

A Thesis Presented to
The Faculty of Alfred University

Learning Segments:
The Focus of Multimodal Methods to Increase Language and Literacy Development

by

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In partial fulfillment of
the requirements for
the Alfred University Honors Program

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Under the Supervision of:

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In modern day education, lesson plans are something required of teachers. As a teacher of literacy in New York State you must be able to plan experiences and learning objectives for your students based on the content learning standards set forth by the New York State Department of Education. Some learning segments may last one period, multiple periods, or perhaps days. While designing these plans there are many things to consider to ensure all students are being reached and engaged in the material. Some of the considerations include what types of learners you have, what difficulties and strengths they have, and the level at which you need to be teaching them. By taking into consideration all of the different types and levels of learners you have, there is a multitude of specific ways to create curriculum that reaches them all.

In our current society, there is a push to have students learn a large amount of material in a single school year. Through this new application of curriculum, it is difficult to teach to more than just one type of learner. In the learning segment I have created, I was able to take the literacy lesson selected for one of the weeks and incorporate several multimodal literacy approaches while working in the Universal Design for Learning paradigm. The Universal Design for learning paradigm has three tenets: multiple means of representation, multiple means of engagement, and multiple means of expression. Utilizing these attributes addresses all types of learning styles and abilities. By engaging students with different mediums and presenting the information in a multitude of ways, I will be able to engage all types of learners.

In the following lesson plans, the common core listening and learning strands were used. These are modules created by the state that incorporate different interdisciplinary skills such as science, math, social studies and more. The unit explored here was the Human Body's Framework. This unit comes with a set list of vocabulary words and a reading that incorporates material about the body's framework and how it works. Students are introduced to six core

vocabulary words and many facts associated with the topic. This unit took the vocabulary and expanded on it to include activities that would build on their meanings while incorporating the facts and knowledge they were introduced to in the reading. This creates a stronger knowledge base and connection for students to the vocabulary of the lesson. One of the most important parts of language and literacy development is building and strengthening a vocabulary base. By incorporating activities that encompass diverse learners, each student can fully understand and retain the words presented to them. In doing so their vocabulary background is strengthened which enables them to become fluent learners. This includes helping with comprehension and other skills that allow them to become fluent and competent readers. These skills are necessary for students to fully develop their language and literacy skills.

Multiple means of representation refers to the number of ways that you present materials to your students, including audio, visual and written form such as notes or handouts or worksheets to meet the various learning styles of students.

The group of students in this study were technology buffs. Every one of the students loved using their iPad's and learning through technology in an educational way. The apps used were instructional material in the form of games. The students were engaging in educational practice and instruction, presented in a game format which seemed more like play for them. While learning through this setting, they are learning through play (Murphy, L. 2016). Keeping this in mind I was able to create parts of learning experiences that connected to their technological interests. I was able to incorporate an electronic memory game that put their vocabulary words and the corresponding pictures on cards that they could chose and match together in a virtual context. On top of that, I created a Kahoot! review game. Kahoot! is an online platform that lets you create different types of quizzes or review questions. You can add

visuals, different selection options, different transition options, and more. Not only does it record student's data and place it into a chart breakdown of their performance, but it makes it feel like a game. Students read the question placed on the screen at the front of the room and choose the answer on their own personal iPad. As they pick answers, the game keeps track of which students answer fastest as well as correct and ranks them. My students enjoyed this competitiveness and tried their hardest to win and be in the top three. By using these tools, I was able to present my students with practice on their vocabulary words while keeping them engaged and wanting to work with the material.

Multiple means of expression allows students to have alternative ways for displaying what they know and have learned. This includes class time, informal, and formal assessments. Students do not all learn in the same conventional way and similarly they cannot all display what knowledge they have in the same ways. Some students thrive in a traditional test taking setting, but some thrive in a presentation or project format. One way you can be sure to incorporate this into your lessons is to plan for informal and formal assessments, both conventional and in non-conventional ways, to allow for students to have a wide breadth of ways to display the knowledge they have learned. In my lesson plans, you can see that I was able to incorporate these strategies so my students have ample ways to show their gained knowledge. In each day there is a planned assessment whether it be formal or informal and each is in a different format. The second day, students use skeleton pieces cut up and put them back together. This is an informal assessment as it lets me see if my students retained the information about the skeleton's shape and how it is connected. The third day, my students have a more traditional quiz setting where they circle the correct picture that corresponds to joints. This gives students who thrive in a normal test taking situation to show their learning. Similarly, the pre and post-tests allow

students to take a normal sit-down exam but has elements that are creative such as drawing the skeleton into a body outline. On the fourth day, students play a swatter game activity and take their Kahoot! check in that allows them to display their knowledge in game like settings. Those activities allow the collection of data on student knowledge while giving them a multitude of ways to demonstrate their understanding of the content knowledge.

Throughout the whole segment you can see the use of multiple means of engagement. Multiple means of engagement refers to the instructional techniques used by the teacher. These techniques are used to present information to students during instruction of a lesson in a variety of ways. This includes typical whole class instruction, use of manipulatives, video, audio, and visual displays of information, and group work. Throughout all lessons you should incorporate a variety of ways in which you engage students in learning while presenting the information. In each of my learning segment designs you can see the multiple ways information is presented and the variety of activities the students are engaging with to learn. Through the use of music and movement videos, practice games, and artistic activities, students have the ability to connect to the material in several ways. This gives students the opportunity to find a way to learn the information that they are personally most interested in and connected to. I made sure to incorporate different displays of the information through hands on activities such as creating the playdough skeletons, putting together the skeleton puzzle pieces, and playing the online memory game. Each of these activities have students use logical intelligence to solve (Gardner, 1983). All of these activities are displaying to the students information from the lesson but in different mediums and presentations. They are learning while being engaged in multiple means of representation.

While looking at my lesson plans, you can see the Universal Design for Learning paradigm present and how using student's academic language and literacy development in an interdisciplinary context actively engages the student through the learning experiences presented. Each day encourages students to engage in the material while building on their language and literacy development. Activities were created to encompass all types of learners and give them multiple opportunities to display their knowledge. Students have been shown to work best under a multimodal approach to learning which has been implemented as the main focus of this lesson.

Teacher Candidate: Grade Level: Date: Unit/Subject: Instructional Plan Title/Focus:	Emma Torrey First Grade 9/23/19 (Day 1) ELA The Human Body
Planning	
1. Lesson overview or summary: In a few sentences, summarize this lesson.	Students will be given the pretest. They will also be read the second story in the common core listening and learning book (The Body's Framework) and introduced to the central vocabulary.
2. State Learning Standards: Identify relevant grade level standards and GLEs from the WA State Content Learning Standards, Common Core Standards, NETS*S, PEs, and/or CBA in a format that clearly identifies subject and GLE/standard.	<ul style="list-style-type: none"> - Describe the connection between the skeleton and the ability to move one's body (RI.1.3) - Ask and answer where questions orally, requiring literal recall and understanding of the details or facts of "The Body's Framework" (SL.1.2)
3. Learning Targets: What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain of the standard/GLE (see #11 below). Consider including language targets as well.	<ul style="list-style-type: none"> - Students will be able to recognize the core vocabulary words - Students will be able to recall basic facts about the skeletal system and the human body's framework from the literacy excerpt
4. Key Vocabulary: List the key content vocabulary that will be covered.	<ul style="list-style-type: none"> - Skeletal System - Skeleton - Skull - Spine - Support - Structure
5. Grouping: Describe how and <u>why</u> students will be divided into groups, if applicable	<ul style="list-style-type: none"> - Students will be randomly grouped with the person sitting next to them during the think, pair and share activity. This is to allow students time to process and discuss questions and specific information that they

(random, ability, interest, social purposes, etc.).	learned from the reading. By grouping them in this way it will not disrupt the discussion time and easily allow students to discuss with a partner without movement.
Learning/Teaching Strategies:	
6. Teaching Strategies: Instructional procedures: List the teaching approaches or modes you will use to <u>teach</u> each step (such as ppt, demonstrate example, graphics, partner practice, etc.).	<ul style="list-style-type: none"> - Reading aloud in a group setting - Visual components shown to connect to the reading - Visual components shown to connect to the central vocabulary words
a. Multiple means of access: List ways the teacher will present the materials.	<p>Multiple means of representation:</p> <ul style="list-style-type: none"> - Students will be given a visual aid from the “Tell It Again! Flip Book” that accompanies the literacy component - Students will be given time to think, pair and share to help each other with the processing and understanding of the information presented - Students will be shown the vocabulary words on the Clear Touch board in the room before and after the reading - Students will be given specific visuals that correspond to the core vocabulary from the “Tell It Again! Flip Book” <p>Multiple means of engagement:</p> <ul style="list-style-type: none"> - Students will be given the opportunity to share their understanding and learning with a partner - Students will be asked questions throughout the entirety of the reading
c. Methods of differentiation: List accommodation or differentiation strategies.	<p>Differentiation:</p> <ul style="list-style-type: none"> - Some students may need one to one reading of the directions on the pretest - Some students may take the pretest on their one to one iPads if it needs to be read to them or displayed in a specific way - Some students will have a copy of the literacy component in front of them as we read to have close

	up visuals and representation of the words	
7. Closure: Explain how you are going to bring closure to the lesson.	Closure: <ul style="list-style-type: none">- Students will think, pair and share on comprehension questions located at the end of the reading in their common core listening and learning domain 2 book- Students will answer general questions about the vocabulary words (i.e. which picture represents the skeleton? What part of your body is a joint? What does your skeletal system do for your body? What does support mean? Etc.)	
Assessment:		
8. Assessment Strategies Attach questions, worksheets, tests or any additional documentation related to your assessment strategies. Also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc.	Target-Assessment Alignment Table	
	Learning Targets	Assessment Strategies
	Students will be able to recognize the core vocabulary words	<ul style="list-style-type: none">- Comprehension questions at the end of the reading- General questions throughout and at the end of the reading- Connect them to their corresponding pictures
	Students will be able to recall basic facts about the skeletal system and the human body’s framework from the literacy excerpt	<ul style="list-style-type: none">- Comprehension questions at the end of the reading- General questions throughout and at the end of the reading

Pre and Post-Test Example:

Name _____ Date _____

The Body's Framework

Directions: Match the vocabulary word to the correct picture.

1) joint


2) skeletal system

3) skeleton

4) skull

5) spine

6) support

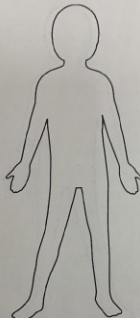


www.storyboardthat.com

Create your own at Storyboard That

StoryboardThat


Directions: Draw in the body outline what your skeleton looks like.



The Human Body 143

© 2011 StoryboardThat.com

Directions: Circle places on the body where joints are.

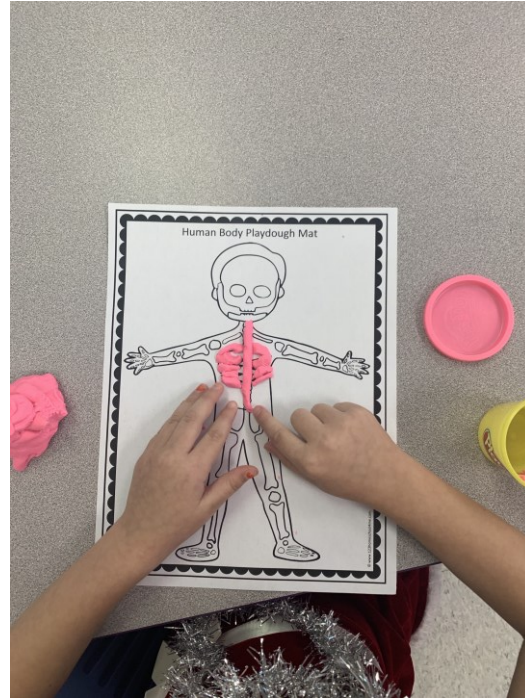


Teacher Candidate: Grade Level: Date: Unit/Subject: Instructional Plan Title/Focus:	Emma Torrey First Grade 9/24/19 (Day 2) ELA The Human Body
Planning	
2. Lesson overview or summary: In a few sentences, summarize this lesson.	Students will be learning about how their skeletal system and skeleton support their body. They will be learning how the skeleton is connected and where certain bones are. They will watch a sing and dance along video about their skeleton, be given playdough skeleton mats, a vocabulary memory game, and an exit ticket of skeleton puzzle pieces as main content activities.
9. State Learning Standards: Identify relevant grade level standards and GLEs from the WA State Content Learning Standards, Common Core Standards, NETS*S, PEs, and/or CBA in a format that clearly identifies subject and GLE/standard.	<ul style="list-style-type: none"> - Describe the connection between the skeleton and the ability to move one's body (RI.1.3) - Ask and answer where questions orally, requiring literal recall and understanding of the details or facts of "The Body's Framework" (SL.1.2) - Add drawings to descriptions of the skeletal system to clarify ideas and thoughts (SL.1.5)
10. Learning Targets: What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain of the standard/GLE (see #11 below). Consider including language targets as well.	<ul style="list-style-type: none"> - Students will be able to recognize a skeleton and how it is connected - Students will be able to explain how their skeleton supports their body, using the key vocabulary word "support" correctly - Students will be able to match the core vocabulary words to their corresponding pictures
11. Key Vocabulary: List the key content vocabulary that will be covered.	<ul style="list-style-type: none"> - Skeletal System - Skeleton - Skull - Support
12. Grouping: Describe how and <u>why</u> students will be	<ul style="list-style-type: none"> - Students will not be grouped during this part of the learning segment

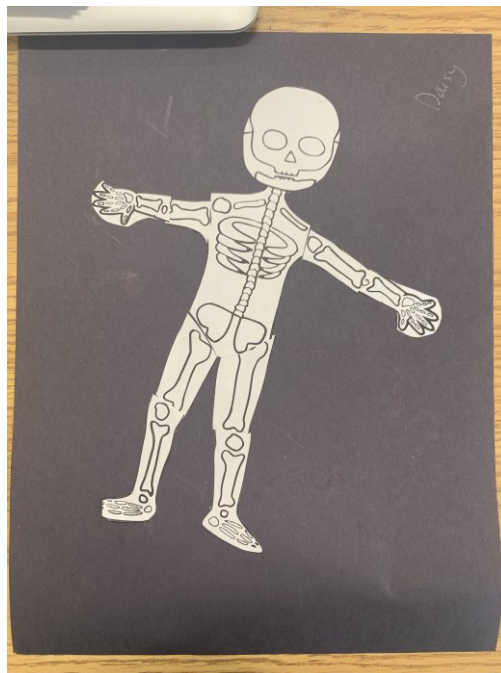
divided into groups, if applicable (random, ability, interest, social purposes, etc.).	
Learning/Teaching Strategies:	
13. Teaching Strategies: Instructional procedures: List the teaching approaches or modes you will use to <u>teach</u> each step (such as ppt, demonstrate example, graphics, partner practice, etc.).	<ul style="list-style-type: none"> - Whole group review/new questions and discussion at start of lesson - Visual aids connecting pictures from the literacy component - Skeleton model used to show how the skeleton is made up and allow for a tactile learning technique - Song and dance video to show how the skeleton is connected bone by bone
<p>d. Multiple means of access: List ways the teacher will present the materials.</p> <p>e. Multiple means of engagement: List ways the students will participate in the learning.</p>	<p>Multiple means of representation:</p> <ul style="list-style-type: none"> - Whole group discussion and questions at the beginning of the lesson. Review of the material and introduction of the specific material that day (skeleton, support, skull). This will all be shown on a skeleton model during this time which will then be passed around for students to engage with - Video component that is a sing and dance along which shows students how their skeleton is connected - Playdough mat to have students visualize and tactically practice how their skeleton is connected - Vocabulary memory game to practice core vocabulary skills - A skeleton cut up like puzzle pieces for students to put back together on construction paper <p>Multiple means of engagement:</p> <ul style="list-style-type: none"> - Students will be up and dancing/singing with the video - Students will answer oral questions and participate in group discussion - Students will engage with the skeleton playdough mat - Students will use their one to one iPads to engage in the vocabulary memory game to practice matching

	<p>their core vocabulary words to the corresponding pictures</p> <ul style="list-style-type: none">- Students will glue back together the cut up skeleton on a piece of construction paper	
f. Methods of differentiation: List accommodation or differentiation strategies.	<p>Differentiation:</p> <ul style="list-style-type: none">- Students will be presented with information in different mediums (i.e. video, musically, orally, hands on activities, educational games)- Students will be given skeletons to write on and draw on to help with understanding- Some students may need assistance with fine motor skills and creating the small detailed bones out of playdough	
14. Closure: Explain how you are going to bring closure to the lesson.	<p>Closure:</p> <ul style="list-style-type: none">- Students will complete the skeleton puzzle exit ticket to close up with the learning experience that day	
Assessment:		
15. Assessment Strategies Attach questions, worksheets, tests or any additional documentation related to your assessment strategies. Also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc.	Target-Assessment Alignment Table	
	Learning Targets	Assessment Strategies
	<ul style="list-style-type: none">- Students will be able to recognize a skeleton and how it is connected- Students will be able to explain how their skeleton supports their body, using the key vocabulary word “support” correctly	<ul style="list-style-type: none">- Answering questions and participating in the discussion in the whole group setting- Making the bones and putting the skeleton together on the playdough mats- Putting the skeleton back together in the exit ticket
	Students will be able to match the core vocabulary words to their corresponding pictures	<ul style="list-style-type: none">- Playing the core vocabulary memory game

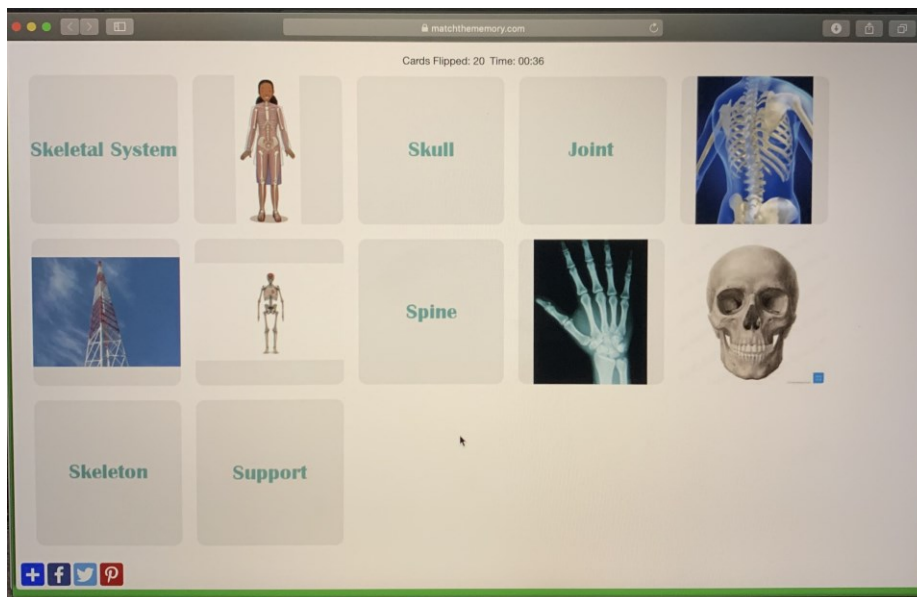
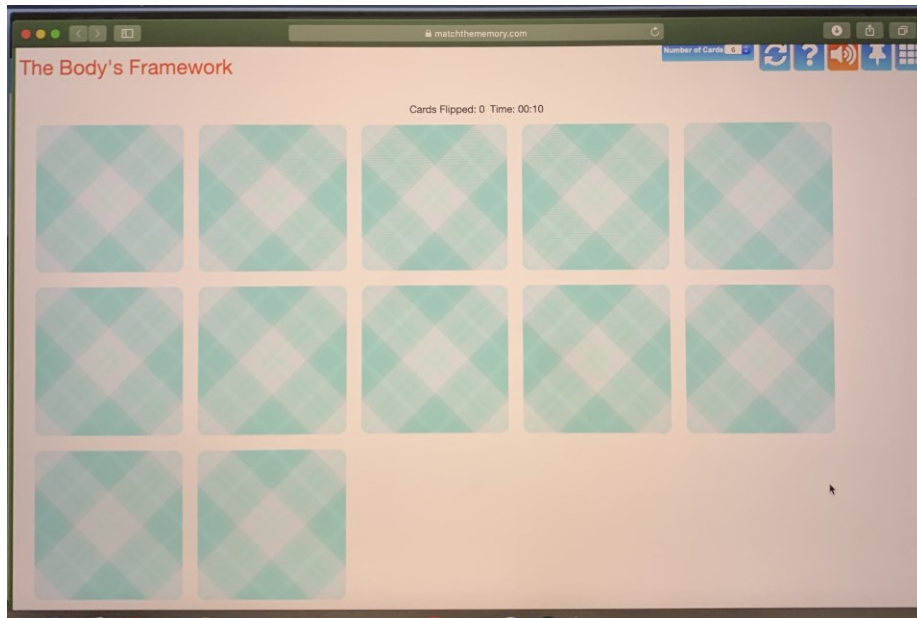
Skeleton Playdough Mat Activity Example:



Skeleton Puzzle Activity Example:



Memory Game Activity Example:



Words to the Sing/Dance Along Song:

Lyrics: 🎵 Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Doin' the skeleton dance.

The foot bone's connected to the leg bone.
The leg bone's connected to the knee bone.
The knee bone's connected to the thigh bone.
Doin' the skeleton dance.

The thigh bone's connected to the hip bone.
The hip bone's connected to the backbone.
The backbone's connected to the neck bone.
Doin' the skeleton dance.

Shake your hands to the left.
Shake your hands to the right.
Put your hands in the air.
Put your hands out of sight.
Shake your hands to the left.
Shake your hands to the right.
Put your hands in the air.
Wiggle, wiggle, wiggle, wiggle, wiggle,
wiggle, wiggle, wiggle, wiggle, wiggle,
wiggle, wiggle...wiggle your knees.

Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Doin' the skeleton dance. 🎵 *****

Music: Super Simple Learning Song: The Skeleton Dance CD: Super Simple Songs - Halloween
Vocals: Leah Frederick, Shelly Lomonaco, Josh Lomonaco

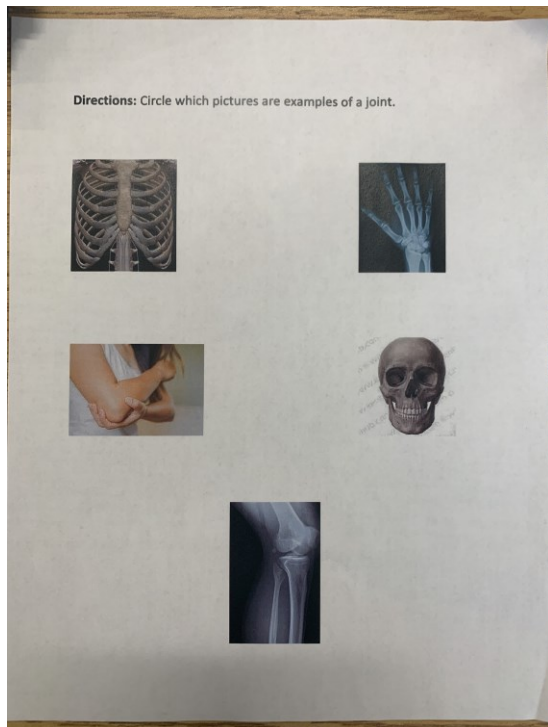
Teacher Candidate: Grade Level: Date: Unit/Subject: Instructional Plan Title/Focus:	Emma Torrey First Grade 9/25/19 (Day 3) ELA The Human Body
Planning	
3. Lesson overview or summary: In a few sentences, summarize this lesson.	Students will be learning about joints and how they work in your body. They will be introduced to specific spots by pointing them out on themselves and on the skeleton model. Students will also learn about their spine, where it is located and how it works. They will make a spine model and do a joint exit ticket where they circle the pictures that correctly represent joints.
16. State Learning Standards: Identify relevant grade level standards and GLEs from the WA State Content Learning Standards, Common Core Standards, NETS*S, PEs, and/or CBA in a format that clearly identifies subject and GLE/standard.	<ul style="list-style-type: none"> - Describe the connection between the skeleton and the ability to move one's body (RI.1.3) - Ask and answer where questions orally, requiring literal recall and understanding of the details or facts of "The Body's Framework" (SL.1.2)
17. Learning Targets: What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain of the standard/GLE (see #11 below). Consider including language targets as well.	<ul style="list-style-type: none"> - Students will be able to tell you the location of the spine and how it works - Students will be able to correctly explain the core vocabulary word "joint" and demonstrate examples in the body
18. Key Vocabulary: List the key content vocabulary that will be covered.	<ul style="list-style-type: none"> - Spine - Support - Joint
19. Grouping: Describe how and <u>why</u> students will be	<ul style="list-style-type: none"> - Students will be grouped into groups of two for the making of the spine models. Students will be grouped

	<ul style="list-style-type: none">- Students will get into groups of two to create a spine model- Students will complete the joint exit ticket to demonstrate understanding	
i. Methods of differentiation: List accommodation or differentiation strategies.	Differentiation: <ul style="list-style-type: none">- Some students may need help differentiating pictures/directions	
21. Closure: Explain how you are going to bring closure to the lesson.	Closure: <ul style="list-style-type: none">- Students will complete the joint exit ticket to close out the learning experience for that day	
Assessment:		
22. Assessment Strategies Attach questions, worksheets, tests or any additional documentation related to your assessment strategies. Also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc.	Target-Assessment Alignment Table	
	Learning Targets	Assessment Strategies
	Students will be able to tell you the location of the spine and how it works	<ul style="list-style-type: none">- By using the skeleton model in full group discussion as well as showing the class how their spine model works once they are completed with the project
	Students will be able to correctly explain the core vocabulary word “joint” and demonstrate examples in the body	<ul style="list-style-type: none">- Full group discussion time as well as spine presentations will allow for oral explanations- The joint exit ticket activity will demonstrate that they understand examples

Spine Model Activity Example:



Joint Exit Ticket Example:

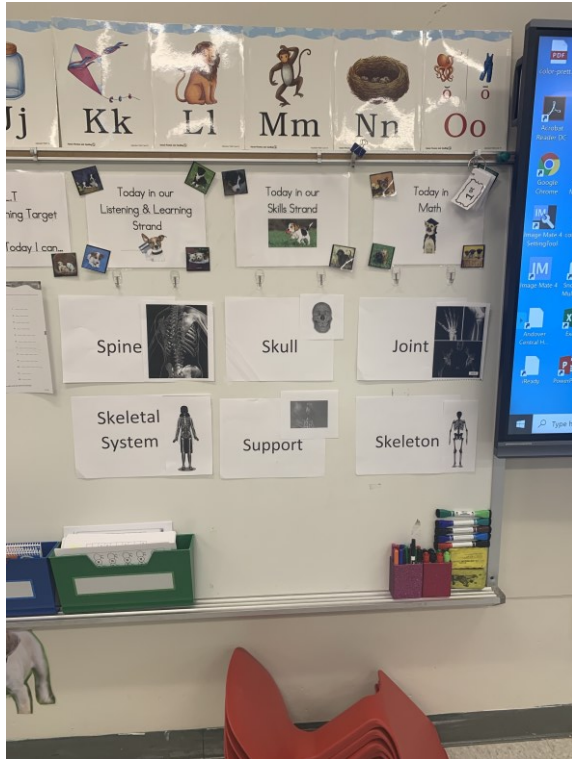


Teacher Candidate: Grade Level: Date: Unit/Subject: Instructional Plan Title/Focus:	Emma Torrey First Grade 9/26/19 (Day 4) ELA The Human Body
Planning	
4. Lesson overview or summary: In a few sentences, summarize this lesson.	Students will be reviewing all of their core vocabulary word and playing the vocabulary swatter word game. Students will also complete a Kahoot! to practice vocabulary and facts associated with the lesson.
23. State Learning Standards: Identify relevant grade level standards and GLEs from the WA State Content Learning Standards, Common Core Standards, NETS*S, PEs, and/or CBA in a format that clearly identifies subject and GLE/standard.	<ul style="list-style-type: none"> - Describe the connection between the skeleton and the ability to move one's body (RI.1.3) - Ask and answer where questions orally, requiring literal recall and understanding of the details or facts of "The Body's Framework" (SL.1.2)
24. Learning Targets: What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain of the standard/GLE (see #11 below). Consider including language targets as well.	<ul style="list-style-type: none"> - Students will be able to match the correct core vocabulary word and corresponding picture to the definition - Students will be able to match the correct core vocabulary word to the corresponding picture - Students will be able to answer basic facts about the skeletal system
25. Key Vocabulary: List the key content vocabulary that will be covered.	<ul style="list-style-type: none"> - Skeletal System - Skeleton - Skull - Spine - Support - Joint
26. Grouping: Describe how and <u>why</u> students will be	<ul style="list-style-type: none"> - Students will be grouped by table. They will be put into two groups as they are seated at the two main instruction tables. Students sit in their assigned seats

divided into groups, if applicable (random, ability, interest, social purposes, etc.).	so they are partnered with the students assigned to their tables
Learning/Teaching Strategies:	
27. Teaching Strategies: Instructional procedures: List the teaching approaches or modes you will use to <u>teach</u> each step (such as ppt, demonstrate example, graphics, partner practice, etc.).	<ul style="list-style-type: none"> - Written vocabulary words as well as corresponding pictures are available on the board during student activities - iPads and Clear Touch board are used during activities - Whole group review and discussion to begin the lesson - Students grouped into two smaller groups for educational game
j. Multiple means of access: List ways the teacher will present the materials.	Multiple means of representation: <ul style="list-style-type: none"> - Vocabulary words will be on the main board with visuals for students to see and use in their vocabulary swatter game - Skeleton arms will be used to swat the correct vocabulary word to the definition given - iPads will be used to complete the Kahoot! which is displayed on the Clear Touch board
k. Multiple means of engagement: List ways the students will participate in the learning.	Multiple means of engagement: <ul style="list-style-type: none"> - Students will be up and moving during the vocabulary swatter game when it is their turn. When they stand at the board they are to use the skeleton arm provided to swat the correct vocabulary word and picture that are posted on the board when the definition is given - Students will participate in the review and discussion of vocabulary words and facts from the learning segments - Students will work independently to answer the questions given during the Kahoot! on their one to one iPads
l. Methods of differentiation: List accommodation or differentiation strategies.	Differentiation: <ul style="list-style-type: none"> - Some students may need the visuals represented on the board as they are not as familiar with the words and letters that make up the words

	<ul style="list-style-type: none">- Some students may need their Kahoot! questions read to them one on one in order to answer the questions	
28. Closure: Explain how you are going to bring closure to the lesson.	Closure: <ul style="list-style-type: none">- Students will complete the Kahoot! independently on their one to one iPads to close out the learning segment for that day	
Assessment:		
29. Assessment Strategies Attach questions, worksheets, tests or any additional documentation related to your assessment strategies. Also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc.	Target-Assessment Alignment Table	
	Learning Targets	Assessment Strategies
	Students will be able to match the correct core vocabulary word and corresponding picture to the definition	<ul style="list-style-type: none">- The vocabulary swatter word game will have students swatting the correct word and corresponding picture when given a definition
	<ul style="list-style-type: none">- Students will be able to match the correct core vocabulary word to the corresponding picture- Students will be able to answer basic facts about the skeletal system	<ul style="list-style-type: none">- The Kahoot! will allow students to demonstrate these skills as the questions range from match the core vocabulary words to the corresponding picture and answering basic facts about the skeletal system

Vocabulary Swatter Game Activity:



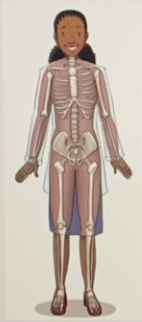
Kahoot! Review Game Examples:

What is this an example of?

28

Skip

0 Answers



▲ Joint

◆ Support

● Skeletal System

■ Skeleton


kahoot.it Game PIN: 273328

What is the light spongy material that fills your bones called?

27

Skip

0 Answers



▲ brain

◆ marrow

● ribs

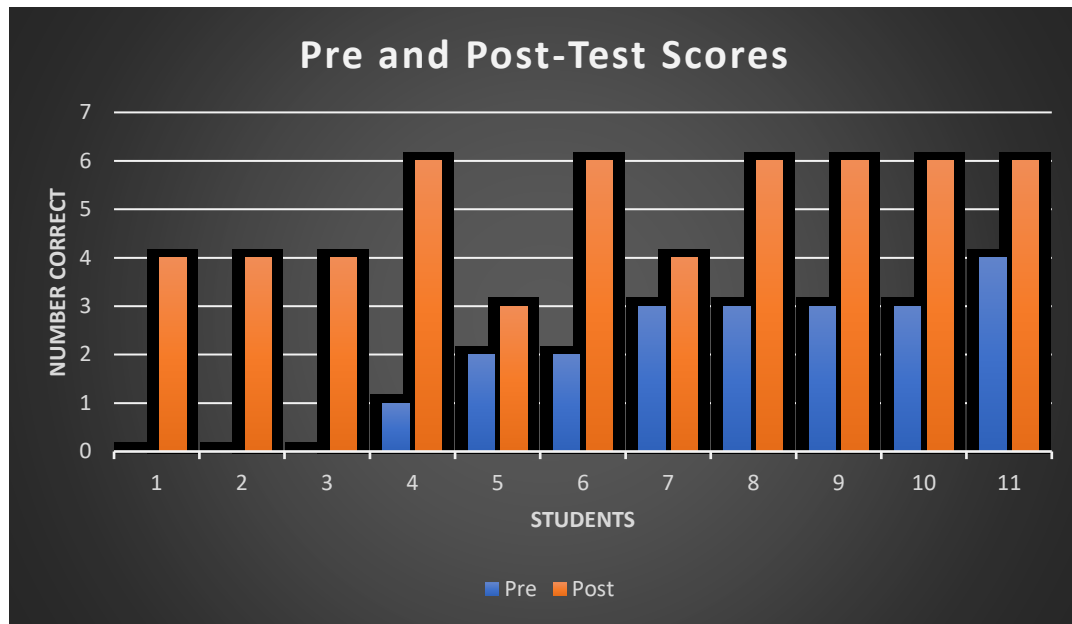
■ vertebrae

kahoot.it Game PIN: 273328

Teacher Candidate: Grade Level: Date: Unit/Subject: Instructional Plan Title/Focus:	Emma Torrey First Grade 9/27/19 (Day 5) ELA The Human Body
Planning	
5. Lesson overview or summary: In a few sentences, summarize this lesson.	Students will be doing a general vocabulary and fact review and then will complete the posttest.
30. State Learning Standards: Identify relevant grade level standards and GLEs from the WA State Content Learning Standards, Common Core Standards, NETS*S, PEs, and/or CBA in a format that clearly identifies subject and GLE/standard.	<ul style="list-style-type: none"> - Describe the connection between the skeleton and the ability to move one's body (RI.1.3) - Ask and answer where questions orally, requiring literal recall and understanding of the details or facts of "The Body's Framework" (SL.1.2)
31. Learning Targets: What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain of the standard/GLE (see #11 below). Consider including language targets as well.	<ul style="list-style-type: none"> - Students will be able to match the correct vocabulary word to the corresponding picture - Students will be able to roughly draw the human skeleton - Students will be able to successfully identify joints in the human body
32. Key Vocabulary: List the key content vocabulary that will be covered.	<ul style="list-style-type: none"> - Skeletal System - Skeleton - Skull - Spine - Support - Joint
33. Grouping: Describe how and <u>why</u> students will be	<ul style="list-style-type: none"> - Students will not be grouped during this part of the learning segment

35. Closure: Explain how you are going to bring closure to the lesson.	Closure: <ul style="list-style-type: none">- Students will take the posttest to close out the learning segment for that day	
Assessment:		
36. Assessment Strategies Attach questions, worksheets, tests or any additional documentation related to your assessment strategies. Also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc.	Target-Assessment Alignment Table	
	Learning Targets	Assessment Strategies
	<ul style="list-style-type: none">- Students will be able to match the correct vocabulary word to the corresponding picture- Students will be able to roughly draw the human skeleton- Students will be able to successfully identify joints in the human body	<ul style="list-style-type: none">- Posttest will be given to the students so they can demonstrate these skills

Through the use of these lessons I was able to take the posttest scores of my students and see how the design of this learning segment impacted them. From the graph below you can see that every student increased at least one, if not more than one, vocabulary word better from their pre to their post-test. My class responded extremely well to the material and was able to successfully learn from the presentation of this learning segment. Going forward I will be sure to use the Universal Design for learning paradigm in my lessons as this design proved to be a very positive learning experience for my students. Using this knowledge, I will guide my instruction in this manner to keep my students on track as well as continuing to progress.



- This graph shows each of my students pre and post-post test scores. The blue bar represents the correct number of vocabulary words a student scored on the pretest and the orange bar represents the correct number of vocabulary words a student scored on the post test. If there is neither color bar shown that means they scored zero correct answers.

Citations:

- Gardner, H. (1983). *Frames of mind*. New York: Basic Books.
- Murphy, L. (2016). *Lisa Murphy on play: the foundation of childrens learning*. St. Paul, MN: Redleaf Press.