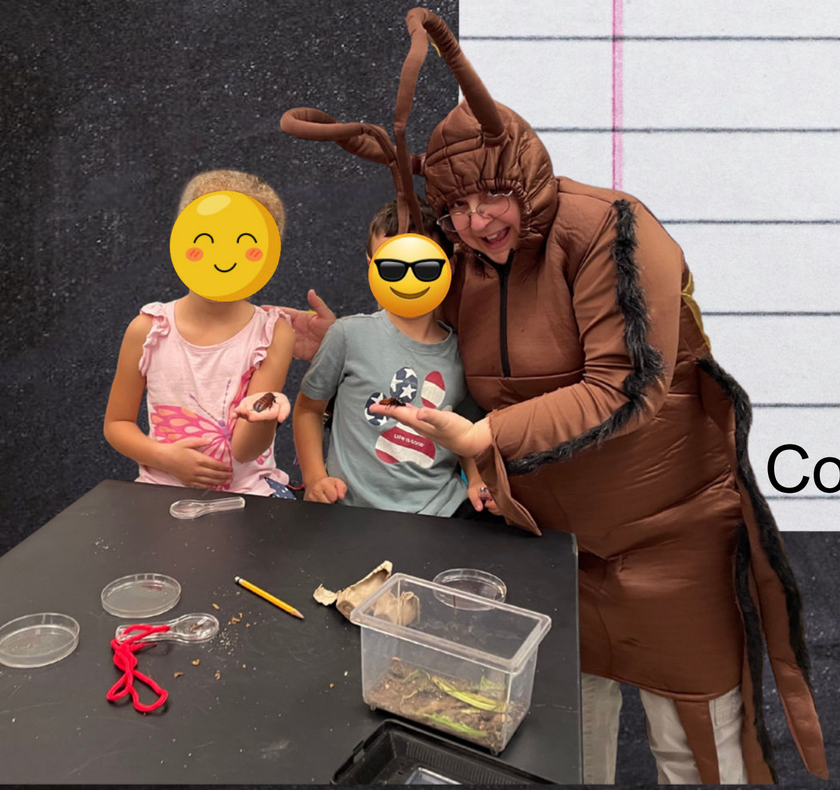
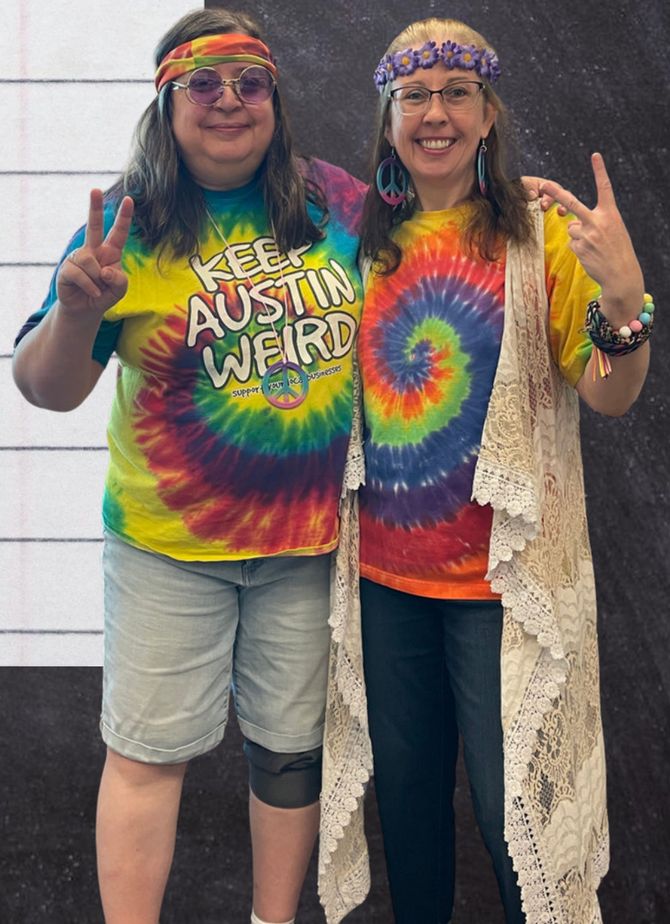
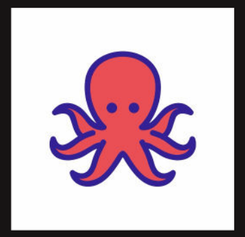


EFFECTIVE 5E INSTRUCTION WITH UDL



Presented by:
Connie Potersnak & Laura Christian



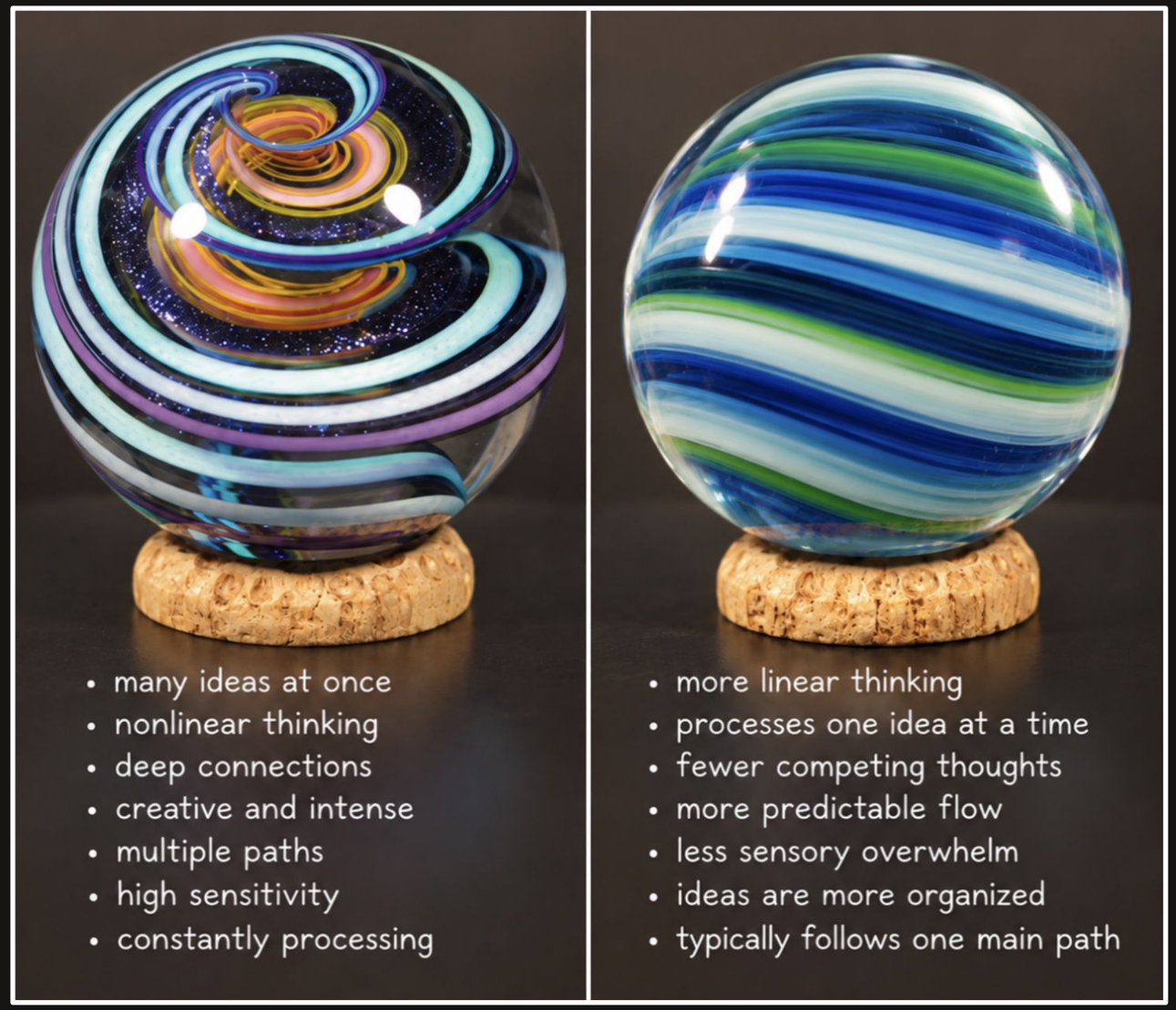


AGENDA

1. Our Teaching Backgrounds
2. Foundational Resources
3. 5E Philosophy
4. UDL Philosophy
5. 5E & UDL Application Grid
6. Force & Motion:

   Effective 5E + UDL Application

FAIR WARNING



OUR TEACHING BACKGROUNDS





Laura Christian

Teaching Experience:

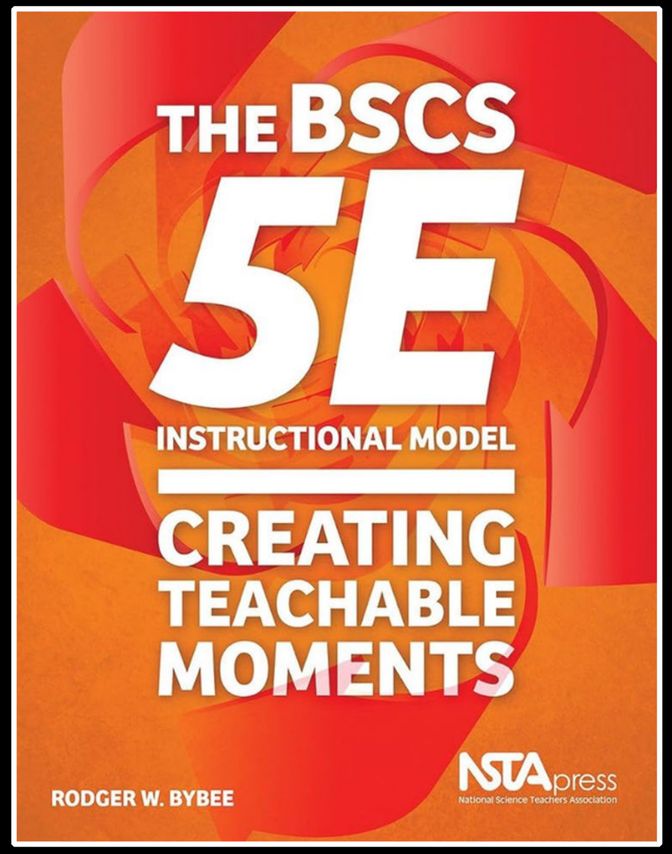
- RDSPDs: 5 total
  - Self-contained: 2 years
  - Elementary through High School
- Texas School for the Deaf: 8 years
  - Content Lead Teacher
  - Mentor Teacher
  - Grade Level Lead Teacher

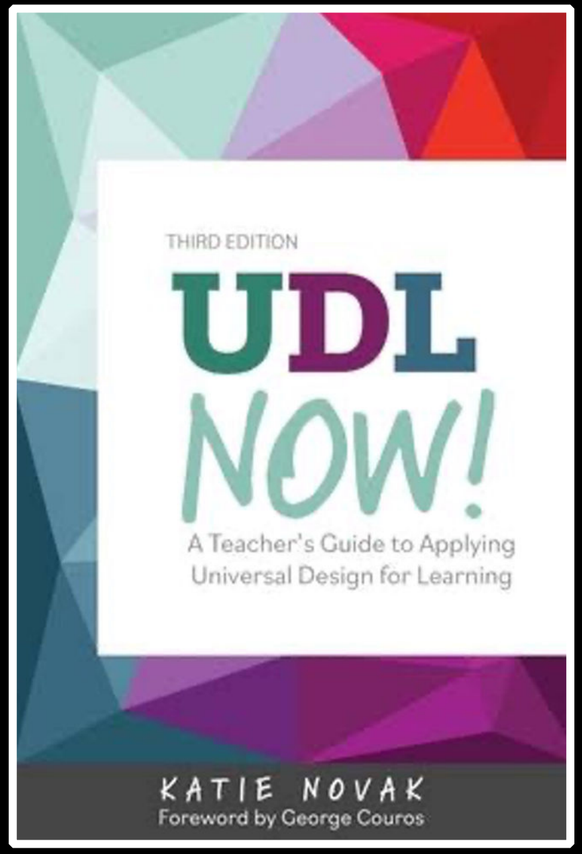
Connie Potersnak

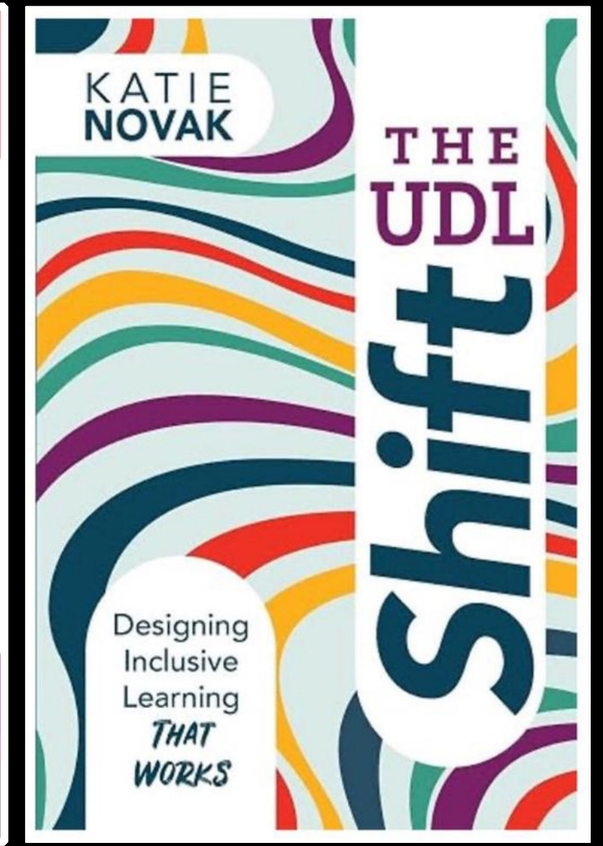
Teaching Experience:

- Texas School for the Deaf:
  35 years total!
  - Deaf Plus: 28 years
  - Middle School: 7 years
  - Content Lead Teacher
  - Mentor Teacher
  - Grade Level Lead Teacher

FOUNDATIONAL RESOURCES







The 5 Es

Lesson Planning Model for Science

UDL

Universal Design for Learning



5E PHILOSOPHY

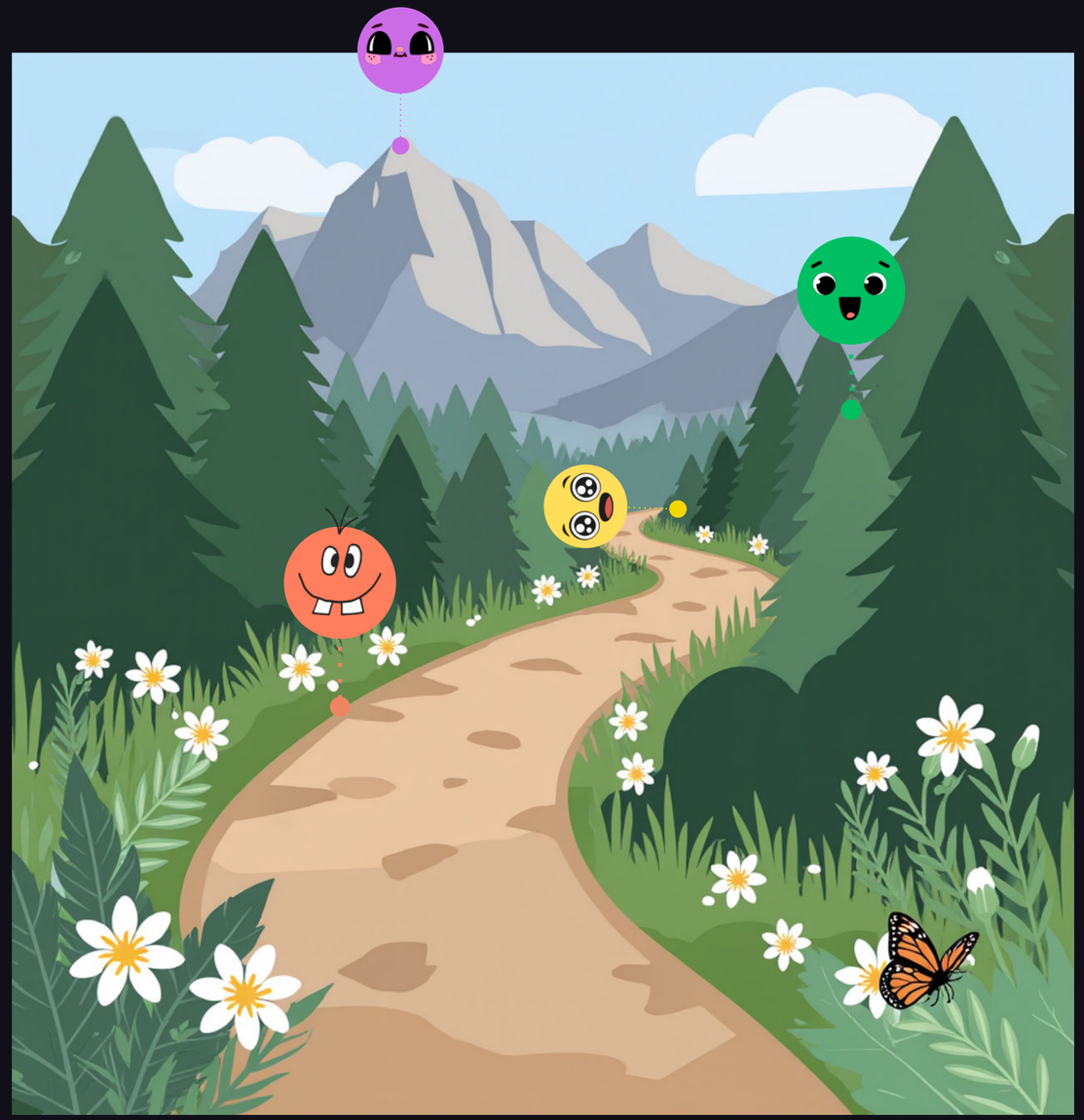


Students learn how to reach the mountain, or learning target, through a predictable sequence of inquiry-based learning:

1. Engage
2. Explore
3. Explain
4. Expand
5. Evaluate

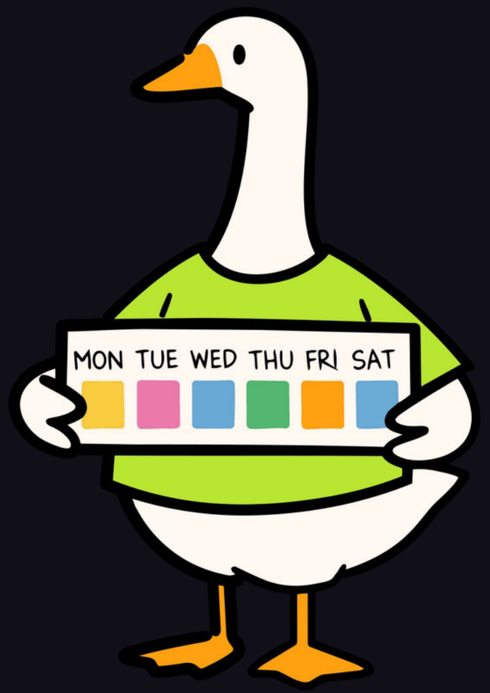


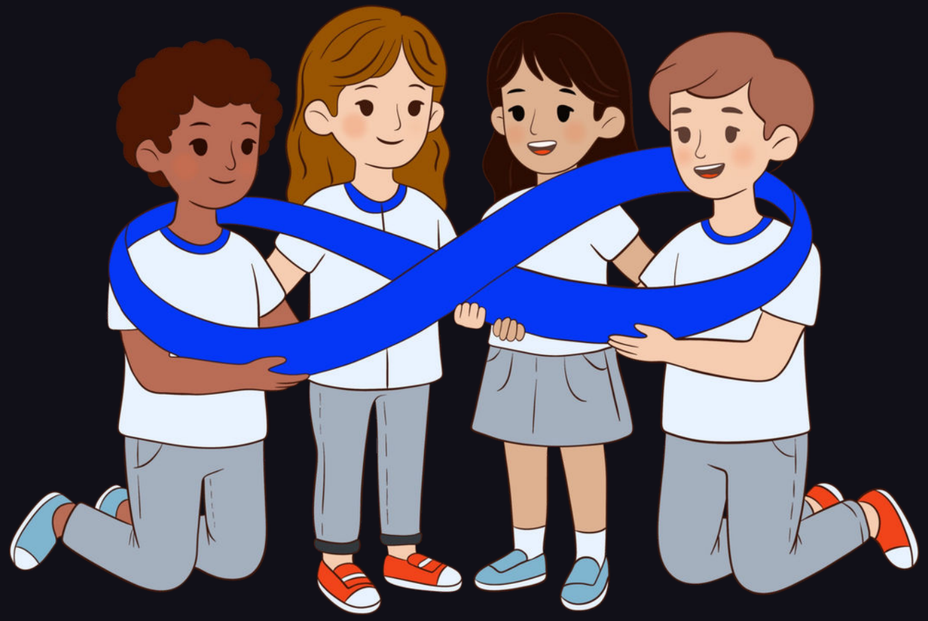
However, 5E inquiry-based learning **without support options** was not accessible for **ALL** learners, especially those with non-traditional learning styles, types of intelligence, or support needs.





UDL was designed to
open doors to all types of learning styles,
forms of intelligence, and support needs
so that all learners can succeed.







Some accessibility needs are very easy to see and identify.

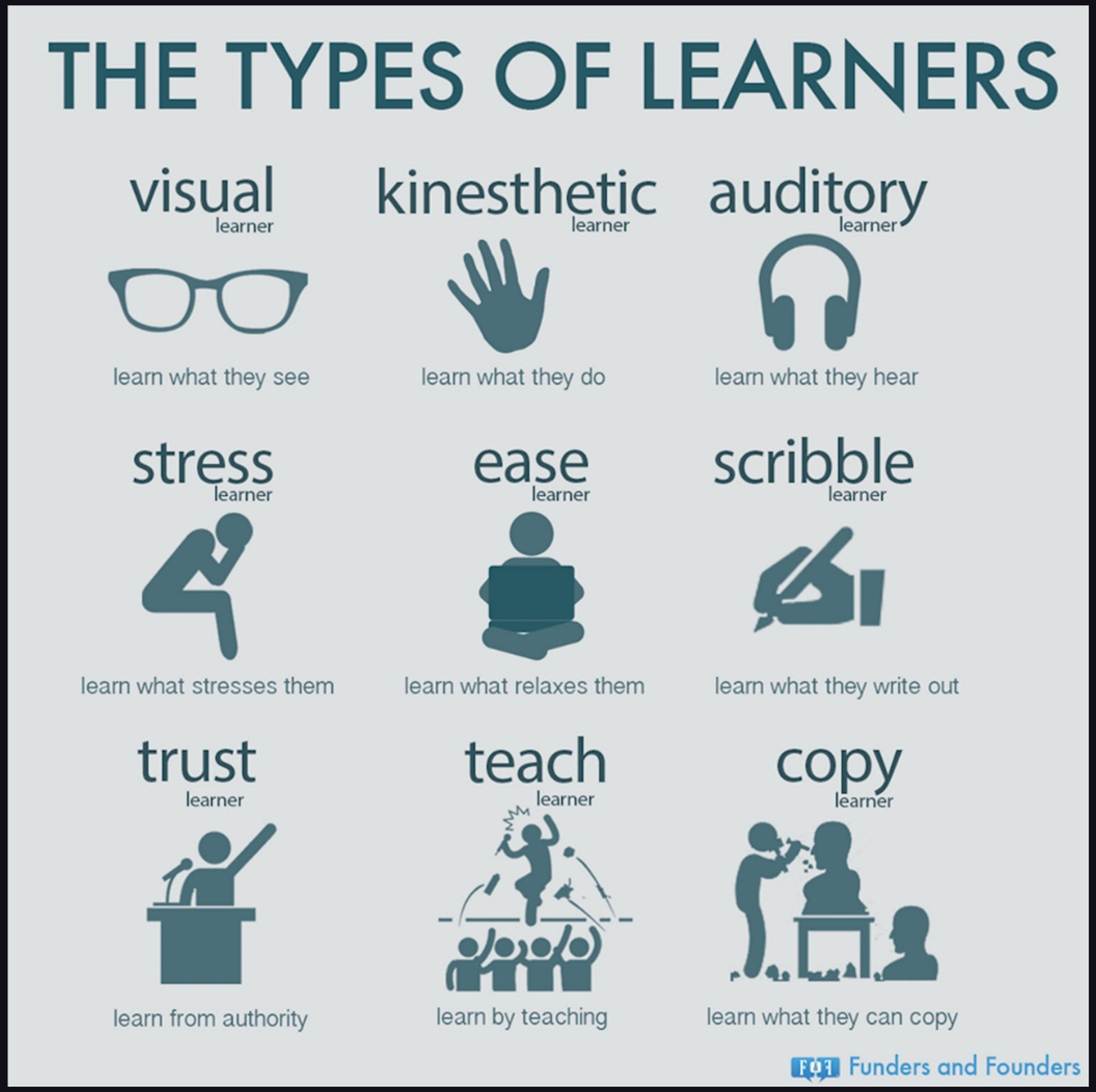






Other doors may be harder to identify, harder to open, and harder to keep open.

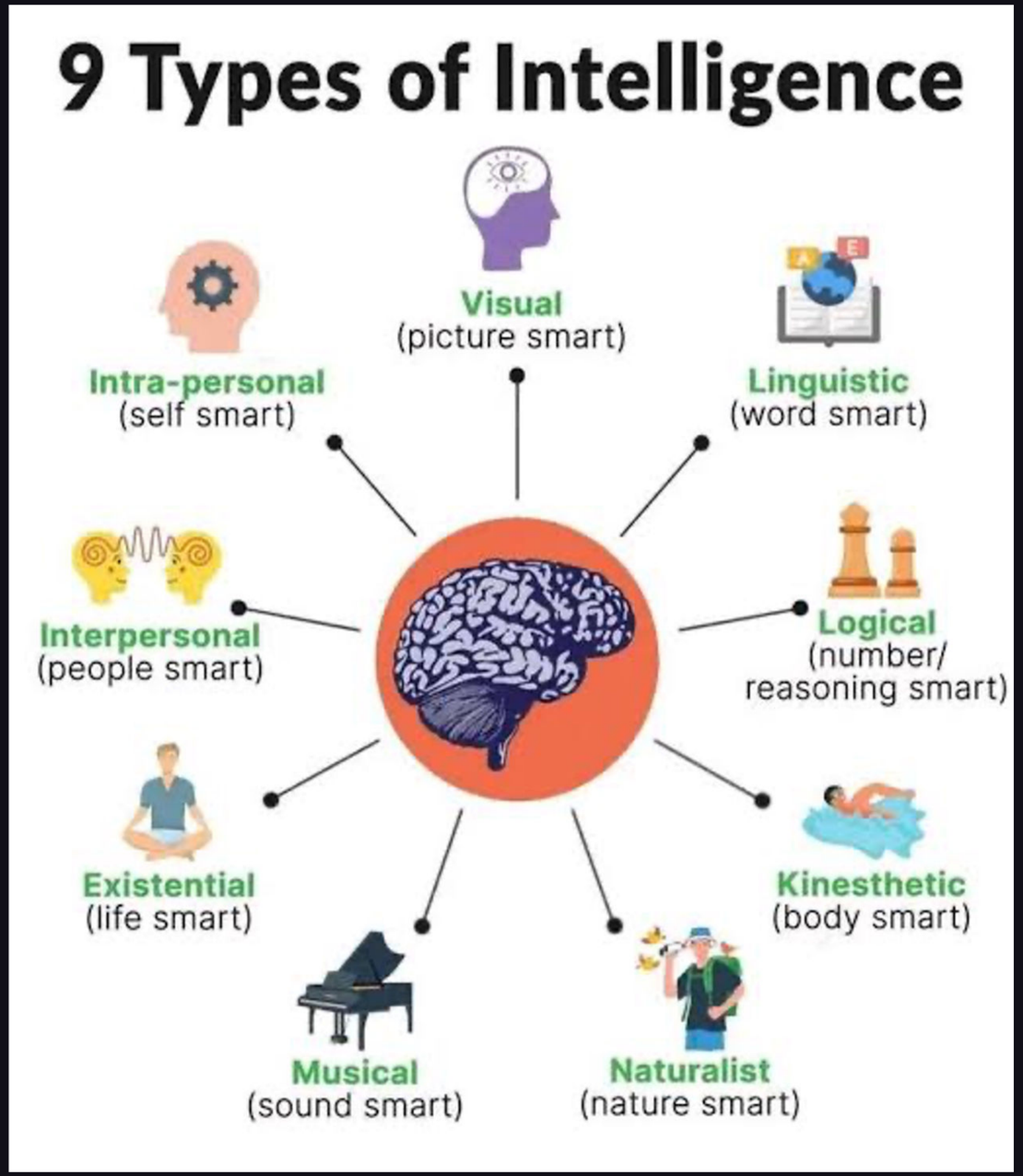
Different learning styles have different accessibility doors.



Not every type of support need is easy to see.

Not every type of intelligence is easy to see.

Goal: when we know better, we do better.

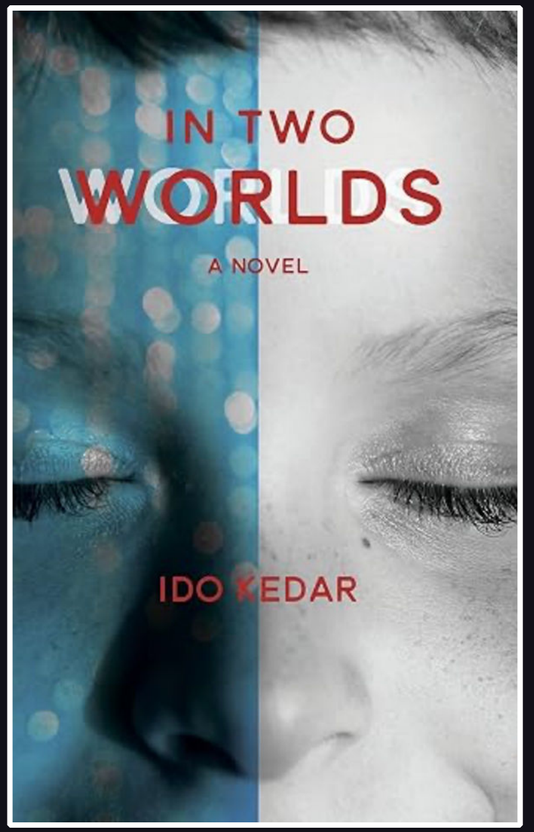


Example:

Ido Kedar







AllAutismTalk · Author & Advocate for Communication & Edu. Rights of Non-speakers, Ido Kedar

Ido Kedar, 24, is an author, blogger and advocate for the communication and educational rights of nonspeakers. Ido has nonspeaking autism and communicates by typing on a keyboard, tablet or letter board and converses via voice output. a Ido did not have a means to communicate until he was seven years old. He was one of the only nonspeaking autistic students fully mainstreamed in his school district and graduated high school fourth in his class.

In 2013 his memoir and explanation of autism, Ido in Autismland, was published. It is now used in university classes. Written between the ages of 12-15, Ido hoped to help people understand nonspeaking autism in a new, more accurate way. In Two Worlds (2018) is a work of fiction. It has received rave reviews from BookLife, Kirkus and readers. Ido is currently blogging at **www.idoinautismland.com**. He is a member of the board of directors of Communication First, a new civil rights organization for non and limited speakers.

In Two Worlds: **https://amzn.to/37vgN6m**

All Autism Talk (allautismtalk.com) is sponsored by LEARN Behavioral (**learnbehavioral.com/learnacademy**).



UDL PHILOSOPHY



Keep the steps.
Widen the
accessibility path,
don’t lower
the mountain.

Unlock Engagement

Do the Challenge

Look for Mastery

5E + UDL PHILOSOPHY

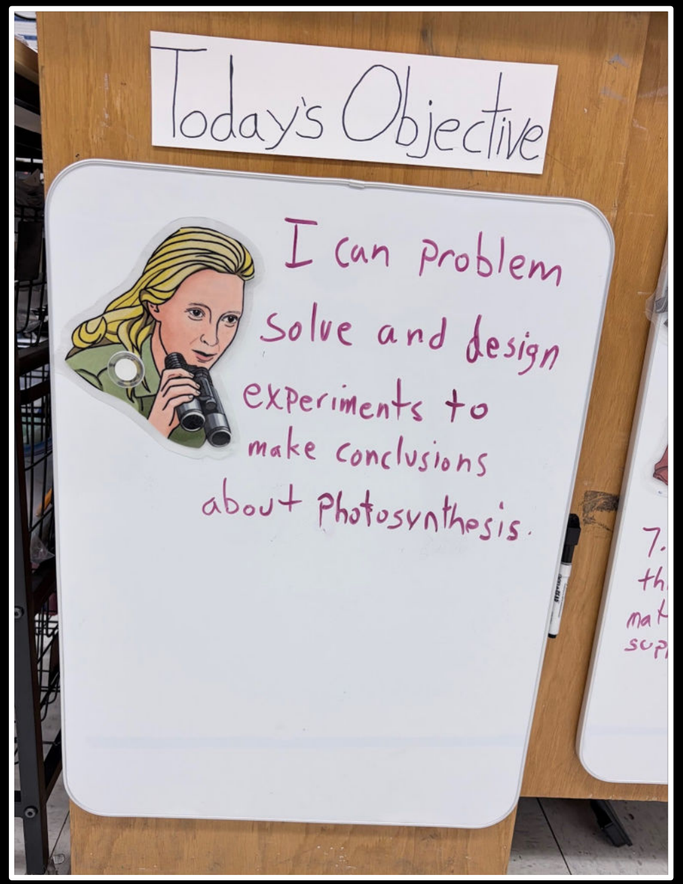


1. **Unlock: Open the learning path to different learning styles and types of intelligences by reducing unnecessary barriers.**
2. **Do: Keep the inquiry-based learning rigor (challenge).**
3. **Look!: More students reach the learning target with less self-resentment and frustration.**

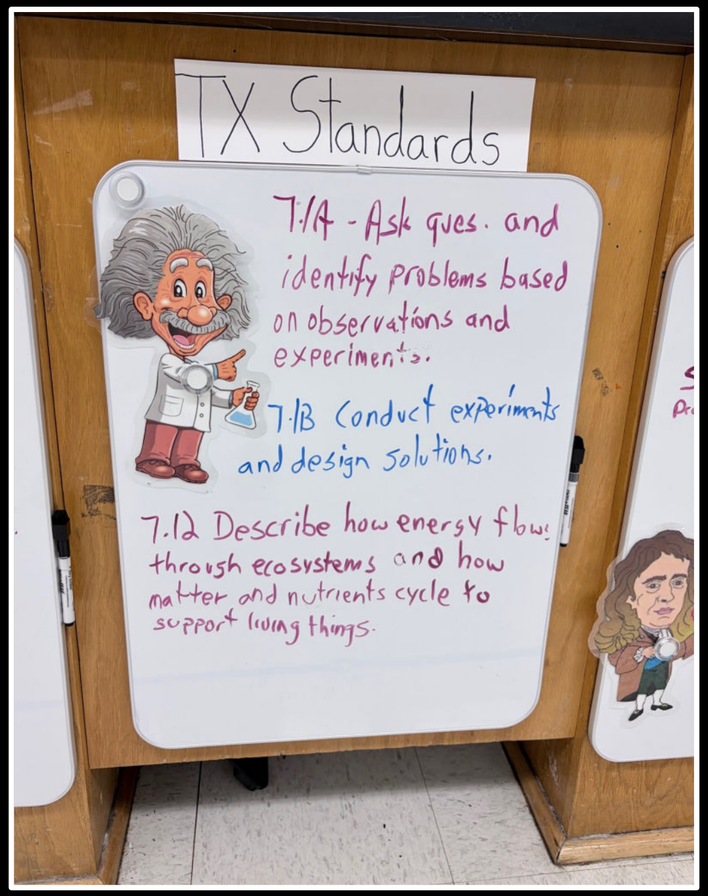


5E + UDL: State Standards

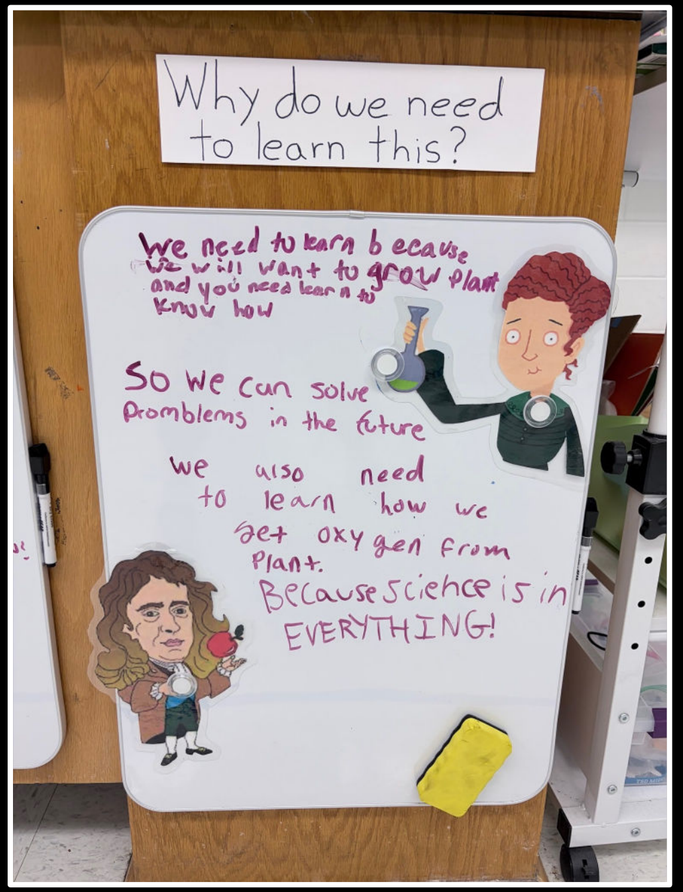
Objective:
5E Lesson Alignment



State Standard:
Same learning goal for all



Why:
Create individual purpose with UDL





5E'S + UDL

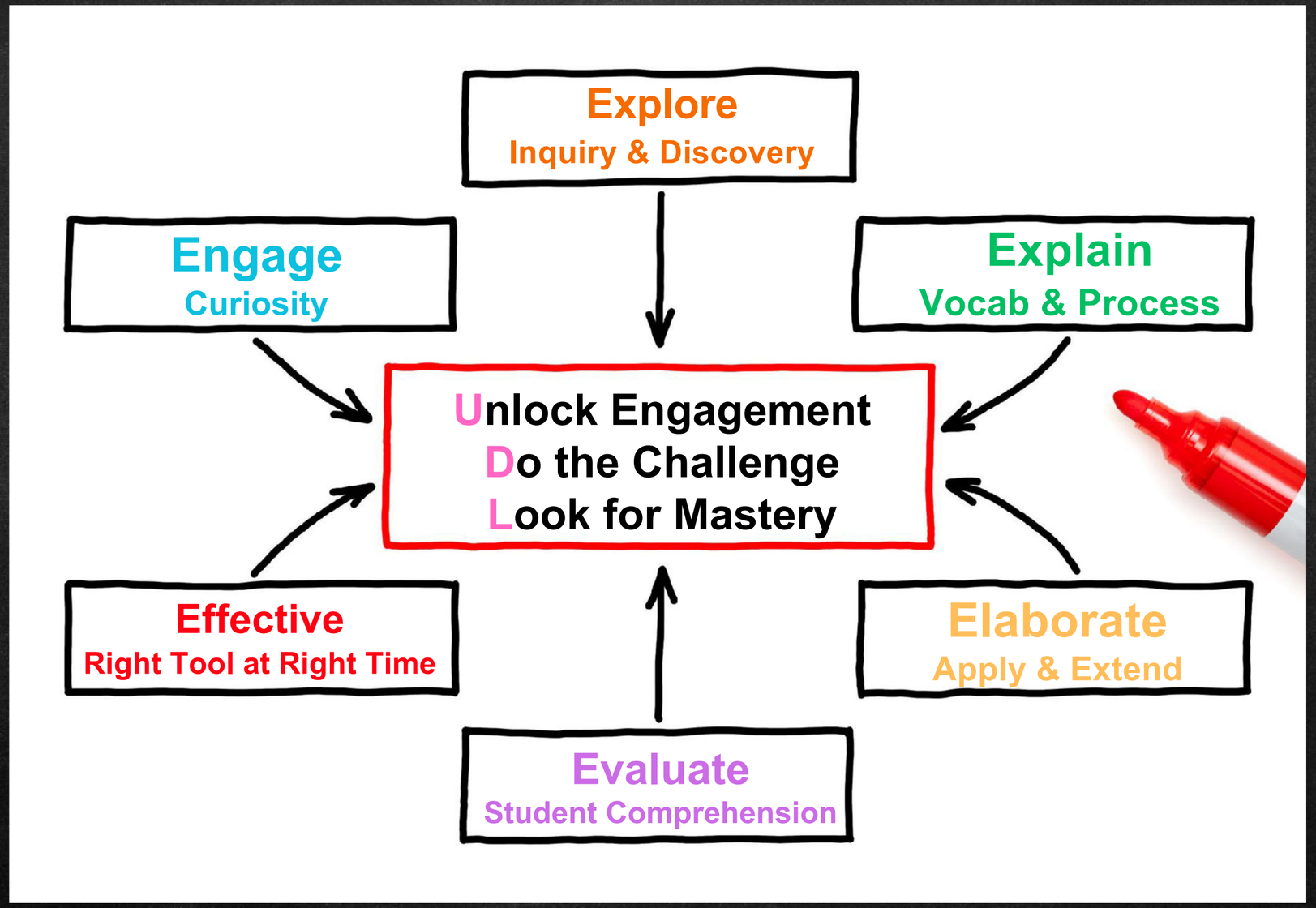
TEACHER



LESSON PLANNING

THE REALITY

Good News:
The 5 Es Naturally Lead to UDL



Force & Motion

Engage	Access to Understanding	Communicate & Participate	Demonstrate Learning
Motivation for Observation			

5E

Engage



Engage Curiosity

Explore



Explore
Inquiry & Discovery

Explain



Vocab & Process

Elaborate



Apply & Extend

Evaluate



Evaluate
Student Comprehension

1 ENGAGE CURIOSITY



Force & Motion

	Engage Motivation for Observation	Access to Understanding	Communicate & Participate	Demonstrate Learning
Engage Engage Curiosity	Video: falling off bike	Role play / act it out	Push students in rolling chair and suddenly stop pushing	Ask for ideas on how student can stay in the chair and not fall





Volunteer Needed!!

② EXPLORE







Force & motion stations:
2 minutes per station



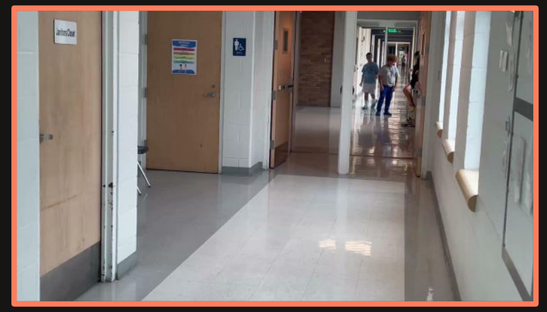
Peer modeling, picture symbols, hands on demonstrations

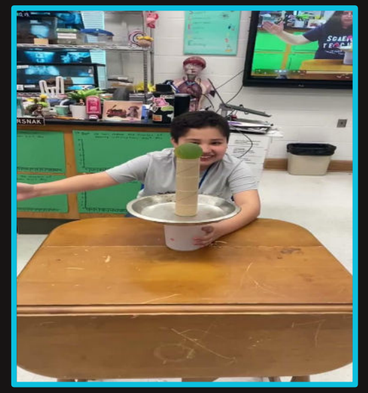


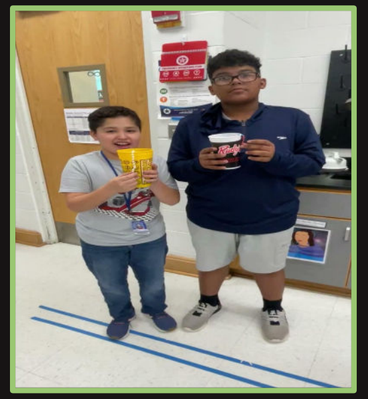
Students collaborate and problem solve with each other



Students discuss and scaffold concepts









Station Time!



A. Each table will have 3 minutes to complete the activity at your table.

B. Make sure everyone has a chance to participate.

③ EXPLAIN

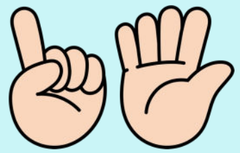


Explain

Vocab & Process



Excitement: Who wants to share first?



Ask students to sign the number of their favorite station



Task, not ask: all groups required to explain experience



Students can explain their thinking and “aha” moments



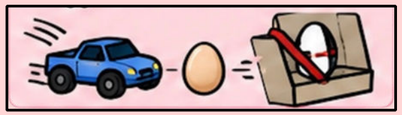
④ ELABORATE

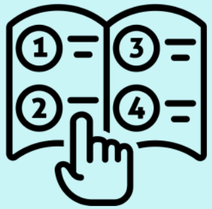


Elaborate

Apply & Extend

Excitement: seatbelts with eggs & remote control car





Students write the experiment: materials, variables, etc



Students do the experiment process themselves



Students analyze their own work and determine if results are valid





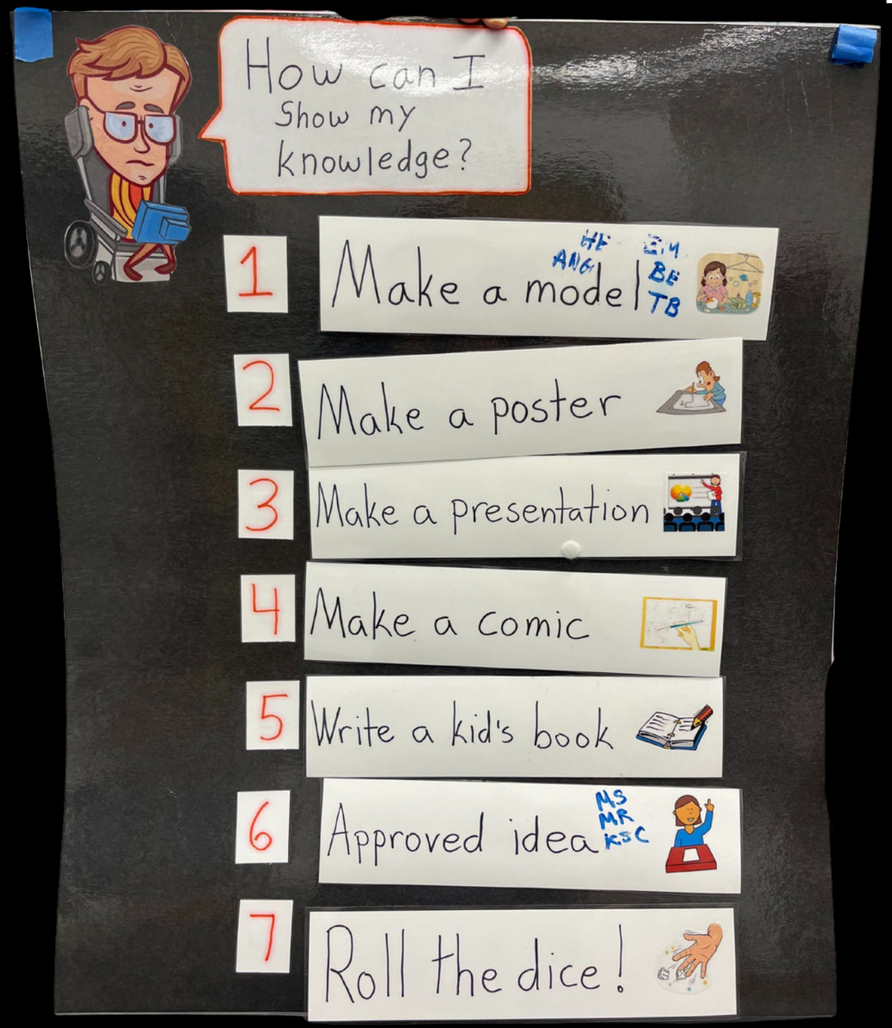


⑤ EVALUATE: Choice Board



Teacher Tips

1. Pre-teach the choices.
2. Students can pick the same choice up to TWO times during the semester.
3. Create stations for each type of choice.
4. Use students as peer tutors.
5. Create a Tic Tac Toe board so students can vary their choices.



⑤ EVALUATE



Evaluate



Evaluate Student Comprehension

Escape Room, Choice Board, or Test









Differentiate options and give choices on how to make choices

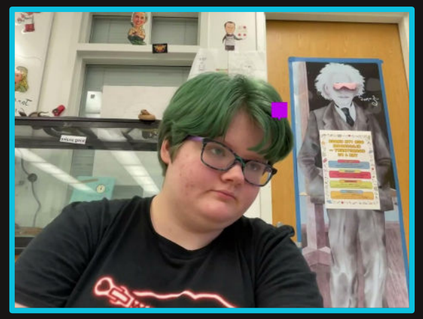


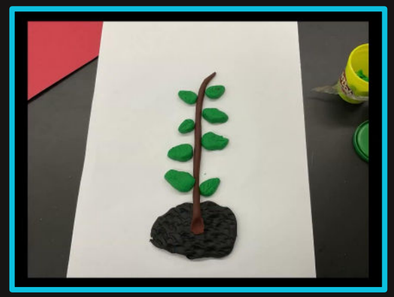
Students advocate for themselves and their needs



Students can answer questions & apply to real world situations

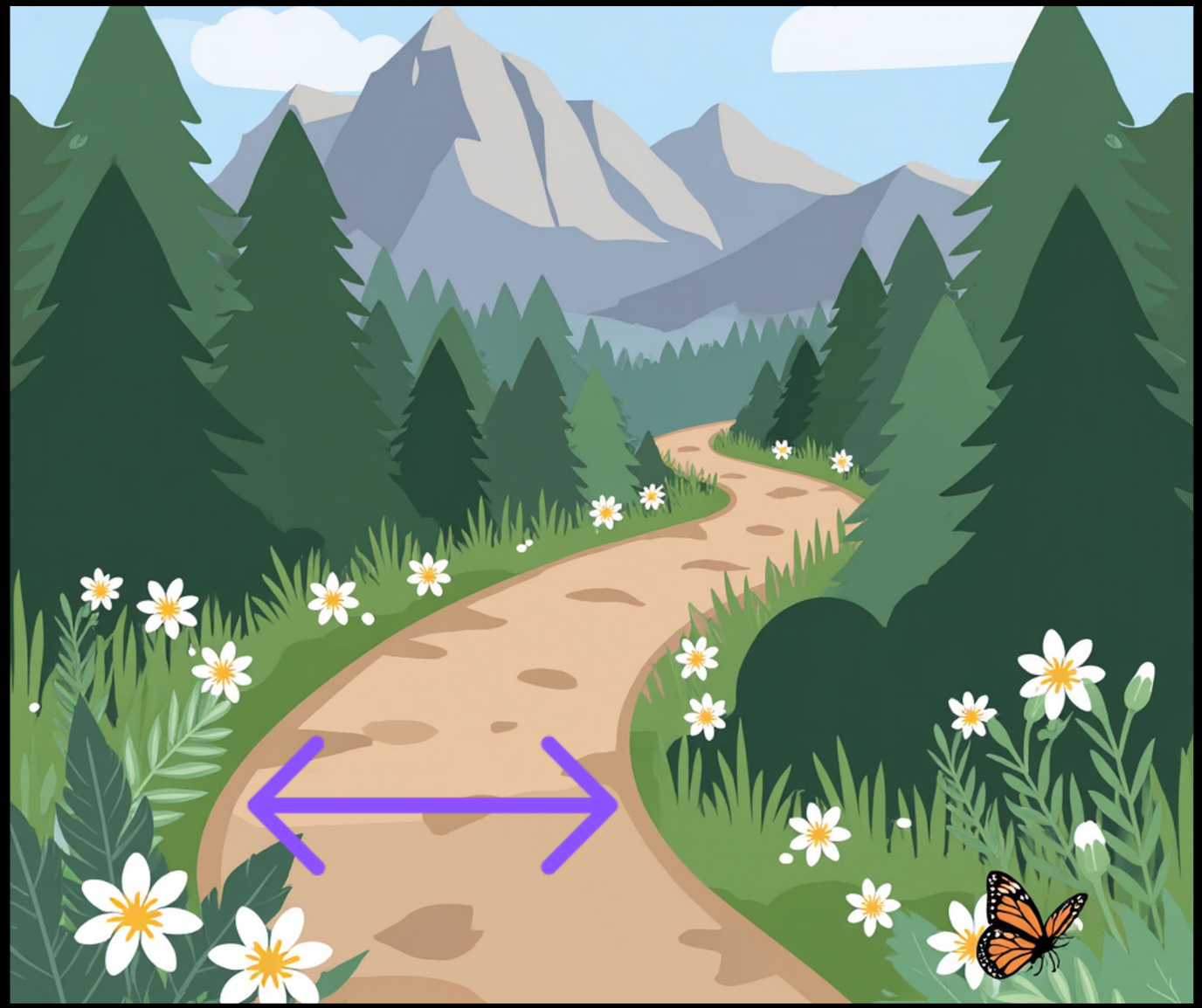












Thank you for your time!

Go rock the 5E + UDL process!

Unlock Engagement

Do the Challenge

Look for Mastery

Google Drive Link

For access to the videos and pictures shared in this presentation (and more!), click the link below.

Public: 5E + UDL for Middle School Science

CONTACT INFORMATION

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5E & UDL Slogans

If it's not UDL,
then it won't gel!

IF IT'S NOT 5E,
IT'S NOT MEANT TO BE.

If it's not UDL,
you won't excel!

If it's not 5E,
I don't want to see.

If it's not 3D,
it's not for me.