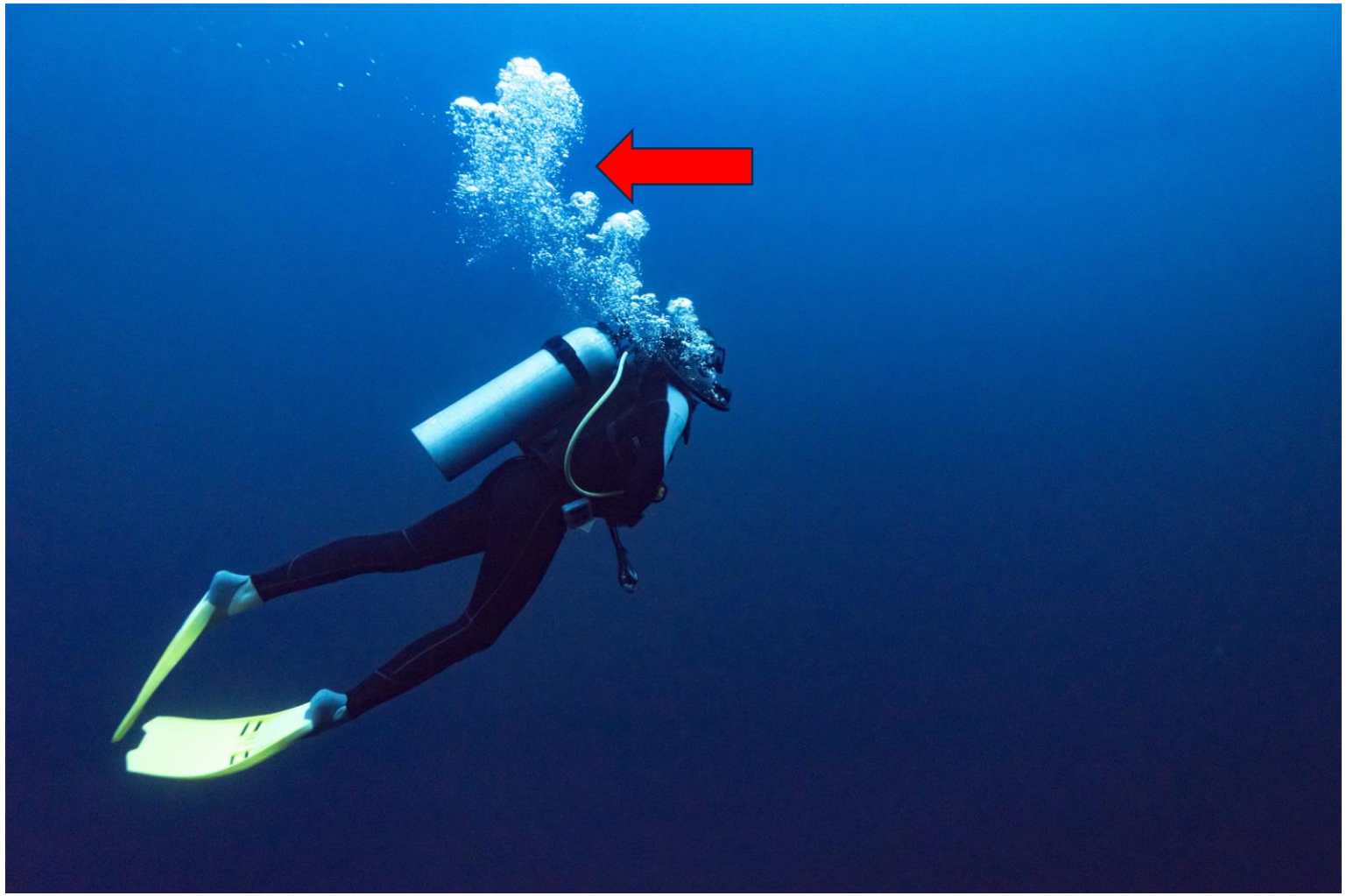
I need to…	I must…	I can…	I could…	I can try to…
Watch a science demonstration Draw what you observe and label it with vocab words	Label which beaker is solid, liquid, gas	Draw the arragnement of particles in each state of matter	Show how the particles move in each drawing	Explain how particles break down in this experiment (E.g., What did we do to the matter)
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity: Exit Slip (post it notes or partner share)
What helped you to learn and feel successful today?

Additional supports & strategies to ensure all students meet the "ALL"
- Provide vocab list, sentence stems, options for verbal explanation

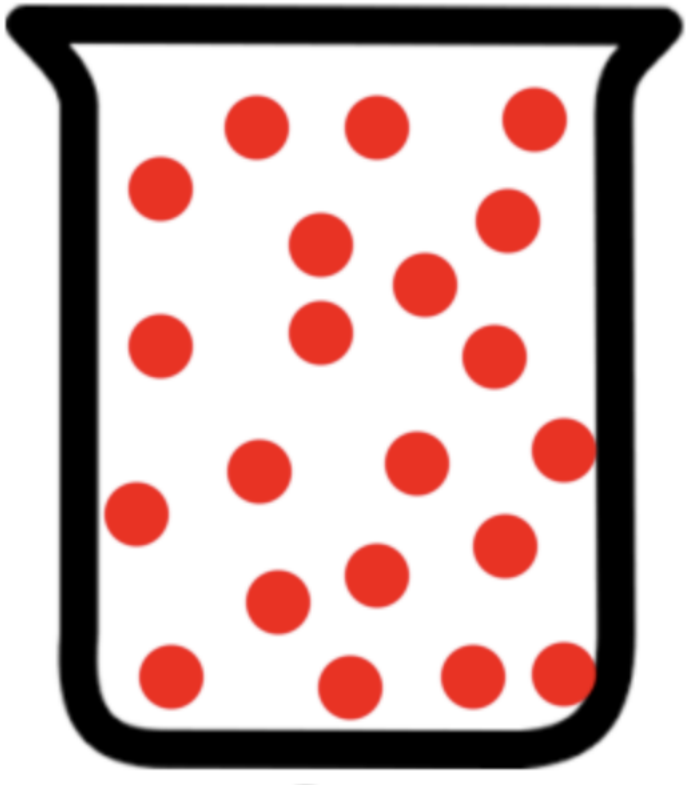
This is lesson creates evidence for: 5-PS1-1 (NGSS)

Describe what you see.



What do you notice?

Describe what you see.



How does this image connect to the other image?

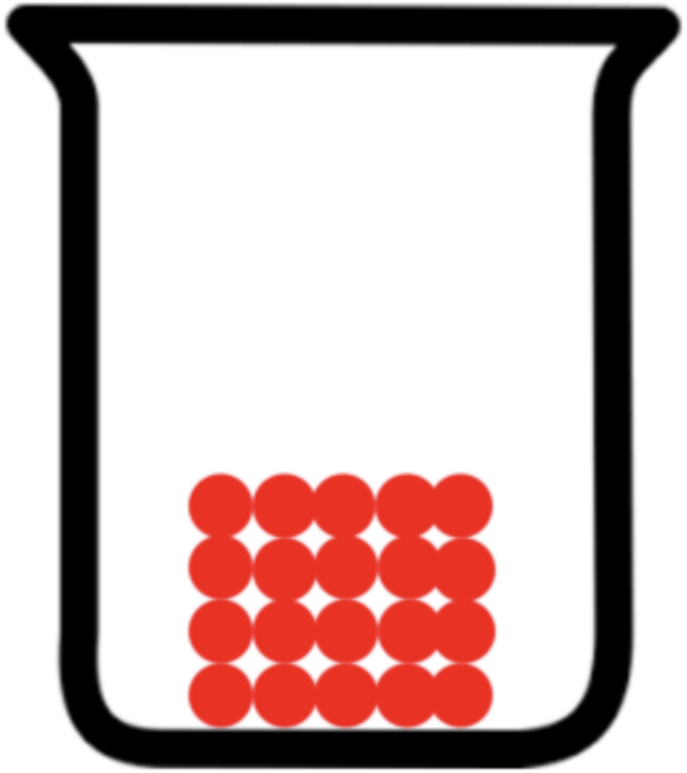
Describe what you see.

How is this image different or the same as the other images?

Describe what you see.

How is this image different or the same as the other images?

Describe what you see.



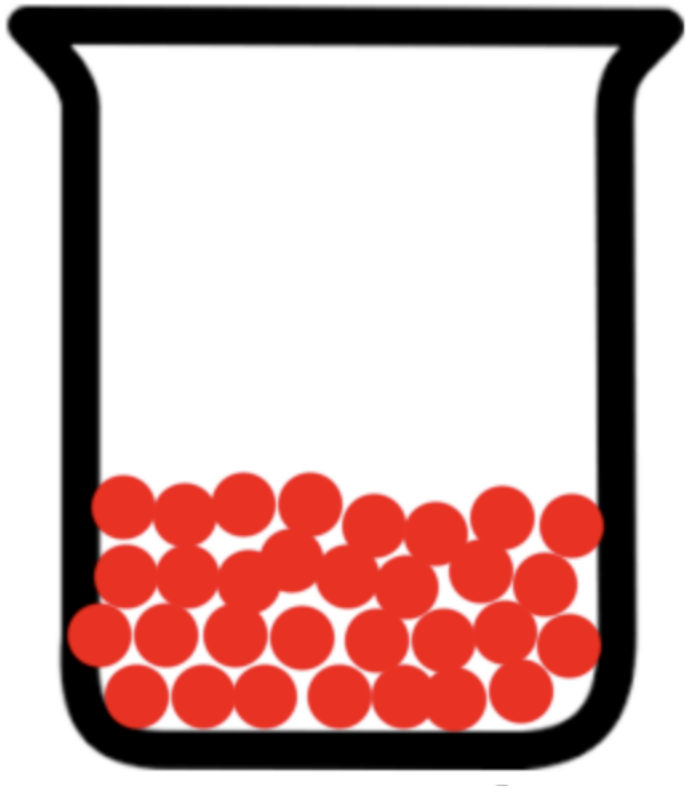
How is this image different or the same as the other images?

Dr. Shelley Moore, 2024

Describe what you see.

How is this image different or the same as the other images?

Describe what you see.



How is this image different or the same as the other images?

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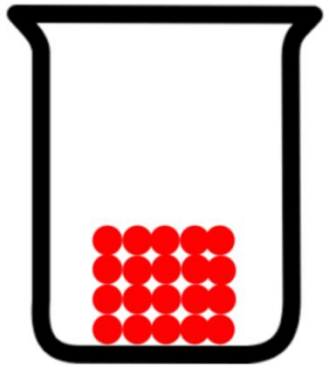
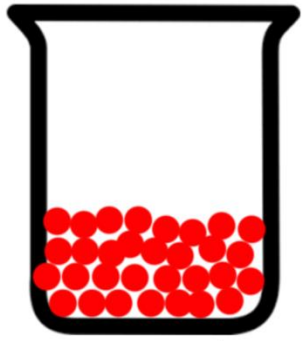
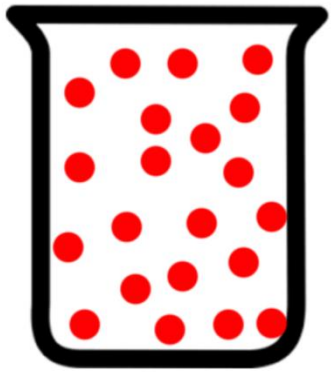
What do all these images have in common?







All the images are different
states of matter

SOLID

LIQUID

GAS

Dr. Shelley Moore, 2024

Our Learning Goal: I know that matter can be broken apart into tiny particles that are too small to see

SOLID

LIQUID

GAS

Dr. Shelley Moore, 2024

UDL Lesson Plan: Connect Phase

Universal Strategies	UDL Indicators Targeted	Support Needs Impacted	Students in Mind
Picture set	7.2, 7.3, 8.3, 1.1, 1.2, 1.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1, 5.3	Attention, anxiety, communication, engagement/ motivation, executive functioning, intellectual ability, language, literacy, memory, self regulation, self esteem, social skills	GA, MA, LB, JA, ES, RM, NS, KR, TP, AD
Highlighting key words	2.1, 2.4, 3.1, 3.2, 3.4, 5.2	Communication, engagement/ motivation, executive functioning, intellectual ability, literacy, language, memory, self regulation, self esteem,	GA, LB, ES, NS
Student Friendly Learning Goal	8.1, 3.2, 3.4, 6.1, 6.4	Anxiety, communication, engagement/motivation, executive functioning, intellectual ability, literacy, memory, self regulation, self advocacy	GA, MA, LB, JA, ES, ES, KR, GS, MA

UDL Lesson Plan: Mini Lesson Phase

Universal Strategies	UDL Indicators Targeted	Support Needs Impacted	Students in Mind
Modelling (concrete learning)	1.1, 1.2, 1.3, 2.4, 3.1, 3.2, 3.3, 7.3	Attention, Communication, Engagement, Intellectual Ability, Literacy, Memory, Self Regulation,	JA, RM, LB, ES, NS, GA, MA, KR, TP, AD

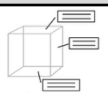
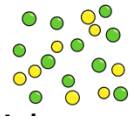
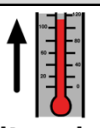
Guiding Question: How can I use a model to help me understand that some matter is made up of particles that are too small to see?

Learning Goal: I know that matter can be broken apart into tiny particles that are too small to see

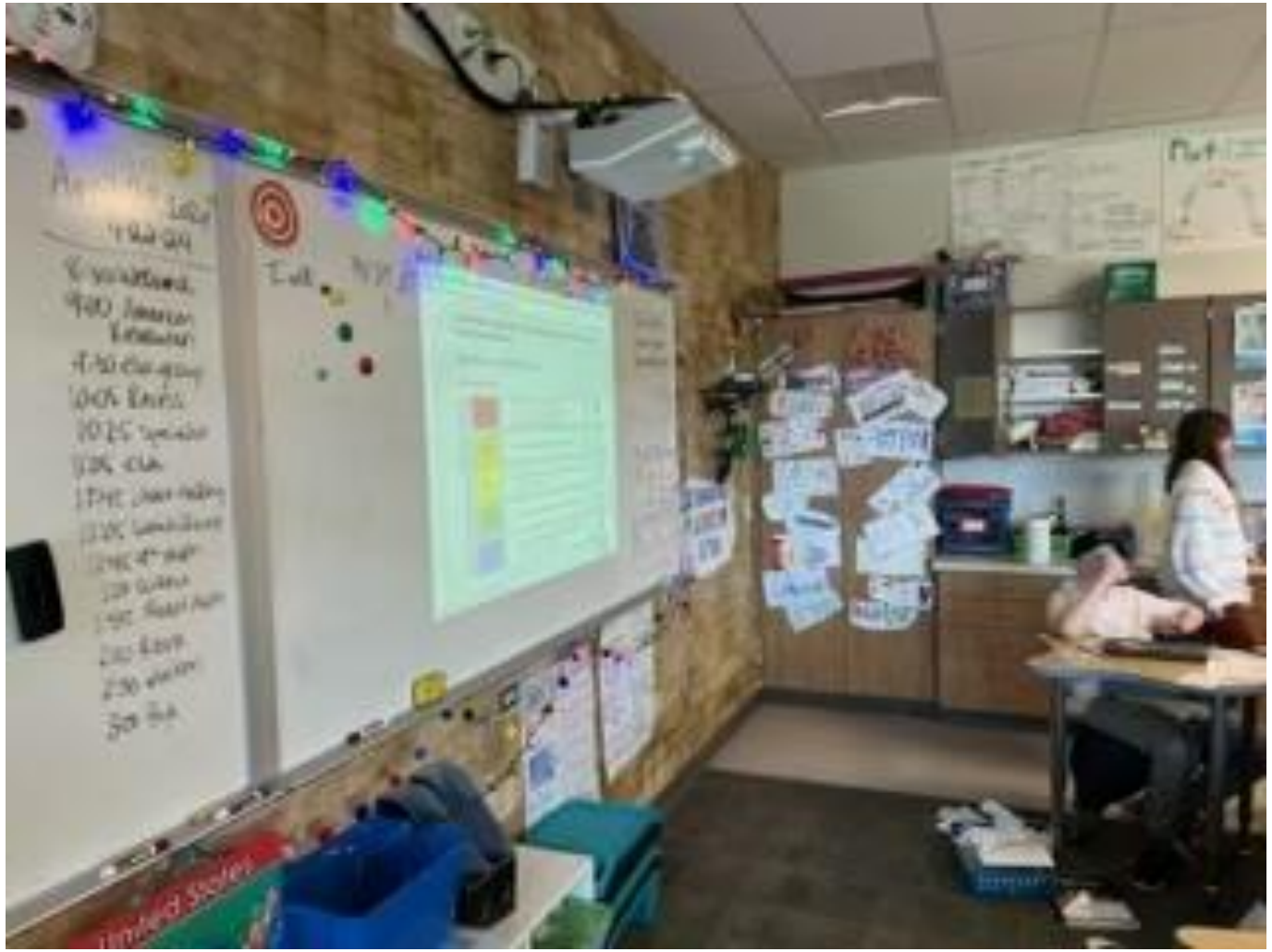
Task: Observe a science demonstration

Everyone starts together

Go as far as you can!

I **NEED** to:	• Watch the science demonstration • Create a diagram that shows the science demonstration that you watched	 watch
I **MUST**:	• Label your diagram with vocabulary words	 label
I **CAN**:	• For each state of matter, draw the tiny particles that are too small to see	 draw
I **COULD**:	• Show on your drawing, how the tiny particles move	
I can **TRY** to:	• Using words and drawings, show what made the break down the tiny particles	

MUST/CAN/COULD Visual Reference



Graphic Organizer in instructional resources

Student Investigation Sheet 2A Name _____

What Are the States of Matter? Date _____

	Solid	Liquid	Gas
Definition			
Examples			
Description of arrangement of particles			
Drawing of arrangement of particles			

Scaffolded Lesson Graphic Organizer

Guiding Question: How can I use a model to help me understand that some matter is made up of particles that are too small to see?

Learning Goal: I know that matter can be broken apart into tiny particles that are too small to see

Name:

Date:

Need: Watch the science demonstration. Create a diagram that shows the science demonstration that you watched.

Must: Label your diagram with vocabulary words:

matter
solid
liquid
gas
beaker
heat
water
ice
steam

Guiding Question: How can I use a model to help me understand that some matter is made up of particles that are too small to see?

Learning Goal: I know that matter can be broken apart into tiny particles that are too small to see

Name:

Date:

Can: For each state of matter, draw the tiny particles that are too small to see

Could: Show on your drawing, how the tiny particles move

Can Try: Using words and drawings, show what was used to make the tiny particles move

_____

_____

_____

Guiding Question: How can I use a model to help me understand that some matter is made up of particles that are too small to see?

Learning Goal: I know that matter can be broken apart into tiny particles that are too small to see

Name:

Date:

Need: Watch the science demonstration. Create a diagram that shows the science demonstration that you watched.

Must: Label your diagram with vocabulary words:

matter

solid

liquid

gas

beaker

heat

water

ice

steam

This is activity is evidence for: 5-PS1-1 (NGSS)

Dr. Shelley Moore, 2024

Guiding Question: How can I use a model to help me understand that some matter is made up of particles that are too small to see?

Learning Goal: I know that matter can be broken apart into tiny particles that are too small to see

Name:

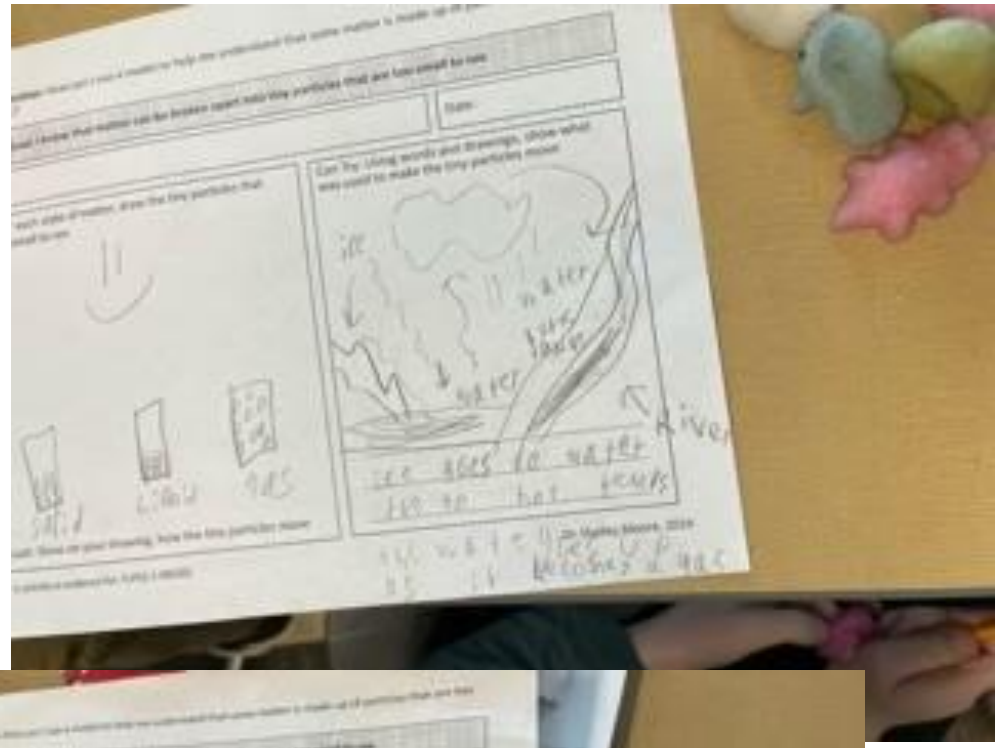
Date:

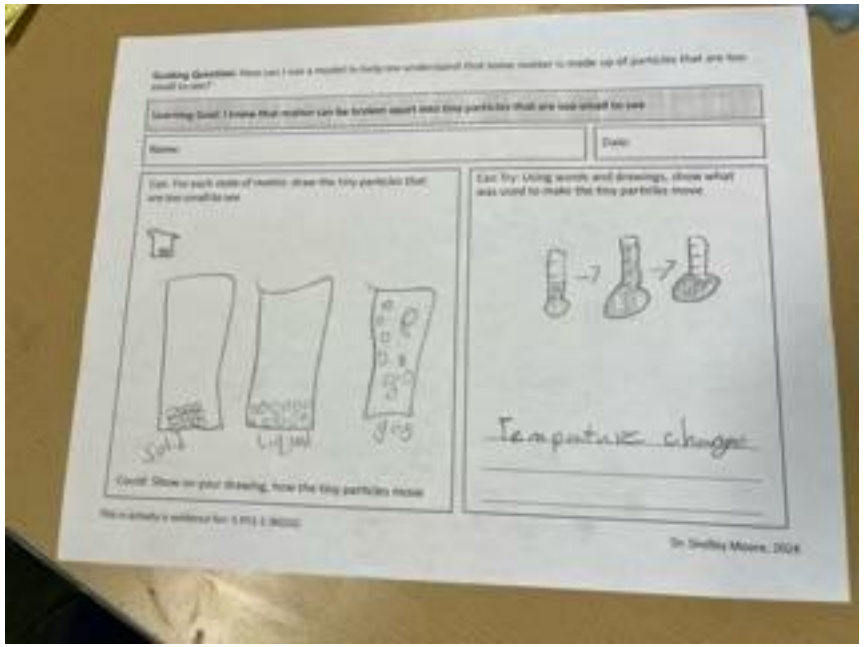
Can: For each state of matter, draw the tiny particles that are too small to see

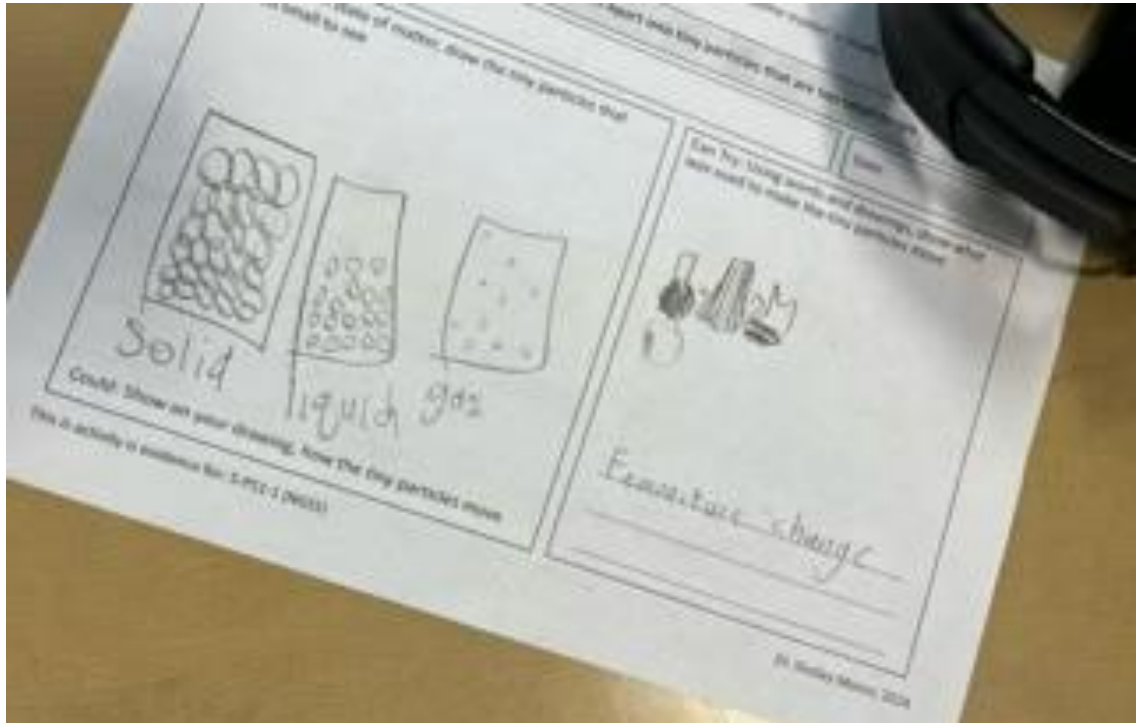
Could: Show on your drawing, how the tiny particles move

Can Try: Using words and drawings, show what was used to make the tiny particles move

Can/Could/Try







Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

UDL Lesson Plan: Processing Phase

Universal Strategies	UDL Indicators Targeted	Support Needs Impacted	Students in Mind
Scaffolded Processing Task	7.1, 8.1, 8.2, 8.4, 9.1, 9.3, 4.1, 5.3, 6.1, 6.4, 3.1, 2.1, 3.2,	Attention, Anxiety, Engagement, Frustration, Intellectual Ability, Literacy, Self-Regulation, Self Esteem, Executive Functioning, Memory, Transitioning	JA, RM, GA, LB, ES, KR, GS, NS, MA, BW, IM, MB
MUST/ CAN/ COULD Task checklist	2.4, 2.1, 3.1, 3.2, 3.3, 7.1, 7.3, 8.1, 8.2, 8.4, 9.1, 9.2, 9.3, 5.3, 6.1, 6.3, 6.4	Attention, Anxiety, Engagement, Frustration, Intellectual Ability, Literacy, Self-Regulation, Self Esteem, Executive Functioning, Memory, Transitioning, Self Advocacy, Literacy	JA, RM, GA, LB, ES, KR, GS, NS, MA, BW, IM, MB, TP, AD
MUST/ CAN/ COULD graphic organizer	5.1, 5.3, 6.1, 6.2, 6.3, 6.4, 7.1, 8.1, 8.2, 8.4, 9.1, 9.3, 1.1, 2.1, 2.3, 2.4, 3.1, 3.2, 3.4	Attention, Anxiety, Communication, Engagement, Frustration, Intellectual Ability, Literacy, Self-Regulation, Self Esteem, Executive Functioning, Memory, Transitioning, Self Advocacy, Literacy	JA, RM, GA, LB, ES, KR, GS, NS, MA, BW, IM, MB, TP, AD
Vocab list	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 4.1, 4.2, 5.2, 7.3,	Attention, Anxiety, Communication, Engagement, Frustration, Intellectual Ability, Language, Literacy, Memory, Self regulation, Self Esteem	JA, RM, GA, LB, ES, KR, GS, NS, MA, BW, IM, MB, TP, AD

UDL Lesson Plan:
Transforming & Personalizing Phase

Universal Strategies	UDL Indicators Targeted	Support Needs Impacted	Students in Mind
Exit Slip Reflection	3.4, 6.4, 5.1, 9.3	Communication, Engagement, Intellectual Ability, Literacy, Self Regulation	JA, RM, GA, LB, ES, KR, GS, NS, MA, BW, IM, MB

Class Review: Gr 4/5	School Team: PJS Elementary	Date: Feb 2024

Class Dimensions

Class Identities:	Class Interests:	Classroom Strengths:	Classroom Stretches:
Families – half are in split families 2 families navigating cancer, 1 parent in rehab Grade – 4/5 combined Cultures: Kenyan, Caucasian, Japanese, Ethiopia, Hispanic, Pacific Islander, Religion: Christian, Language: English	Competition, trivia, puzzles, word games, brain teasers, riddles, working with friends, choice, being creative, stories and read aloud, art, service, kindergarten buddies	Creating, social, healthy competition, fair, protective, aware, helping others, working with others, leadership, being aware of others, allowing others to lead, socially awareness & responsible, understanding, strong academically overall (gr 4), reading, motivated intrinsically	Waiting, their turn, not always getting your way/ what you want, being aware that what is "easy" is not easy for everyone, being aware of diverse abilities, empathy and mindful of how what we say affects others, stamina, justifying their learning, deep thinking and sharing of their learning, too comfortable sometimes

Targeted Class Needs

Need: Anxiety/ Emotional Regulation	Need: Engagement/ Motivation	Need: Trauma/ Family Needs	Need: Literacy
GA, LB, JA, ES, KR, GS	**LB, JA, ES, NS**	**GA, LB, JA, ES, JK, LE**	**GA, MA, KR, TP, AB**

Collaborative Team Questions

E: How to support literacy needs? How do we make sure they are ready for middle school?
S: How do we teach them to manage their needs (anxiety etc.) so they are ready for middle school and have to navigate such a different context?
C: How to support students who are not participating and often not attending? How to engage and motivate without pushing too hard?

Collaborative Team Decisions:

What works well for this class?
- Natural consequences, honesty & fairness, competition, roles & responsibilities as students, conversations

What do we still want to try?

Strategies to increase self advocacy

UDL Strategies to reduce barriers to engagement
- Make learning relevant to students' lives
- Scaffolding learning (access to challenge)

UDL Strategies to reduce barriers to representation
- Highlighting patterns in language systems
- Using multi-media
- Focus on building prior knowledge
- Include processing tasks in lesson design

UDL Strategies to reduce barriers to Expression
- Guiding students through self assessment and goal setting
- Model the use of supports and strategies

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Adjustable Supports & Strategies

Student choice of tools and actions

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?

INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?
How do we know?

Shelley MOORE PH.D.

2023

One useful idea!

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