**Check for Understanding:  Chapter 5 Choosing Wisely:  Teaching Methods with a UDL Spin**

Directions: After reading the chapter, please view the supporting video. You will watch the video twice.  After viewing the video, please complete the following check for understanding chart.  Please download, save  and post on your blog.  Be sure to complete the chart AND the reflection at the bottom of the page.

First view:  <http://www.brookespublishing.com/downloads>  Keycode:  72abPaK2b

Second view:<http://gravidi.yml.com/view_video?id=2181>

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| **Strategy** | **Description**  (in your own words) | **How could you use this strategy in the classroom ?**  (real life example) | **UDL Connection** (Which guideline is most applicable?) |
| KWL | A chart that states what the students knows, wants to know, and learned about the topic. | I would use this strategy as an engagement to introduce a new topic, and then use it as an assessment at the end of a lesson | Engagement |
| Guide | Guided notes are created by the instructor to emphasize the importance of certain topics in the lesson. | I would use this strategy for a study guide, or a definition activity where I would define most of the word, and students would have to fill in the blanks | Representation |
| Glossary | Used to define important vocabulary in the lesson | Present new words on the board, when the word appears for the first time in the lesson present the definition and discuss it’s meaning. | Representation |
| Highlights | Using bold design and fonts | In powerpoints, worksheets students are required to complete, poster boards when presenting a new lesson. | Representation |
| Models | Providing a three-dimensional object that students can explore | In a science lesson. For example, the solar system can be re-created on a smaller scale. | Representation |
| Call Sticks | Putting students names on popsicle sticks to ensure all students have an equal opportunity to answer the question | When the class is not participating in the lesson, or the entire classes hand is raised, use the sticks to enhance discussion | Engagement |
| Goals | What the student wants to achieve by the end of the lesson | Make a goal for yourself as an educator by the end of the lesson, and insist that student’s make a personal goal to achieve. This way, if they do not fully understand the lesson they can still achieve their personal goal. | Action and Expression |
| Think-Pair-Share | Used when students are working in pairs. Instructor asks a question, and students think about what they will share with a partner. | I would use this when talking about a book they are required to read with discussion questions. | Action and Expression |
| Choice | Giving students multiple options to complete an activity for assessment. | After teaching a lesson, let students decide how they would like to represent the knowledge they learned. | Action and Expression |
| Gallery Walk | Divide class into small groups and have them create a visual that shows answers to guided or discussion questions | Use this strategy when there are multiple topics within a lesson, and assigned each group a separate topic to talk about and discuss with the classroom. | Action and Expression |

**Video reflection:  Please describe the difference between video 1 and video 2.  Which video helped you to complete this assignment?  Why?  Please describe.**

**Video one and video two were similar in the information they were describing, however, video two broke up the information by pausing the video to give an example, and video one continued speaking while giving the examples. I used video two to complete this assignment, because when the video paused I was able to absorb the information that was stated. Pairing that with an example, I was able to fully understand the strategy. In video 1, I was not able to pay attention and absorb the information.**