

UDL Principles	Mrs. McGowan's Grade 1 Butterfly Study	
1. Use multiple formats and media to present information	<p><u>Pictures and illustrations</u></p> <ul style="list-style-type: none"> * Posters * Magazine/book pictures * Photos taken at Meijer Butterfly Gardens <p><u>Websites</u></p> <p>Victoria Butterfly Gardens A Dance With the Butterflies Butterflies in NJ Butterflies of North America</p> <p><u>Videos:</u></p> <p><i>Magic School Bus - Butterflies</i> <i>Eye Witness - Butterflies & Moths</i></p>	<p><u>Movies</u></p> <ul style="list-style-type: none"> * The Butterfly Life Cycle – Internet movie clip of painted lady metamorphosis <p><u>Read aloud books</u></p> <p><i>I Wish I Were A Butterfly</i> by James Howe <i>Where Butterflies Grow</i> by Joanne Ryder <i>Where Does the Butterfly Go When It Rains?</i> by May Garelick</p> <p><u>Text to speech</u></p> <ul style="list-style-type: none"> * PowerPoint slide show introducing topic
2. Use multiple strategies to engage and motivate students	<p><u>Visual Strategies</u></p> <ul style="list-style-type: none"> * Simple colorful, posters & photos & illustrations * Videos * Large print text (poems) * Pre-selected websites * Observation of insects in different stages in the classroom 	<p><u>Auditory/Expressive Strategies</u></p> <ul style="list-style-type: none"> * Class discussions * Class brainstorming * Asking & answering questions * Describing <p><u>Tactile/Kinesthetic Strategies</u></p> <ul style="list-style-type: none"> * Measuring caterpillars & recording in log * Role-playing
3. Students demonstrate learning through multiple performance and product formats.	<p><u>Writing or Drawing</u></p> <ul style="list-style-type: none"> * Match body part to correct sense by writing or pasting words (Use as pretest to assess what students know about topic) * Illustrate life cycle stages (in a circle or as timeline) * Make a written list * Use at least one of the senses/body parts in a creative writing piece <p><u>Telling</u></p> <ul style="list-style-type: none"> * Tell about the topic * Tell about each stage in order 	<p><u>Making</u></p> <ul style="list-style-type: none"> * Create a model with classroom materials * Create illustration using computer software * Contribute to group slide show using <i>MaxShow</i> (PowerPoint/Scholastic Keys) <p><u>Doing</u></p> <ul style="list-style-type: none"> * Pretend you are a butterfly and demonstrate understanding in your performance * Use Kidspiration Life Cycle (interactive) with talking interface

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UDL calls for three goals to consider in designing lessons:

1. **Recognition goals:** these focus on specific content that ask a student to identify *who, what, where, and when*. To support *multiple recognition pathways*, students can select

- Images or text depicting butterfly life cycle stages
- Graphic organizer created in Kidspiration.
- 4 square organizer written by student

2. **Strategic goals:** these focus on a specific process or medium that asks a student to learn how to do something using problem solving and critical thinking skills. To support *multiple strategic pathways*, students can:

- Listen to (text to speech) or read directions for Kidspiration Butterfly activities.
- Choose to read on screen or print activity results.

3. **Affective goals:** these focus on a particular value or emotional outcome. Do students enjoy, and appreciate learning about the topic? Does it connect to prior knowledge and experience? To support *multiple affective pathways*, students:

- Have real-life personal experience with butterflies (sometimes with caterpillars too)
- Will have direct experience with live insect larva and butterflies
- Choose activities that are varied and fun to engage in (whole-class, individual, partners or small groups).