Learning Map Scavenger Hunt

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Lesson 1: Get the GIST

Learner
- There are not any details about the specific learners other than this lesson is for 6th-8th grade students.

Teacher
- Teacher engages in modeling by writing and sharing their own GIST summary with the students.

Target
- Objective is for students to be able to use the GIST summary strategy successfully and apply that strategy to content-area reading assignments.

Lesson 1: Get the GIST (cont.)

Assessment
- Teacher informally assesses students as they write by walking around the room and observing the students.
- Written assessment has a score of 1-4 with specifics listed for each point that can be earned.

Instruction
- Teacher uses modeling to directly instruct the students when introducing the GIST strategy.
- Research and inquiry is included in these lessons by having the kids find articles to explore and use the GIST method on.

Management
- The teacher observes students as they write. No other details.

Lesson 1: Get the GIST (cont.)

UDL
- Representation: Overhead projector, paper articles, and computer articles
- Expression: Filling in the GIST Template, Creating their own template
- Engagement: Overhead projector, paper articles, and computer articles

Critical Assessment
- Correct: The teacher reinforced the idea of using the GIST Template several times with the students so they were comfortable with the concept
- Incorrect: Not enough cooperative learning or variations with the ways of expression.
- Improvements: Include multiple means of expression, create groups to present the material they were researching

Lesson 2: Attack on Pearl Harbor

Learner
- The students live in an area where it is safe to walk around school.
- They also have the ability to have collaborative discussions.
- 3rd - 5th Grade

Teacher
- The teacher incorporates and creates community by allowing the kids to walk around outside the school.
- Allows for student autonomy by giving them options for the format of their projects.

Target
- Learn how authors use primary-source material for research.
- Understand multiple viewpoints - particularly from non-fiction
- Produce a response to literature

Lesson 2: Attack on Pearl Harbor (cont.)

Assessment
- Though it is not specifically stated, it is assumed that the teacher will formally assess the writing project that is assigned to the students.
- Informal assessment - extension activity could show students' understanding of the material.

Instruction
- Research based - Students are reading through eye witness accounts of Pearl Harbor
- Cooperative learning - students made observations together and shared notes. The extension activity would also allow for cooperative exchanges.

Management
- Community Building - The observation walk and extension activity.

Lesson 2: Attack on Pearl Harbor (cont.)

UDL
- Representation: The students had multiple stories they could read.
- Expression: Writing project, extension activity (EA)
- Engagement: Observation walk, class discussion, writing activity, EA

Critical Assessment
- Correct: The teacher created an engaging activity that allowed the students to have multiple means of engagement in the topic. Teacher also gave the students many options for how to represent their writing assignment.
- Incorrect: There is no clear rubric for how the students are going to be assessed on their projects.
- Improvements: Include a rubric for the writing project as well as give more details about the students' demographics.

Lesson 3: 5th Grade Literacy

Learner
- Learners are 5th grade ELA students (29 students - 14 boys & 15 girls). A few have IEPs. three students have behavior difficulties.
- Reading levels that range from K-7th grade as well as different levels of proficiency and language ability.
- Attention and focus issues, social and talkative

Teacher
- Teacher uses direct instruction to present root words.

Target
- Standard: CCSS Language 5.4 - clarify meaning of words and phrases, use words in context, use affixes and roots as clues for meaning, consult reference materials.

Lesson 3: 5th Grade Literacy (cont.)

Assessment
- Pre and post test assessments of their learning.
- Monitoring data from the computer application
- Flipbooks show the teacher that students can apply new knowledge.

Instruction
- Direct instruction about root words, use of online resources,

Management
- Classroom norms established for quiet classrooms.
- Transition expectations are presented.
- Using a tool for random equitable grouping.
- Clear expectations are established beforehand.

Lesson 3: 5th Grade Literacy (cont.)

UDL
- Representation: Quizlet flashcards, flipbooks, graphic organizers, pictures, videos, and games in class.
- Expression: individual work, flipbooks, and group work
- Engagement: Class discussion and computer quiz games. Headphones can be used by students.

Critical Assessment
- Correct: Provided lots of details about the students.
- Incorrect: Needed more clear organization in the beginning.
- Improvements: More structured details about the actual lesson or instruction time.

Comparison

Similarities
- Lessons 2 & 3 had lots of cooperative learning opportunities for the students.
- Lessons 1 & 3 ustilized technology.

Differences
- Lesson 3 offered significant and thorough information about the students.
- Lesson 2 included the extension activity and the observation walk to keep the students physically engaged during the lesson.
- Lesson 3 had pre and post assessments.
- Lesson 1 had a grading rubric for their assessment.

Conclusions: It appears that including cooperative learning, clear assessments, and a variety of tools is important to make the lessons seem complete.

Outcomes

How well will each Lesson achieve the outcomes?
Lesson 1: There were a lot of independent aspects to this lesson. I feel like students could feel overwhelmed by the repetitive aspects of it. They may feel overwhelmed by the high expectations.
Lesson 2: Students will enjoy the creative aspects of this lesson and this will help to reinforce their understandings of different viewpoints - especially if they follow through with the extension activity.
Lesson 3: This lesson initially looks overwhelming for the students. The direct instruction may be confusing for them at first. However, with the individual attention given in great detail about the students, it appears that the teacher has a thorough understanding of how the students learn best. With the additional materials and the repition they could definitely be successful.

Suggestions for Teachers

Modifications
- Lesson 1 - add cooperative learning for engagement
- Lesson 2 - add a rubric for assessment
- Lesson 3 - More details about the direct instruction

Improvements
- Lesson 1: Allow students to work in groups and explore content-area specific material together.
- Lesson 2: Teacher could include more information on how she was going to assess students.
- Lesson 3: Provide more steps for explaining Greek and Latin roots as well as affixes.

References

CAST, (2011). Universal design for learning: Guidelines version 2.0. Wakefield, MA. Retrieved from https://sites.google.com/site/udlguidelines examples/home

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