

[illegible]

Planned Supports / Adaptations

(Outline the universally designed instructional supports guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies and/or support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children)

UDL:

How are you universally designing your lesson addressing your whole class and individual students' with varied needs?

Multiple means of representation

Multiple means of expression

Multiple means of engagement

Students with IEP's / 504 Plans (add rows as necessary)

**IEPs/504 Plans:
Classifications/Needs**

**Number of
Students**

Supports, Accommodations, Modifications, Pertinent IEP Goals

Students with specific language needs

Language needs

**Number of
Students**

Supports, Accommodations, Modifications, and Elements of Universal Design

Students with other learning needs

Other learning needs

**Number of
Students**

Supports, Accommodations, Modifications, and Elements of Universal Design

What resources and digital tools do you need to teach the lesson:

What materials and/or digital tools will students need and/or use:

Procedure		
Duration	What is the teacher doing?	What are the students doing?
LAUNCH/ Beginning (mins) <i>How will you engage students and capture their interest? 3-7 minutes</i>		
LEARNING ACTIVITIES/ Middle (mins) <i>“I do” “We do” “You do” How will you explain/ demonstrate knowledge /skills required of each objective? How will you ensure that students have multiple opportunities to practice? How will you address the academic language demands?</i>		
CLOSURE/ End (mins) <i>How will students summarize and state the significance of what they learned? 3-7 minutes</i>		
Extension/Reinforcement/Homework		
Family/Community Engagement—optional		
Notes/Reflections:		