



PRE-K LITERACY:
PLANTS ARE ALL AROUND US!

SUPPORTS FOR STUDENTS WITH DISABILITIES

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Instructional Supports for Students with Disabilities using UDL Guidelines

Background Information

Learners differ in the ways that they perceive and comprehend information and may require a different process to acquire the same content. In addition, learners may differ markedly in the ways they engage, maintain attention to task and demonstrate what they know and have learned. Hence, the goal of a UDL curriculum is the interrelated components which comprise the goals, methods, materials and assessment.

Day 1: PREPARING STUDENTS

Activate or supply background knowledge through multi-sensory approach. Provide Multiple Means of Representation to assess students' prior knowledge

Provide options for perception-Offer ways of customizing the display of information

- Use color coding to document their responses on a K-W-L chart, or blank chart paper. Involve all learners by prompting or requiring them to restate the task in order to be able to better internalize information and extrapolate the most important details.

What do you KNOW about planting?	What do you WONDER about planting?	What did you LEARN about planting?

Provide options for executive functioning-Enhance capacity for monitoring progress

- Create cooperative learning groups, encouraging children to prepare their responses and build consensus in pair-share or small flexible groups for the **KNOW** and **WONDER** segments of the chart.
- Provide prompts, reminders and ground rules/management plans that reduce the frequency of off-task behaviors in response to struggles or low stamina, as appropriate.
- Provide instruction by modeling and by assigning mentors, both designed to support the range of attention, cognition, sensory and language strengths and challenges in the classroom.

Provide options for self-regulation-Facilitate personal coping skills and strategies

- Provide non-verbal options for self-regulation for students when they assemble for group activities:
 - permission to assemble on the rug
 - relocate to a chair around a table
 - take a short “stretch”

- be excused for other appropriate actions
- Provide options for purposeful transitions:
 - Refer students to individual schedules
 - Provide sign-out/sign-in books
 - Wall schedule
 - Musical tones as prompts

Provide options for comprehension-Highlight patterns, critical features, big ideas, and relationships

- Provide feedback and models for incorporating positive strategies for success, e.g., group leaders to facilitate the K-W-L by providing the color coded markers for the different components of the charting process.

Provide options for language, mathematical expression and symbols-Clarify vocabulary

- Show short videotaped segments of the class trip where students walked around the block and observed different types of plant life in the neighborhood. Use segments to facilitate recall and retention through visual reinforcement and repetition. Stop periodically to discuss vocabulary.

Day 2: INFORMATIONAL READ ALOUD

Suggested Text: *From Seed to Plant* by Gail Gibbons

Suggested Read Aloud Time: 15 minutes

Provide options for recruiting interest- Optimize relevance, value and authenticity

- ***Establish clear expectations for group work.*** Post class-created rubric where all students can view.
- ***Illustrate through multiple media,*** Use a Document Reader or Smart Board to display and underline the title of the story from the cover of the book using your finger or Smart Board marking instrument from left to right while reading the title, “From Seed to Plant.”
- ***Provide models or examples of the process and product.*** Read aloud and chunk information, think and talk aloud “real life information, or facts, on how plants grow from seeds.” Stop periodically to chart student responses onto graphic organizer, flow chart or Thinking Map(s) posted where all students can view.
- ***Enhance capacity for monitoring progress.*** Establish rituals and routines that prompt learners to identify the type of feedback, advice, and/or assistance they require.
- ***Establish clear protocols for class discussions:*** whole group; small groups; think-pair-share; and turn and talk.

- **Increase mastery-oriented feedback.** While students are listening to classmates make and back-up a plant-life fact, process or prediction; periodically select students to retell, sketch or elaborate to monitor comprehension.

Provide options for perception-Offer alternatives for auditory information

- Offer the students the opportunity to view the author’s name “Gail Gibbons” on the cover of the book. Briefly explain that the author writes the book. Show other examples around the classroom by asking students to find books and point to the author’s name.
- Offer the students the opportunity to view the illustration on the front cover of the book. Briefly explain that an illustrator creates the pictures. Using same book, have students point to the illustrator.
- Display the illustration using a document reader, prompting the children to predict what the story might be about. Use flexible groups for pair-share and discuss.
- If available, utilize an FM system to decrease distractions from extraneous/ambient noise.
- Offer children preferred seating, as appropriate.
- Repeat auditory prompts and encourage children to echo your questions, e.g., “What do you notice in this picture?” Differentiate by:
 - Prompting students to formulate a new question for a classmate.
- Avoid word call questions. Pointing to illustrations, ask students “Do you see a stem?” “Can you come up and point to the stem?” “Echo me...STEM” Continue this process for “leaf” and “root.”

Provide options for comprehension-Activate or supply background knowledge

- Anchor instruction by linking to and activating relevant prior knowledge
- Allow one or two students to model for the class
- Ask children to predict, “What do you think would happen if nobody watered the plants?”
- Prepare word cards for the following key words: water, dig, seed, stem, root, leaf. Place Velcro strips on the back of the cards . As you read, point to illustrations that connect to the key words listed above. Provide definitions in students’ dominant and heritage languages.

Provide multiple means of action and expression-Provide options for physical action

- Ask children to act-out the process of planting a seed in the dirt as they repeat your verbalizations, e.g., “First we dig a hole.” “Then we put seed in the hole.” “Next we cover the seed with dirt.” “Finally, we pour water on top.”

Provide options for perception-Offer alternatives for visual information

- After the read aloud, chart what students learned about plants from the book under **LEARN**. Use illustrations/sketches/clip art to correspond to the concepts/vocabulary/actions on the Chart.

Provide options for language, mathematical expressions and symbols- Illustrate through multi media

- Show a short video of the steps portrayed in the text to present the relationships between the planting events. Ask students to tell what they learned in their own words, using the Key Word Cards.

Day 3: WRITTEN RESPONSE TO INFORMATIONAL TEXT

Provide options for recruiting interest-Minimize threats and distractions

- When revisiting the K-W-L chart the following day, use flexible grouping to assemble students. Allow individual attention as appropriate. Use a pointer to re-read and echo-read *From Seed to Plant* by Gail Gibbons

Provide options for recruiting interest –Optimize individual choice and autonomy

- Offer children choices to increase the degree to which they feel connected to their learning. The right kind of choice and level of independence must be optimized to ensure engagement. Set-up a variety of drawing and writing materials, an audio book recording, the video seed planting vignette, Key Word Cards and a copy of the book *From Seed to Plant*. Encourage students to revisit the story.

Provide options for sustaining effort and persistence-Foster collaboration and community

- Prompt students to draw and/or write about what they learned from the book. A teacher should be present at the table to create cooperative learning groups with clear goals, roles and responsibilities. Provide prompts that guide learners in when and how to ask peers and/or teacher(s) for assistance. Encourage and support opportunities for peer tutors and construct communities of learners engaged in common activities.

Provide options for sustaining and persistence- Increase mastery-oriented feedback.

- After each student finishes, prompt him/her to “tell me about your work” and “tell me what you learned from the book.” As the teacher explain that the student’s response will be written exactly what they say in their own words, provide feedback that emphasizes the role of effort and practice

rather than intelligence or inherent ability as an important factor in guiding learners toward successful long-term habits and learning practices.

Provide options for self-regulation-Develop self assessment and reflection

- Write the student responses on a separate sheet of paper (see template below). Read the responses back to students, pointing to each word as you read. Offer devices, aids or charts to assist students to collect, chart or display data from their own behavior. Facilitate a discussion related to the amount of learning or work accomplished on Day 3. Compare to previous mastery oriented feedback in a portfolio.