

Project 1:

UDL Before and After

Stephanie Talalai

New Jersey City University

Overview

Meeting the needs of every learner is important in today's 21st century classrooms. "Universal Design for Learning (UDL) helps educators meet this goal by providing a framework for understanding how to create curricula that meets the needs of all learners from the start (CAST, 2011, p. 4).

Letter recognition is an essential component of early literacy. Taught at a young age, it is one of the foundational skills students will need to become proficient readers. Infusing this skill with music and movement activities can improve their fitness levels, develop their problem-solving skills and develop their gross motor skills (Furmanek, 2014).

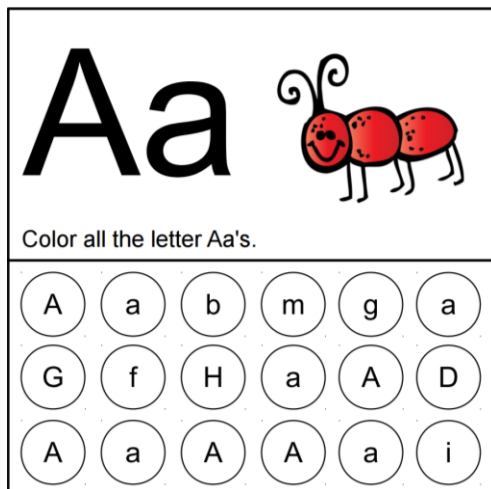
This activity is part of common core standard:

CCSS.ELA-Literacy.RF.K.1.D

Recognize and name all upper- and lowercase letters of the alphabet

Before

The following worksheet is an example of a traditional paper and crayon activity for basic letter recognition in the kindergarten classroom.



<http://www.3dinosaurs.com/pdf/abc/abcletterfind-3dinosaurs.pdf>

Explanation

While this activity gives the student an opportunity to practice recognition of the "Letter A" or the teacher a means of evaluation, it requires the dexterity needed to hold a pencil/crayon, developed hand-eye coordination and good visual perception. While simple modifications such as pencil grips or larger fonts may accommodate certain learners, bringing this activity "to life" will provide effective instruction for all learners.

After

The teacher will print various upper and lower case letters of the alphabet in a large bold font. The letters are then covered with various materials giving them depth and texture (eg. gluing sand or rice onto the letter so that it will have a rough texture when touched). The students will have to identify all the cards with the letter A both upper and lower case.

Using Blippar or QR Codes, the teacher will make each letter interactive. Using an iPad or other mobile device, the student will be directed to a video clip and/or song which will present the learner with related information about each letter including the pronunciation in English and Spanish as well as a visual of the upper and lower case letters. The video will also visually show objects that begin with specific letter. Using a buddy system, the teacher will call out a specific letter and the “buddies” will search the classroom by hopping, crawling, moving slow/fast etc. for correct letter. Students with significant ambulatory or motor planning difficulties can use robotics, such as the Sphero, to lead their buddy to a specific letter.

Assessment

The teacher will assess student success through observation. A checklist can be used to record student success for each letter. Have each student retell or “act out” what they learned about the letters.

UDL Guidelines

Guideline 1: Provide options for perception. Using large letters of various textures. Having a buddy, teacher or iPad with scannable Blippar or QR Code

Guideline 2: Provide options for language, mathematical expressions, and symbols. Having buddy, teacher or content from the interactive apps present letters auditorily as well as in different languages.

Guideline 4: Provide options for physical action. Using robotics such as Sphero to physically move to each letter. Having students hop, crawl, skip to various locations in the room.

Guideline 7: Provide options for recruiting interest. Active participation, exploration and experimentation fosters the use of imagination.

References

- CAST. (2011). [available online] Universal Design for Learning guidelines, Version 2. Retrieved July 5, 2016 from [http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Guidelines_Version_2.0_\(Final\).doc](http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Guidelines_Version_2.0_(Final).doc)
- Furmanek, D. (2014). Classroom choreography: Enhancing learning through movement. *YC Young Children*, 69(4), 80.