
Universal Universal Design for Learning and Free Web-based Literacy Tools

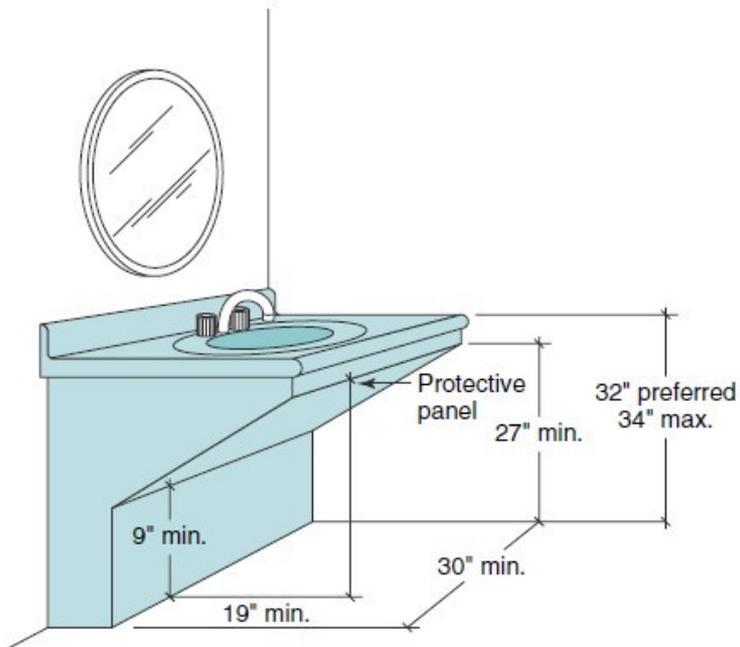
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The University of Oklahoma
ABLE Tech AT Expo
April 4, 2014
jgardner@ou.edu



Reducing Physical Barriers



FIGURE 6-21 Accessible Lavatory.

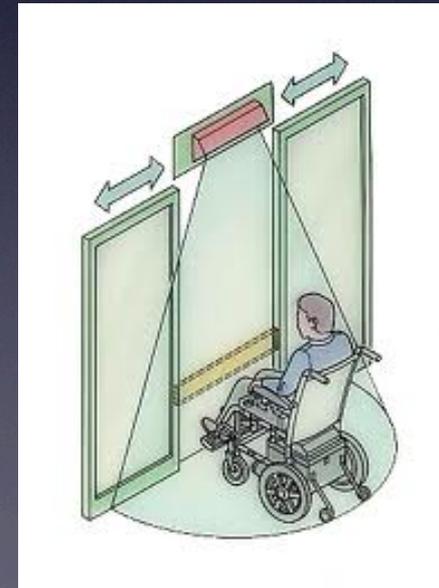
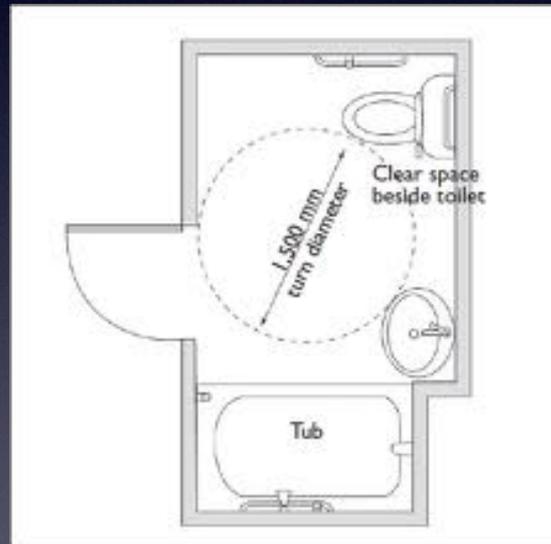


Provide knee space at the sink for seated users, as shown. The optimal sink height for most seated users is about 32 inches.

SOURCE: Reprinted with permission of John Wiley & Sons, from the *Essential Bathroom Design Guide* by the National Kitchen & Bath

Association, © 1997 NKBA.

Consistent Access Standards

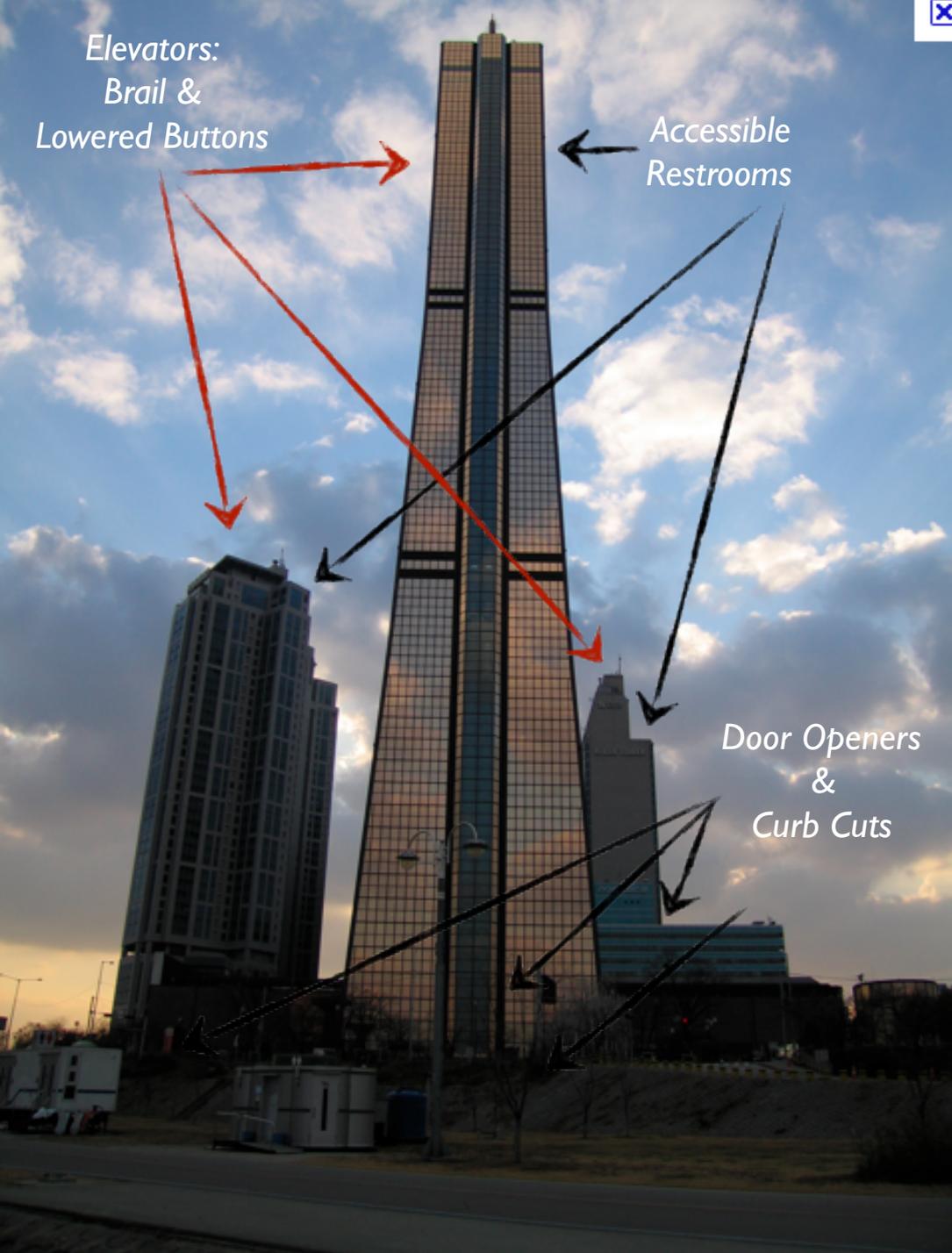


Elevators:
Brail &
Lowered Buttons

Accessible
Restrooms

Door Openers
&
Curb Cuts

Universal Design



Paradigm Shift in Design: Architecture (Physical) to Learning (People)





<http://www.freefoto.com/>



- Materials (e.g., Steel, Cement, etc.)
- Construction
- Physical Products

- Knowledge (e.g., Information)
- Instruction
- Learning and Behavioral outcomes

- Universal Design for Learning (UDL) provides students access to educational standards and materials through their strongest learning mode.
- UDL begins when you develop your instruction not as an accommodation to an already designed curriculum; but where you design the curriculum with accommodations and modifications **built in**.

■ Three Essential Qualities of Universal Design for Learning:

- CAST, the Center for Applied Special Technology [www.cast.org] explains that there are three essential components to universal design when it applies to learning. UDL must provide:
 - 1. Multiple means of **representation**
 - 2. Multiple means of **engagement**
 - 3. Multiple means of **action and expression**

Universal Design for Learning calls for ...

- ***Multiple means of representation*** (to give learners various ways of acquiring information and knowledge)
- ***Multiple means of engagement*** (and tap into learners' interests, offer appropriate challenges, and increase motivation)
- ***Multiple means of action and expression*** (to support physical action; to provide learners alternatives for demonstrating what they know)

UDL Model

Pre-planning
&
Instructional
Design
to Insure
Success

Student Learning

Accessing
Curriculum

Demonstrating
Knowledge

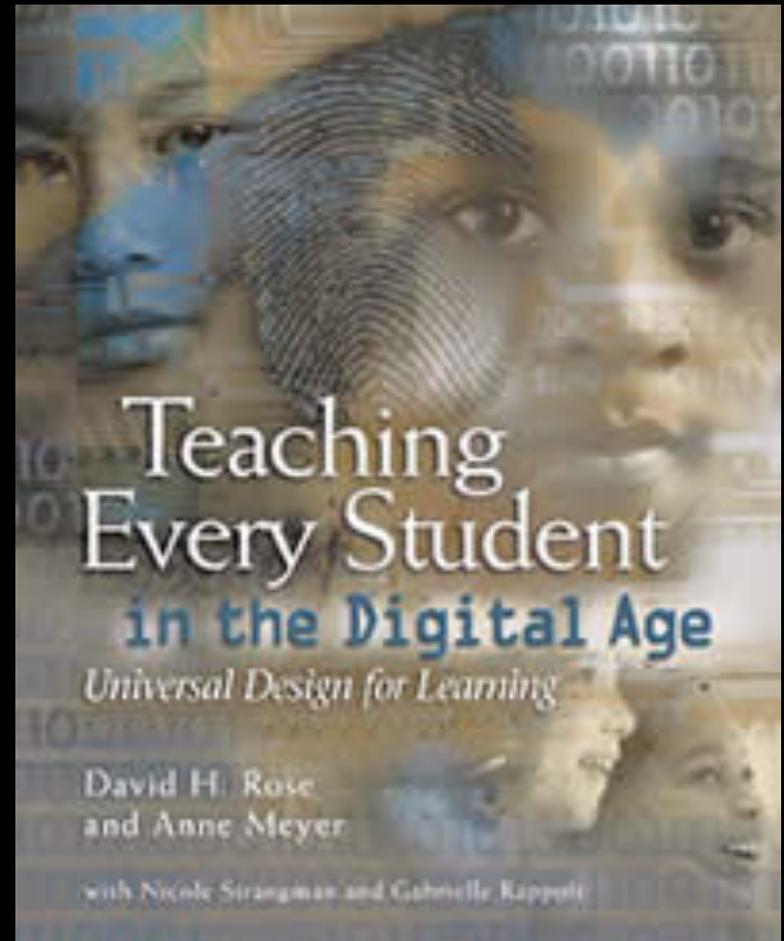
Accomodations:

Response to
Student
Failure

Those of you who wish to examine the theoretical base, principles, and philosophy underlying Universal Design for Learning, should read:

Rose, D. H., and Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*, Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

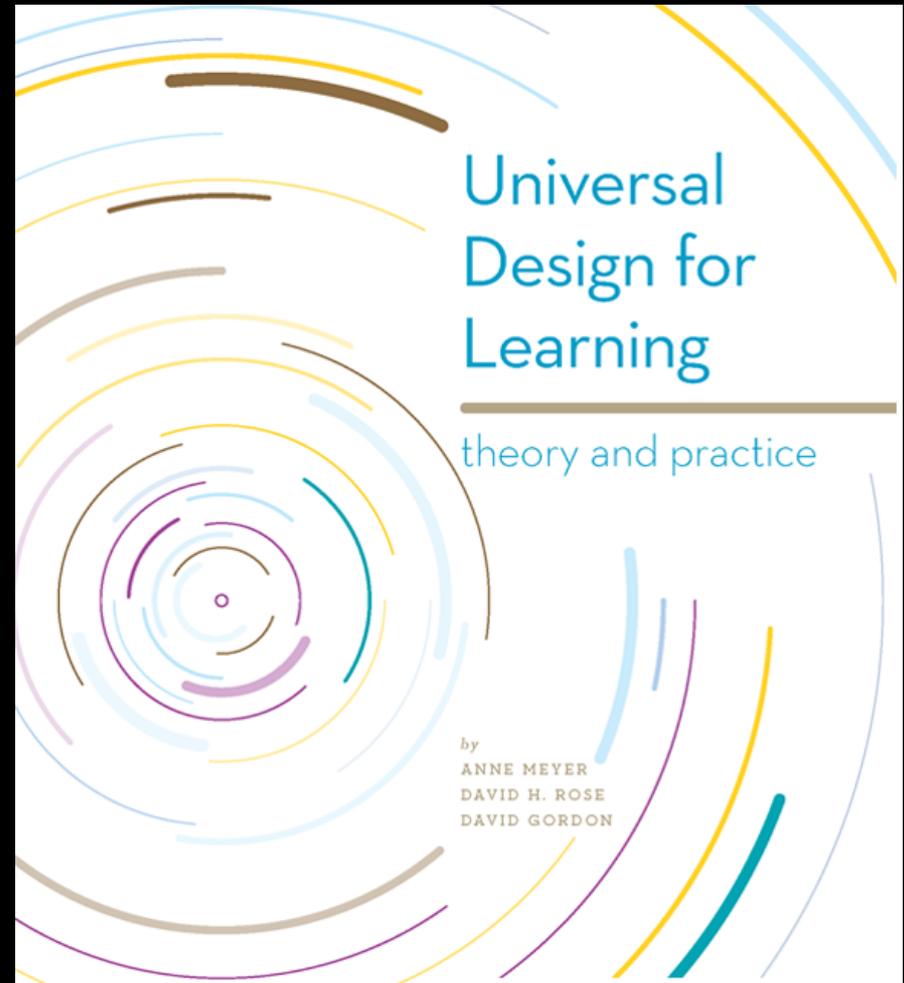
Available online (free digital version) at <http://www.cast.org/teachingeverystudent/ideas/tes/>, or by purchasing the print version from www.ascd.org.



Those of you who wish to examine the theoretical base, principles, and philosophy underlying Universal Design for Learning, should read:

Meyer, A, Rose, D. H., and Gordon, D. (2014). Universal Design for Learning: Theory and practice. Wakefield, MA: CAST

Available online (free digital version) at <http://udltheorypractice.cast.org/home?2>, or by purchasing the print version from Amazon.com.



Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

Multiple means of Representation

- Provide Multiple Examples
- Highlight Critical Features
- Provide Multiple Media & Formats
- Support Background Knowledge



- Variety of web sites to demonstrate, links to support information
- Pictures from CD-Roms & web
- Word processors to highlight critical words
- Presentation tools to animate concepts
- Books on tape; Digital text
- Charts, graphs, images to support text



Multiple means of Expression

- Provide Flexible Models of skilled performance
- Provide opportunities to practice with supports
- Provide ongoing, relevant feedback
- Offer flexible opportunities of demonstrating a skill



- Examples and not-examples with images, video, live or taped demonstrations
- Scaffold learning with text-to-speech, word prediction, layered Web sites
- Text-to-speech to listen to own writing
- Videotape of skill performance
- Online feedback from peers or mentor
- Create web pages, poster, presentation



Multiple means of Engagement

- Offer Choices of content, tools and engagement
- Provide adjustable levels of challenge
- Offer a choice of rewards
- Offer a choice of learning context



- Choose realistic topics of interest to embed the learning material
- Allow student to choose tools or technology to explore topic- software, web, video
- Select Software or Web sites that offer same content at different levels of challenge
- Build awareness of accomplishment and progress within technology programs

Primed Background Knowledge

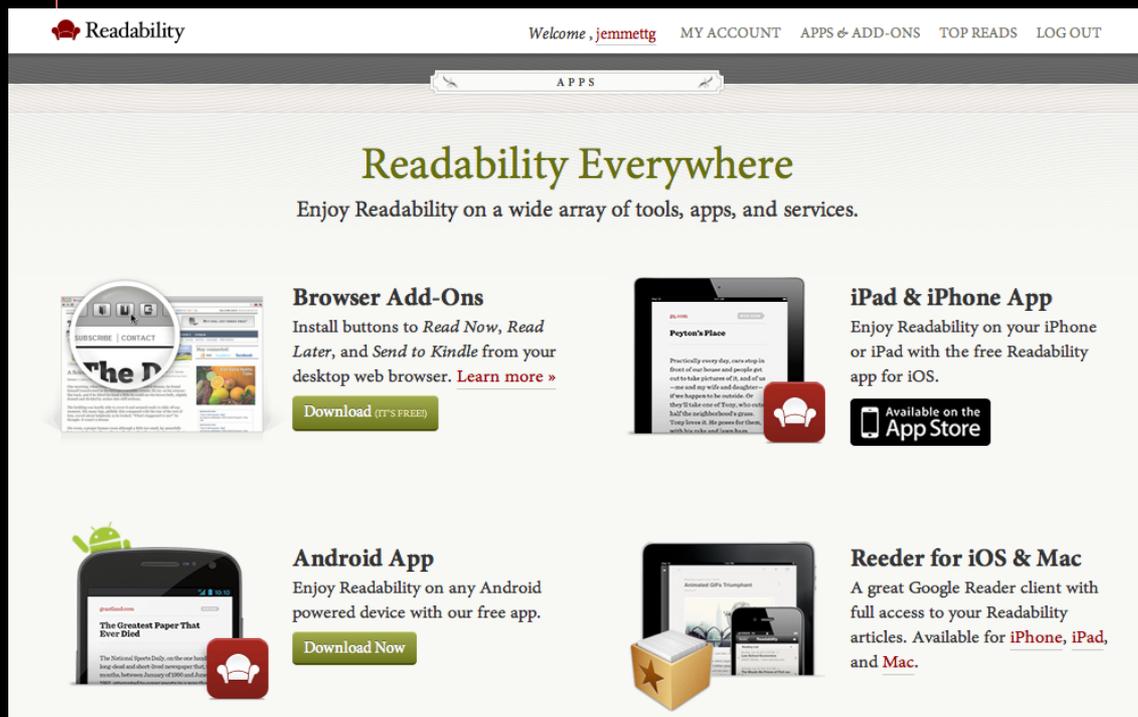
- Necessary background knowledge must be taught.
- Use technology tools to:
 - Provide background knowledge,
 - Activate inert knowledge, and
 - Develop fluency for facts.

Tools



Reduce Extraneous Web Content: Readability Browser add-on (Safari)

- <http://www.readability.com>



The screenshot shows the Readability website homepage. At the top, there is a navigation bar with the Readability logo, a welcome message for user 'jemmettg', and links for 'MY ACCOUNT', 'APPS & ADD-ONS', 'TOP READS', and 'LOG OUT'. Below the navigation bar is a search bar labeled 'APPS'. The main heading is 'Readability Everywhere' with the subtext 'Enjoy Readability on a wide array of tools, apps, and services.' There are four main sections: 1. 'Browser Add-Ons' with a 'Download (IT'S FREE)' button. 2. 'iPad & iPhone App' with an 'Available on the App Store' button. 3. 'Android App' with a 'Download Now' button. 4. 'Reeder for iOS & Mac' with a description of it as a Google Reader client.

Install the Safari add-on by following these steps:

1. Save the add-on to your Safari Downloads folder by clicking the "Download Now" button below.
2. On your desktop, navigate to your Safari Downloads folder. Double click the Readability add-on to begin the install.
3. When prompted for permission, click "Install". You will have two new buttons in your browser's toolbar. You're now ready to use the Readability add-on.

Read Now declutters the page you're currently viewing

Read Later adds the page you're currently viewing to your reading list

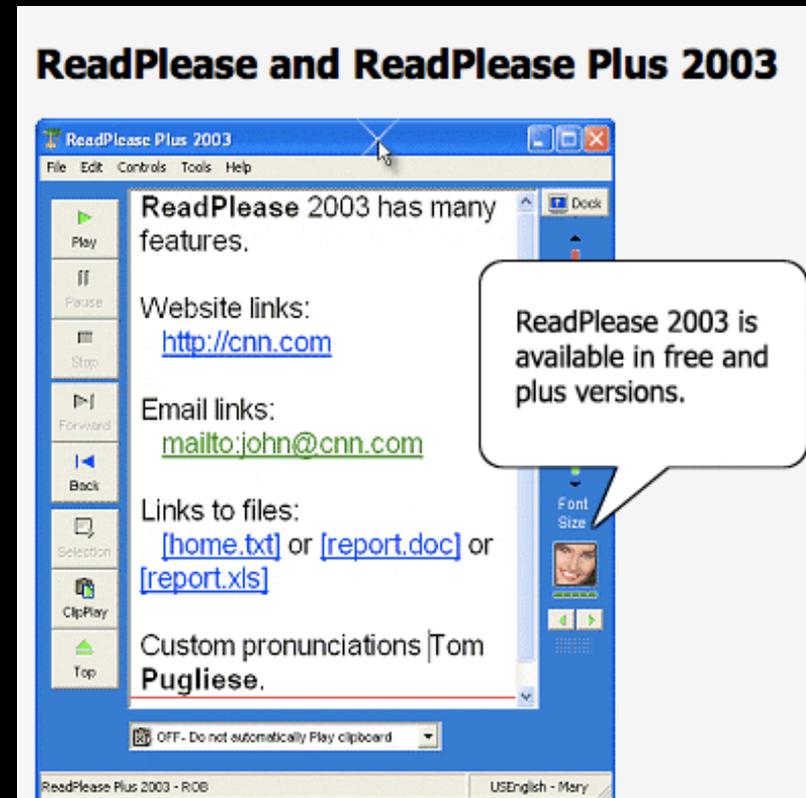


Send to Kindle lets you instantly send any web article to your Kindle in a clean reading view

Scaffold the Reading Process

READPLEASE <http://www.readplease.com>

- Read any pasted text
- Download & Install a FREE limited feature version.
- Windows version discontinued/no longer supported, but software key is still provided.
- Mac version is available as a beta version.
- *Multiple means of expression*
- *Increase access to all visual information.*

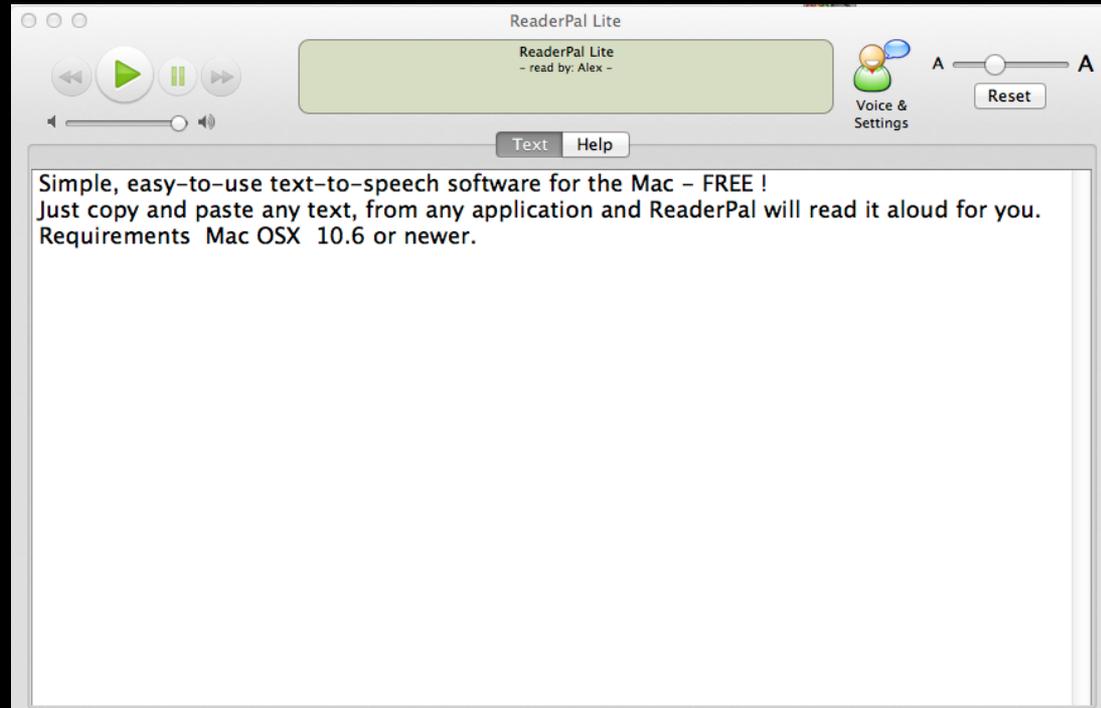


Text-to-Speech

ReaderPal Lite: <http://www.readerpal.com>

- Read any pasted text
- Download & Install a FREE beta version.

- *Multiple means of expression*
- *Increase access to text-based information.*



NaturalReader

- <http://www.naturalreaders.com>

The screenshot shows the NaturalReader website interface. At the top, there is a green navigation bar with the "NaturalReader" logo on the left and several menu items: "Home", "Download", "Online TTS", "Products", "Pricing", "Exploring", and a prominent orange "LOGIN" button on the right. Below the navigation bar, the main content area is divided into two columns. The left column features a large white text input area with a green play button on the left, a dropdown menu for voice selection (currently set to "Crystal" with a US flag icon), and a "Speed 1" dropdown. Below the input area, there is a large text box containing the text: *Mac version – 3.0 – also available. But there are Mac OS X Maverick issues*. At the bottom of this section, there are social media sharing buttons for Facebook (17,588 likes), Twitter, and Google+. The right column is a promotional banner for "Free NaturalReader 12.0". It includes an image of a laptop with a "FREE" badge, a bulleted list of features: "Text to speech with free voices", "Open Word, PDF and other documents", "Floating bar to read any text in other applications", "Change speed and speaker", and "It is Free to use and free to download." Below the list, it says "Just 1 minute to download" and features a large green "Free Download" button with a download icon.

TextAloud

- From: NextUp.com
- <http://www.nextup.com/TextAloud/reading-disability.html>
- Download a free trial; purchase for 29.95



NextUp.com
The Power of Spoken Audio



Listen to email, web pages and e books



Great Software. Great Service. Great Prices.

Operating Systems

<http://www.apple.com/accessibility/voiceover/>



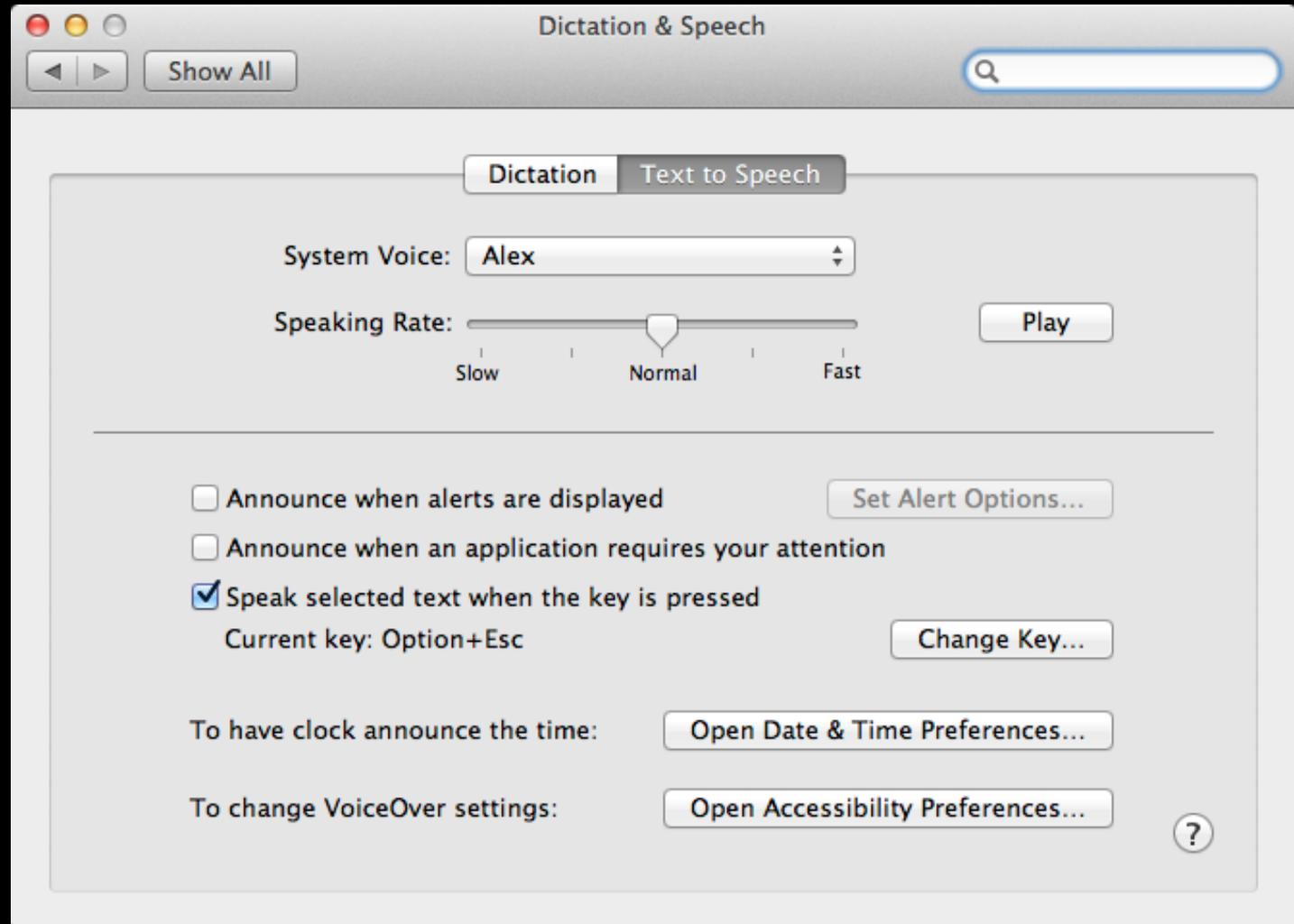
<http://windows.microsoft.com/en-US/windows7/Hear-text-read-aloud-with-Narrator>

The image shows a screenshot of the Windows 7 Help website. The page title is 'Hear text read aloud with Narrator'. The page content includes a search bar, navigation links, and a list of steps to use Narrator. The first step is to click the 'Start' button and type 'Narrator' in the search box. The second step is to use keyboard shortcuts to specify which text you want Narrator to read. A table is provided with the following content:

Use this keyboard shortcut	To do this
Ctrl+Shift+Enter	Get information about the current item

Operating Systems

OS X – Dictation and Speech



Supports for Reading

- Reading books online (e.g., Text-to-speech; providing multiple means of presentation; :
- [Children's Digital Library](#)
- [Project Gutenberg](#)
- [Bibliomania](#)
- [Readprint](#)
- [Bartleby](#)



The screenshot shows the Bartleby.com website interface. At the top, there is a navigation bar with the Bartleby.com logo and the text "Great Books Online". Below the logo, there are four tabs: "Reference", "Verse", "Fiction", and "Nonfiction". A search bar is located to the right of the tabs, with the text "Search Select Search" and a "Go" button. The main content area is divided into several sections. On the left, there is a "featured" section with a sub-heading "Author" and a sub-heading "Bartleby". Below this, there is a small image of an eagle and the text "Respectfully Quoted: A Dictionary of Quotations". To the right of this, there is a "Biography" section with the text "Born on this date, February 18, in 1848. American artist, decorative designer, and art patron." and the name "Louis Comfort Tiffany". Below this, there is a "Definition" section with the text "insouciance (audio: [speaker icon]). Continue to definition at The". On the right side of the page, there are four dropdown menus labeled "Reference", "Verse", "Fiction", and "Nonfiction", each with a "Select" option. Below these, there is an "Indexes:" section with the text "By Author, Subject, Title" and a "Featuring:" section with the text "Columbia Encyclopedia, Sixth Edition" and "American Heritage® Dictionary."

Bibliomania Screen Shot

bibliomania

Fiction | [Robert L. Stevenson](#) | [Dr Jekyll and Mr Hyde](#) | [Chapter 1](#) | Page 1

[Register/Login](#)
[Messageboards](#)



read

Fiction

Robert L. Stevenson

Dr Jekyll and Mr Hyde



study



research



shop

[your basket](#)



search

[Edit your details](#)
[Your bookmark](#)
[Comments](#)
[FAQ](#)

[Dr. Jekyll And Mr. Hyde](#)

Read CliffsNotes Free Online & Enter the Study Break Sweepstakes!
www.CliffsNotes.com

[Dr Jekyll and Mr Hyde](#)

Stevenson's Dr Jekyll and Mr Hyde Study Guide
www.eNotes.com

["Dr. Jekyll as Mr. Hyde"](#)

The classic model kit comes ALIVE ! Quality repro of the original here.
www.retroresin.com

[Spiritual Pilgrimage](#)

Pilgrimages & Spiritual Journeys to Europe, Mexico, & the Middle East
www.206tours.com

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Story of the Door

Mr Utterson the lawyer was a man of a rugged countenance, that was never lighted by a smile; cold, scanty and embarrassed in discourse; backward in sentiment; lean, long, dusty, dreary, and yet somehow lovable. At friendly meetings, and when the wine was to his taste, something eminently human beaconed from his eye; something indeed which never found its way into his talk, but which spoke not only in these silent symbols of the after-dinner face, but more often and loudly in the acts of his life. He was austere with himself; drank gin when he was alone, to mortify a taste for vintages; and though he enjoyed the theatre, had not crossed the doors of one for twenty years. But he had an approved tolerance for others; sometimes wondering, almost with envy, at the high pressure of spirits involved in their misdeeds; and in any extremity inclined to help rather than to reprove. 'I incline to Cain's heresy,' he used to say quaintly: 'I let my brother go to the devil in his own way. In this character it was frequently his fortune to be the last reputable acquaintance and the last good influence in the lives of down-going men. And to such as these, so long as they came about his chambers, he never marked a shade of change in his demeanour.

No doubt the feat was easy to Mr Utterson; for he was undemonstrative at the best, and even his friendships seemed to be founded in a similar catholicity of good nature. It is the mark of a modest man to accept his friendly circle ready made from the hands of opportunity; and that was the lawyer's way. His friends were those of his own blood, or those whom he had known the longest; his affections, like ivy, were the growth of time, they implied no aptness in the object. Hence, no doubt, the bond that united him to Mr Richard Enfield, his distant kinsman, the well-known man about town. It was a nut to crack for many, what these two could see in each other, or what subject they could find in common. It was reported by those who encountered them in their Sunday walks, that they said nothing, looked singularly dull, and would hail with obvious relief the appearance of a friend. For all that, the two men put the greatest store by these excursions, counted them the chief jewel of each week, and not only set aside occasions of pleasure, but even resisted the calls of business, that they might enjoy them uninterrupted.

<https://www.bookshare.org/>

The screenshot shows the Bookshare website interface. At the top left is the Bookshare logo. A navigation bar contains links for Home, Membership, Getting Started, Community, Volunteer, Contribute, About Us, Help, and Contact Us. A 'Bookshare Blog!' button is located in the top right. Below the navigation bar, there is a search bar with a 'Search' button and links for 'Advanced Search' and 'Browse'. A 'Quick Links' section includes 'Newspapers & Magazines', 'Training', and 'Donate Now'. A user profile for 'James Gardner's' is shown on the left, with a dropdown menu for 'Getting Started Overview' containing links for 'Find Books', 'Download Books', 'Read Books', and 'Reading Tools'. The main content area features a large 'Welcome James Gardner' message, a search prompt 'Are you looking for books?' with a search box and button, and a section 'Are you new to Bookshare®?' with a link to 'Getting Started'. On the right, a statistic shows '228,664' titles, followed by 'Browse Book Lists' with links for 'New York Times Best Seller', 'New to the Collection', 'Most Popular Books', and 'And more...'. Below that is a 'Want to be in the know?' section with links to 'Bookshare Blog', 'Facebook', 'Twitter', and 'Pinterest!'. At the bottom left is the 'IDEAs that Work' logo, and at the bottom center is a disclaimer: 'This project is supported by the U.S. Department of Education, Office of Special Education Programs (Cooperative Agreement #H327K070001). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.'

Ideas?

Reading Fluency Passage Generator

- Repeated and monitored oral reading improves reading fluency and overall reading achievement.
- Many students with LD demonstrate low fluency.
- Use Digital text to create reading fluency prompts.
- Intervention Central (IC)
- [<http://www.interventioncentral.org/home>]
- IC's Reading Fluency Passage Generator
- <http://www.interventioncentral.org/tools/reading-fluency-passage-generator>

Reading Fluency Passage Generator

Paste text
from web
page and
then create
reading
probe.

Title (?)

The animation proces!

Author (?)

Wikipedia

Font (?)

helvetica ↕

Text Size (?)

14 ↕

Passage

In the traditional animation process, animators will begin by drawing sequences of animation on sheets of transparent paper perforated to fit the peg bars in their desks, often using colored pencils, one picture or "frame" at a time. A peg bar is an animation tool that is used in traditional (cel) animation to keep the drawings in place. The pins in the peg bar match the holes in the paper. It is attached to the animation desk or light table depending on which is being used. A key animator or lead animator will draw the key drawings in a scene, using the character layouts as a guide. The key animator draws enough of the frames to get across the major points of the action; in a sequence of a character jumping across a gap, the key animator may draw a frame of the character as he is about to leap, two or more frames as the character is flying through the air, and the frame for the character landing on the other side of the gap.

Word Count: 176 (Min: 1 Max: 900)

Reading Fluency Passage Generator

Select
Reading level
information.

- Show sentence boundaries (?)
- Treat semi-colons(;) and colons(:) as sentence boundaries (?)
- Remove all line breaks to create a single-paragraph passage

Readability Estimate Formulas (?)

(A minimum of 75 words is needed to reliably estimate readability.)

Formula

- FORCAST (?)
- Spache (?)
- Dale-Chall (?)
- Flesch-Kincaid (?)
- Coleman-Liau (?)
- Automated Readability Index (?)
- Flesch Reading Ease (?)
- Fog Index (?)
- Lix Formula (?)
- SMOG-Grading (?)



Reading Fluency

Teacher's document

Assessment Date: ___/___/___ Student: _____ Examiner: _____

Words Read Correctly (WRC): _____ Errors: _____ Notes: _____

The animation process

Wikipedia

In the traditional animation process, animators will begin by drawing sequences of animation on sheets of transparent paper perforated to fit the peg bars in their desks, often using colored pencils, one picture or "frame" at a time.	10
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The pins in the peg bar match the holes in the paper. It is attached to the animation desk or light table depending on which is being used.	32
A key animator or lead animator will draw the key drawings in a scene, using the character layouts as a guide.	47
The key animator draws enough of the frames to get across the major points of the action; in a sequence of a character jumping across a gap, the key animator may draw a frame of the character as he is about to leap, two or more frames as the character is flying through the air, and the frame for the character landing on the other side of the gap.	58
	73
	85
	98
	110
	123
	136
	150
	163
	176

Readability Estimation

<u>Formula</u>	<u>Value</u>
Spache	6.58
Dale-Chall	7-8
Kincaid	13.1
Flesch Index	53.5/100
Fog Index	16.5

Reading Fluency Passage Generator

Student's document

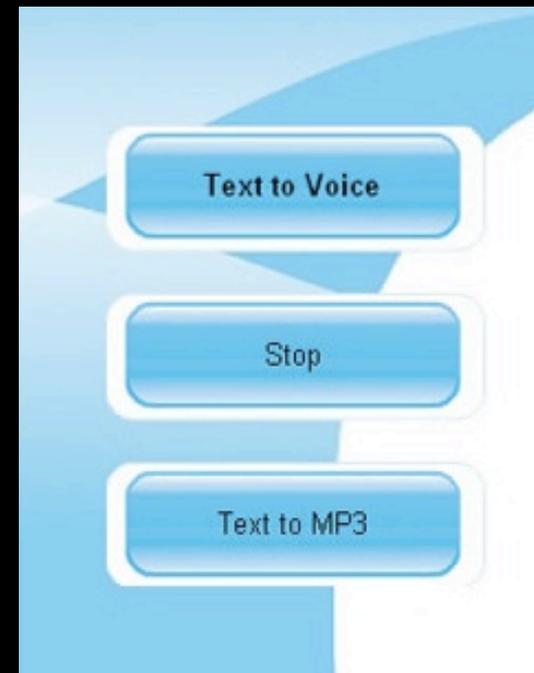


Curriculum-Based Measurement: *Oral Reading Fluency Passage: Student Copy*

In the traditional animation process, animators will begin by drawing sequences of animation on sheets of transparent paper perforated to fit the peg bars in their desks, often using colored pencils, one picture or "frame" at a time. A peg bar is an animation tool that is used in traditional (cel) animation to keep the drawings in place. The pins in the peg bar match the holes in the paper. It is attached to the animation desk or light table depending on which is being used. A key animator or lead animator will draw the key drawings in a scene, using the character layouts as a guide. The key animator draws enough of the frames to get across the major points of the action; in a sequence of a character jumping across a gap, the key animator may draw a frame of the character as he is about to leap, two or more frames as the character is flying through the air, and the frame for the character landing on the other side of the gap.

Convert Text to Audio Files

- Convert whole book to audio for mp3 player
- Save highlights from a book or text so student can study main points.
- [Natural Voice Reader for Windows](#)
- <http://www.naturalreaders.com/>
- *Multiple means of expression*
- *Multiple means of presentation*



Convert Text to Audio Files

Spesoft Free Text To MP3 Speaker



Spesoft Text To MP3 Speaker uses "Text to Speech" technology and can convert text into a MP3/OGG/WAV audio file.

It uses standard SAPI technology and is an easy to use solution to convert any text file or cut and pasted text to an audio file.

[Click Here to download](#)

The rate of the voice along with volume and

- YeoSoft 4.0
- http://download.cnet.com/YeoSoft-Text-to-MP3-Speaker/3000-2279_4-10282189.html
- VozeMe [<http://vozme.com>]
- Spesoft OSX
[<http://www.spesoft.com/free-text-to-mp3-converter.aspx>]

VozMe



vozMe

[Home](#) | [Webmasters](#) | [Speech in your browser](#)

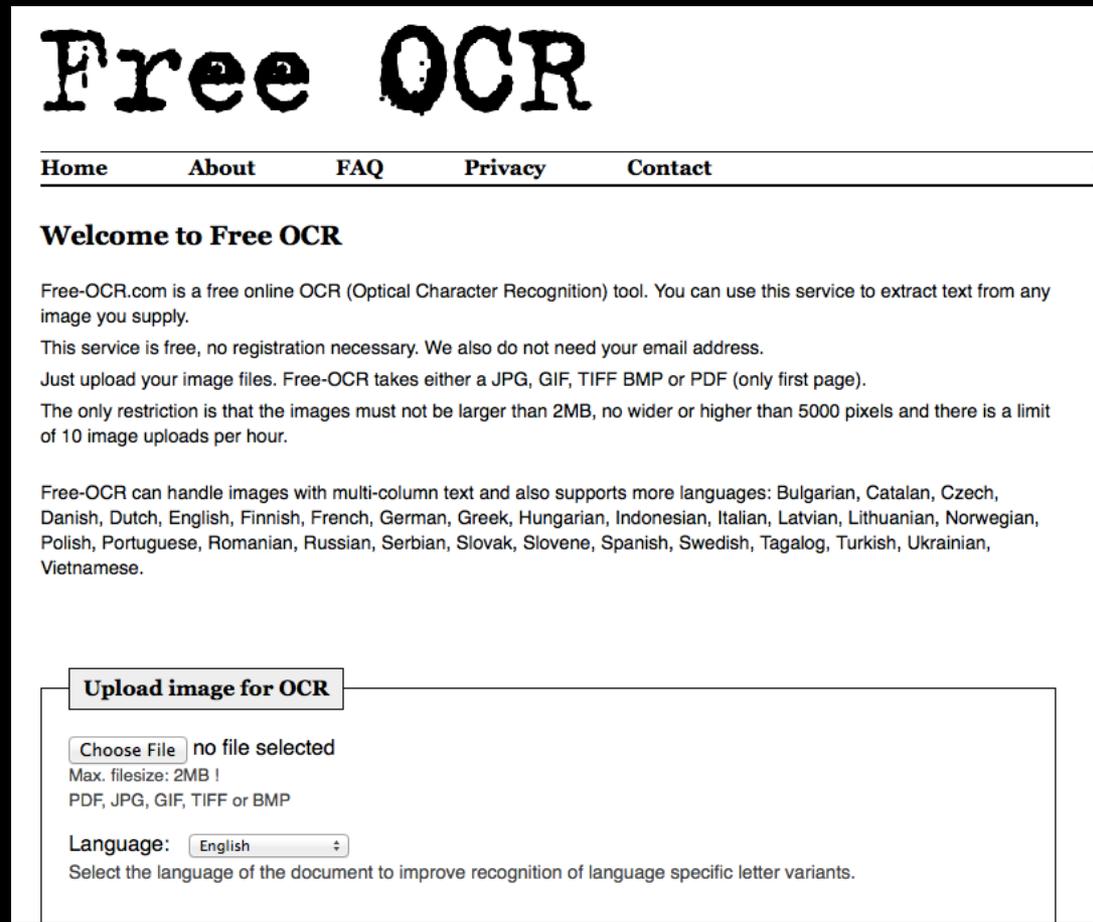
[English](#) | [Español](#) | [▶ More languages](#)

Enter text in English

Male voice ▾

Free Optical Character Recognition

- [http://
www.free-
ocr.com](http://www.free-ocr.com)



The screenshot shows the homepage of the Free OCR website. At the top, the text "Free OCR" is displayed in a large, stylized, black, monospaced font. Below this is a horizontal navigation menu with the following links: "Home", "About", "FAQ", "Privacy", and "Contact". The main heading is "Welcome to Free OCR". The introductory text states: "Free-OCR.com is a free online OCR (Optical Character Recognition) tool. You can use this service to extract text from any image you supply. This service is free, no registration necessary. We also do not need your email address. Just upload your image files. Free-OCR takes either a JPG, GIF, TIFF BMP or PDF (only first page). The only restriction is that the images must not be larger than 2MB, no wider or higher than 5000 pixels and there is a limit of 10 image uploads per hour." A list of supported languages follows: "Free-OCR can handle images with multi-column text and also supports more languages: Bulgarian, Catalan, Czech, Danish, Dutch, English, Finnish, French, German, Greek, Hungarian, Indonesian, Italian, Latvian, Lithuanian, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Slovene, Spanish, Swedish, Tagalog, Turkish, Ukrainian, Vietnamese." At the bottom, there is a section titled "Upload image for OCR" which contains a file selection interface. It includes a "Choose File" button, the text "no file selected", and "Max. filesize: 2MB !". Below this, it lists supported file formats: "PDF, JPG, GIF, TIFF or BMP". There is also a "Language:" label followed by a dropdown menu currently set to "English". A note below the dropdown says: "Select the language of the document to improve recognition of language specific letter variants."

Free OCR

[Home](#) [About](#) [FAQ](#) [Privacy](#) [Contact](#)

Welcome to Free OCR

Free-OCR.com is a free online OCR (Optical Character Recognition) tool. You can use this service to extract text from any image you supply.

This service is free, no registration necessary. We also do not need your email address.

Just upload your image files. Free-OCR takes either a JPG, GIF, TIFF BMP or PDF (only first page).

The only restriction is that the images must not be larger than 2MB, no wider or higher than 5000 pixels and there is a limit of 10 image uploads per hour.

Free-OCR can handle images with multi-column text and also supports more languages: Bulgarian, Catalan, Czech, Danish, Dutch, English, Finnish, French, German, Greek, Hungarian, Indonesian, Italian, Latvian, Lithuanian, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Slovene, Spanish, Swedish, Tagalog, Turkish, Ukrainian, Vietnamese.

Upload image for OCR

no file selected
Max. filesize: 2MB !
PDF, JPG, GIF, TIFF or BMP

Language:

Select the language of the document to improve recognition of language specific letter variants.

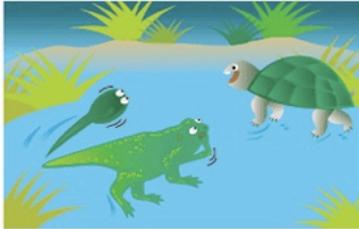
Create your own Books

- BookBuilder <http://bookbuilder.cast.org>



http://bookbuilder.cast.org - Your Time Will Come

View: Your Time Will Come PRINT PAGE CLOSE WINDOW



Suddenly, out from behind the algae, an enormous snapping turtle attacked Flash and Tide.

Pedro Hali Monty

5 of 21



Talking Books via PPT

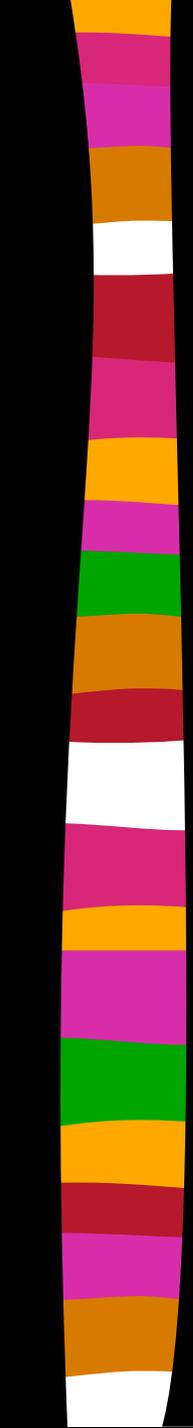
PowerPoint

- Reports in place of written papers (UDL: Expression)
- Interactive Reports (UDL: Engagement)
- Task Analysis
- Social Narrative
- Talking Books
- Kristie Stapler's *Making Books Accessible to All: Using Multimedia Programs to Adapt Books* is another great resource
http://www.cast.org/system/galleries/download/pdResources/Making_Books_Accessible_to_All.doc

PowerPoint Talking Books

- <http://atto.buffalo.edu/registered/Tutorials/talkingBooks/powerpoint.php>
- <http://www.nwt.literacy.ca/resources/famlit/howtokit/talking/talking.pdf>

Interactive PPT Reports (UDL: Engagement and Expression)



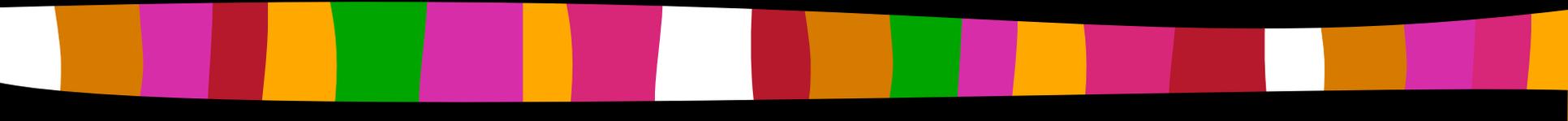
QUIZ

- I fly.
- I eat rotten, dead logs.
- I am blue and beautiful to look at as I flutter around.

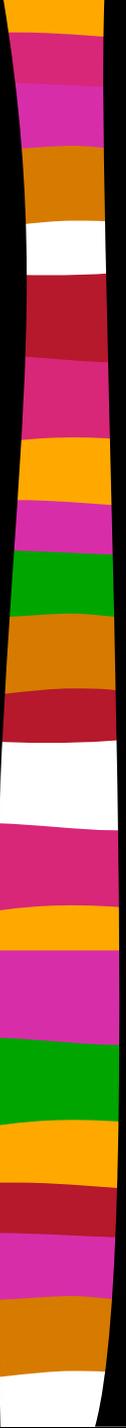
WHO AM I?



Morpho Butterfly



By Nancy



A Description of the Morpho Butterfly

- Some have tan and white wings, but most have blue wings .
- Iridescent blue
- Males have the brightest colors whereas females have a brown outline with white spots.
- Their undersides are brown with bronze-colored eye spots.

Habitat

- I. Tropical rainforests in central and south America.

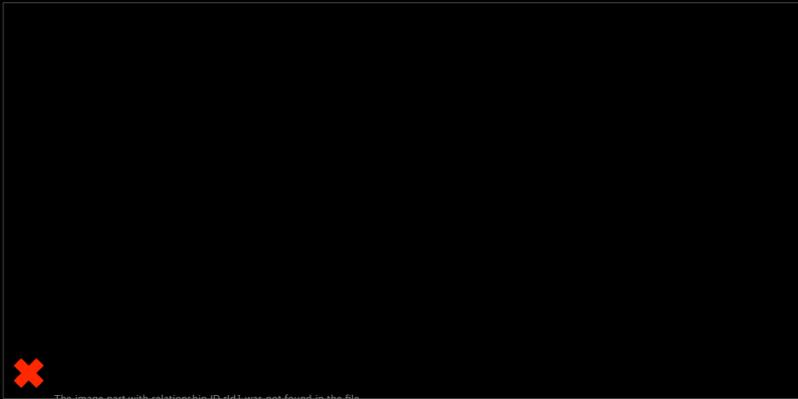


The Morpho Butterfly's Diet

- Flowers
- Rotten, dead logs
- Sap and juices



Fun Facts



- They have eyespots that make them look like a larger animal to scare away predators.
- Some have tan wings, but most have blue wings.
- The morpho butterfly has eyespots on their undersides. This protects them from predators.

I hope you liked my show!



QUIZ

- *I am a reptile*
- *I love water*
- *I use my tongue to smell*

The Anaconda

Written by Ronald

The Description of The Anaconda

- *The anaconda lives up to 25 year*
- *It can get up to 75-81 inches long*
- *There best sense is smell*
- *They can get as thick as a telephone and can weigh up to 300 pounds*



The Habitat Of The Anaconda



- *The anaconda lives in the rainforests of northern part of South America in bushes , marshes, swamps, the understory layer*

The Diet Of The Anaconda

- *The anaconda eats small mammals , capybara, tapir, frogs, turtles, caiman, alligators, and water birds.*

Bibliography

- *www.Animals of the Rainforests.com*
- George, Linda. Anacondas. Mankato, Minnesota: Capstone Press, 2002.
- Welsbacher, Anne. Anacondas. Mankato, Minnesota: Capstone Press, 2001.

Thanks For Watching



Vocabulary Support

- [Answers.com http://www.answers.com](http://www.answers.com)
- Download 1-Click Answers™ 2.0 for Windows and then Alt-Click on *any* word in *any* program on your screen for an instant, pop-up AnswerTip that won't interrupt your work.
- *Multiple means of presentation & expression.*
- Example: **undemonstrative**



On This Page

- Dictionary
- Thesaurus
- WordNet
- Translations
- Cite this page

Search

- Web
- News
- Images
- Shopping

Library

- Business
- Entertainment
- Health

undemonstrative

[Rottweiler Breaking News](#)

Sponsored Links

87% of Rottweilers are dying years too early. Free report reveals why!
www.SecretDogConspiracy.com

Dictionary



[Library](#) > [Words](#) > [Dictionary](#)

un·de·mon·stra·tive (ŭn'dĭ-mŏn'strə-tĭv)

adj.

Not disposed to expressions of feeling; reserved.

undemonstratively un'de-mon'stra-tive-ly *adv.*

WordWeb

- <http://wordweb.info/free/>
- Definitions and synonyms
- Proper nouns
- Related words
- Pronunciations
- 150,000 root words
- 120,000 synonym sets
- Look up words in almost any program

WordWeb



WORDWEB PRO

Dictionary + Thesaurus + Word Finder

TESTIMONIALS

Toss out that dog-eared dictionary and worn-out thesaurus, and use this amazingly helpful tool instead.

- PC World

..so much more than just an exceptionally good thesaurus... In short, the app is easy to use and is packed with usefulness.

- Maximum PC

Other Products

WORDWEB FREE* VERSION

WordWeb is for Windows PCs. For the Mac OS X please see [Mac Dictionary Software](#)

WordWeb is a one-click English thesaurus and dictionary for Windows that can look up words in almost any program. It works off-line, but can also look up words in web references such as the Wikipedia encyclopedia. Features of the free version include:

Definitions and synonyms

Related words

5000 audio pronunciations

65 000 text pronunciations

150 000 root words

120 000 synonym sets

Look up words in almost any program

Millions of people from all over the world use this top-rated software.

NEW: [WordWeb Pro](#) -full audio + add [Oxford and Chambers](#) dictionaries.

WordWeb 6.8 for Windows 2000/XP/Vista/7/8 (desktop)

Free*. No SpyWare. No AdWare. No viruses. Works off-line.

[Download WordWeb](#)

Alternative links: [download.com](#), [MajorGeeks](#)



5,496 people like this. Be the first of your friends.

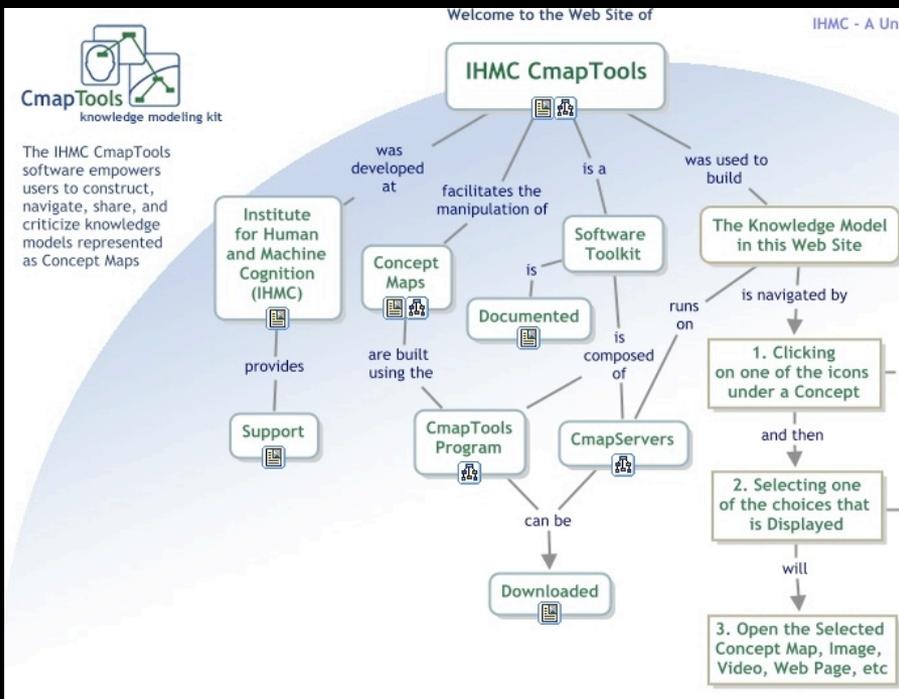


Written Expression

Concept Mapping Tools

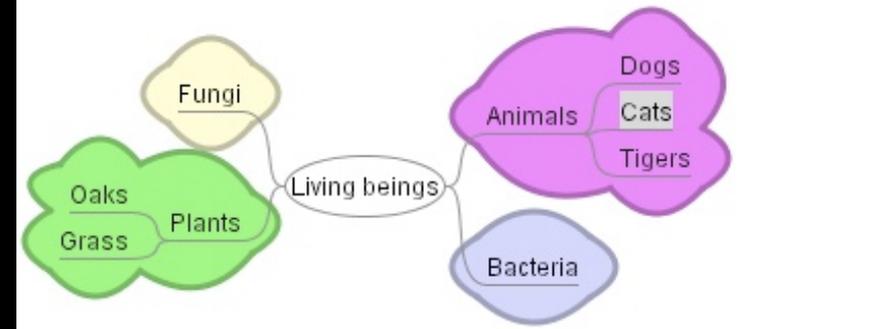
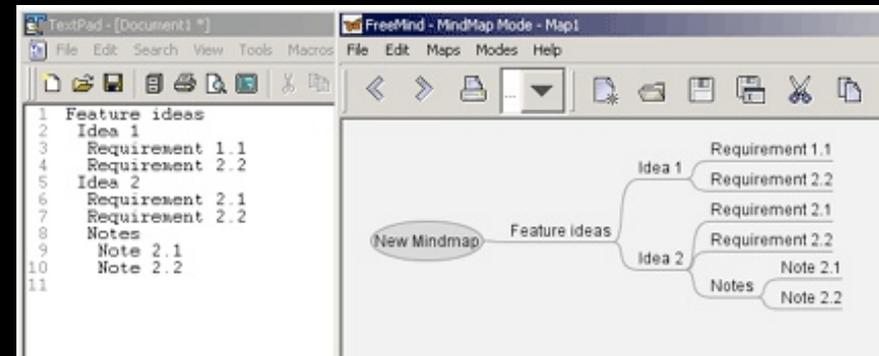
Cmap tools

<http://cmap.ihmc.us/>



FreeMind

http://freemind.sourceforge.net/wiki/index.php/Main_Page



Expression: Writing Support

Click n Type

- Free onscreen keyboard
- Word prediction
- <http://cnt.lakefolks.com>

Click-N-Type virtual keyboard

UPDA Version 3.03.412 is now available. [Click here](#) for what's **NEW**.

Click-N-Type is an on-screen virtual keyboard designed to provide computer accessibility to anyone with a disability that prevents him or her from typing on a physical computer keyboard. As long as the physically challenged person can control a mouse, trackball, touch screen or other pointing device, this adaptive software keyboard allows you to send keystrokes to virtually any Windows application or DOS application that can run within a window. The **Click-N-Type** Virtual Keyboard requires Windows 95/98/ME/NT/2000/XP/Vista/Win-7 or later. There are other onscreen virtual keyboards around but you'll find **Click-N-Type** the easiest to use for getting text into problematic applications. Try them all. You'll see they all work fine while typing into Notepad or WordPad, but when you attempt to do some real work, with all but the expensive ones, you'll get really annoyed really fast. The **Click-N-Type** Soft Keyboard was designed with ease of use foremost in mind. Oh yes, it's **FREE**. If you need it, you can have it. I've seen

AdChoic

[Conto Roller PRO 2](#)

\$199 C
Rollern
2 Mond
Offer -
[crgo.conto](#)

[Free D Manag](#)

Speed t
Downl
100% B
Guaran
[AlwaysDe](#)

[Start I](#)

Get you
Here. 1
Downl
[www.Dow](#)

[ITT T Office](#)
Tech-C

Expression: Read, Write, Think

- Student Materials
- http://www.readwritethink.org/search/?resource_type=16

The screenshot shows the ReadWriteThink website interface. At the top, there is a navigation bar with links for 'CLASSROOM RESOURCES', 'PROFESSIONAL DEVELOPMENT', 'ABOUT US', and 'PARENT & AFTERSCHOOL RESOURCES'. The main content area displays search results for 'ABC Match', a game for grades K-2. The results list includes 'ABC Match', 'Acrostic Poems', 'Alphabet Organizer', 'Animal Inquiry', and 'Bio Cube'. A sidebar on the left provides search filters for 'Grade Level' (Kindergarten, 1st, 2nd) and 'Resource Type' (Student Interactives).

readwritethink
International Reading Association NCTE
Thinkfinity Verizon Foundation

Contribute to ReadWriteThink / RSS / FAQs / Site Demonstrations / Contact Us

CLASSROOM RESOURCES PROFESSIONAL DEVELOPMENT ABOUT US PARENT & AFTERSCHOOL RESOURCES

Home - Results from ReadWriteThink

Search Results

SEARCH BY KEYWORD

Enter Keyword GO

Search entire site
 Search parent & afterschool only
 Search within these resources

Clear All Results

REFINE BY

Grade Level

Kindergarten (23)
1st (25)
2nd (24)
[+ more](#)

Resource Type

Student Interactives

Student Interactive Type

Organizing & Summarizing (22)
Inquiry & Analysis (7)
Writing Poetry (7)
[+ more](#)

Capabilities

Save (14)
E-mail (14)

Results from ReadWriteThink [Cross-Curricular Results from Verizon Thinkfinity Partners](#)

1-10 of 59 Results from ReadWriteThink

readwritethink NCTE

page | 1 2 3 4 5 6 | Sort by:

1. [Classroom Resources](#) | Grades **K - 2** | Student Interactive | Learning About Language
ABC Match
ABC Match is a game that has students practice letter-recognition fluency while honing their memories. Students match initial letters with pictures, playing either with a timer or without.
2. [Classroom Resources](#) | Grades **K - 12** | Student Interactive | Writing Poetry
Acrostic Poems
This online tool enables students to learn about and write acrostic poems. Elements of the writing process are also included.
3. [Classroom Resources](#) | Grades **K - 12** | Student Interactive | Organizing & Summarizing
Alphabet Organizer
Students can use this online tool to print an alphabet chart or pages for an alphabet book.
4. [Classroom Resources](#) | Grades **3 - 6** | Student Interactive | Inquiry & Analysis
Animal Inquiry
Supporting inquiry-based research projects, the Animal Inquiry interactive invites elementary students to explore animal facts and habitats using writing prompts to guide and record their findings.
5. [Classroom Resources](#) | Grades **3 - 12** | Student Interactive | Organizing & Summarizing
Bio Cube
Bio Cube is a useful summarizing tool that helps students identify and list key elements about a person for a biography or autobiography.

Read Write Think also has...

Lesson Plans By Grade

The screenshot shows the ReadWriteThink website's navigation and search area. At the top, there is a logo for 'read·write·think' with affiliations to the International Reading Association, NCTE, and marcopolo. A navigation bar includes links for Home, Literacy Engagements, Calendar, About Us, Contact Us, and Search. Below this are four main menu buttons: Lessons (orange), Standards (blue), Web Resources (green), and Student Materials (purple). The 'Lessons' button is selected, leading to the 'Lesson Plan Selector' section. This section features a large '9-12' grade indicator, a dropdown menu set to '9-12', another dropdown set to 'Literacy Strand', a third dropdown set to 'Literacy Engagement', and a 'Display' button.

Lesson Plan Index

Sort ReadWriteThink Lessons by Title, Grade, or Date by clicking on the appropriate header. You may also use the Lesson Plan Selector above.

TITLE	ABSTRACT	GRADE	DATE
A Biography Study: Using Role-Play to Explore Authors' Lives	In this lesson, eleventh-grade students read biographies and explore websites of selected American authors. They collaborate in teams to design creative projects and role-play as the authors in a panel presentation. They then synthesize their knowledge into essays about their authors.	9-12	8/28/06
A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs	The inherently collaborative nature of wikis—online writing spaces that allow users to freely access and edit content—provides educators with a powerful tool to teach collaborative writing and new media. In this lesson, students work in small groups to catalog protest songs in a class wiki.	9-12	7/14/06
A Harlem Renaissance Retrospective: Connecting Art, Music, Dance, and Poetry	The Harlem Renaissance was a vibrant time that was characterized by innovations in art, literature, music, poetry, and dance. In this lesson, students work in collaborative groups to conduct Internet research and create a museum exhibit that highlights the work of selected artists, musicians, and poets of the Harlem Renaissance.	9-12	10/16/06
A High-Interest Novel Helps Struggling Readers Confront Bullying in Schools	Reading <i>The Bully</i> —a novel that should be especially appealing to struggling or reluctant readers—students will better understand the bully, the bullied, and the bystander. Students will use reading strategies such as literary analysis, T-charts,	9-12	12/1/04

Expression: Writing Support

Writing Sample Analyzer

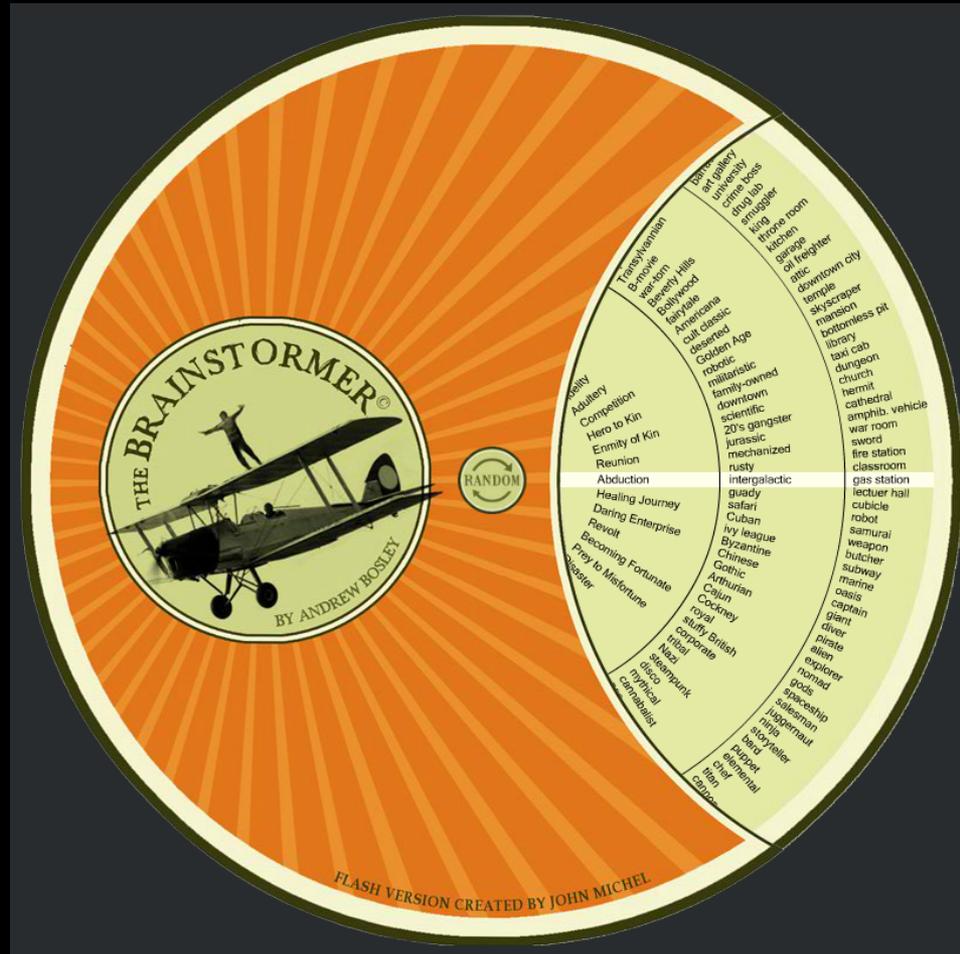
<http://obsidian.sktyler.com/tools/writer/sample.php>

- Copy and paste up to 5000 words.
- Provides students with alternative support for their writing
- Have students graph their progress.
- Provides 3 types analysis.



The Brainstormer Wheel

<http://andrewbosley.weebly.com/the-brainstormer.html>



Idea Generator

- <http://bluecentauri.com/tools/writer/idea.php>



The screenshot shows the website's header with the logo "BlueCentauri Consulting" and navigation links for "Tools", "Code Snippets", "About", "Sarah", and "Contact". The main content area is titled "Idea Generator" and contains a paragraph explaining the tool's purpose. Below this, it displays a generated idea: "Protagonist: Forensic scientist" and "Problem: Attends the funeral of a childhood friend." There is an image of two dice and a link that says "Roll the Dice for new ideas". At the bottom, there is a copyright notice: "Copyright © 1996 - 2012 by Sarah K Tyler Part of the SKTyler.com Network".

BlueCentauri Consulting — [Tools](#) — [Code Snippets](#) — [About](#) | [Sarah](#) | [Contact](#)

Idea Generator

Sometimes the hardest part about writing is coming up with the initial idea. The *Idea Generator* creates thousands of ideas for story lines and is sure to spark your creativity. For a new idea roll the dice or refresh the page.

Protagonist: Forensic scientist
Problem: Attends the funeral of a childhood friend.



[Roll the Dice for new ideas](#)

Copyright © 1996 - 2012 by Sarah K Tyler
Part of the [SKTyler.com](#) Network

Comics (Expression)

- <http://mashable.com/2010/10/24/create-your-own-comics/>

The screenshot shows the 'MAKEBELIEFS.COMIX.COM' website interface. At the top, it says 'WELCOME TO MAKEBELIEFS.COMIX.COM' and 'CREATE YOUR OWN COMIC STRIP - IT'S EASY AND FUN!'. Below this, it credits 'CREATED BY BILL ZIMMERMAN - ART BY TOM BLOOM - COMIC STRIPS BY YOU!'. The main workspace is a yellow panel with a red border, divided into three columns. The first column is labeled 'DIALOGUE PROMPTS' and 'PANEL #1'. The second and third columns are empty. To the left of the workspace is a vertical toolbar with icons for 'Print/Email', 'Move', 'Scale', 'Bring to Front', 'Flip', 'Delete', and 'Start Over'. Below the toolbar is a 'SELECTION WINDOW' and a 'MENU HELP' button. To the right of the workspace is a 'NEXT' button. Below the workspace are three sections: 'OUR DIVERSE CAST OF CHARACTERS' with a grid of character icons, 'OUR MANY OBJECTS & SCENES' with a grid of object icons, and 'BACKGROUND COLORS' with a row of color swatches. At the bottom, there are instructions: 'USE ARROWS TO SELECT EMOTIONS, OBJECTS, SCENES, BALLOONS & PANEL PROMPTS. CLICK TO ADD TO PANEL.' and 'PANEL PROMPTS THE NEXT DAY...'. There are also buttons for '8 TALK BALLOONS' and '8 THOUGHT BALLOONS'.

Blogs in the Classroom

- Students can read, analyze, and post comments related to instructional goals.
- Students develop writing, social networking skills and higher order thinking skills.
- Wikispaces
 - <https://www.wikispaces.com>
- Edublogs
 - <http://edublogs.org/>

Project Poster

<http://poster.4teachers.org/>

Students create their own web page on their research. Each page can display one picture, body text and then links with additional information. All the posters could also be linked together from one Web Worksheet.

*Multiple Means of
Expression*

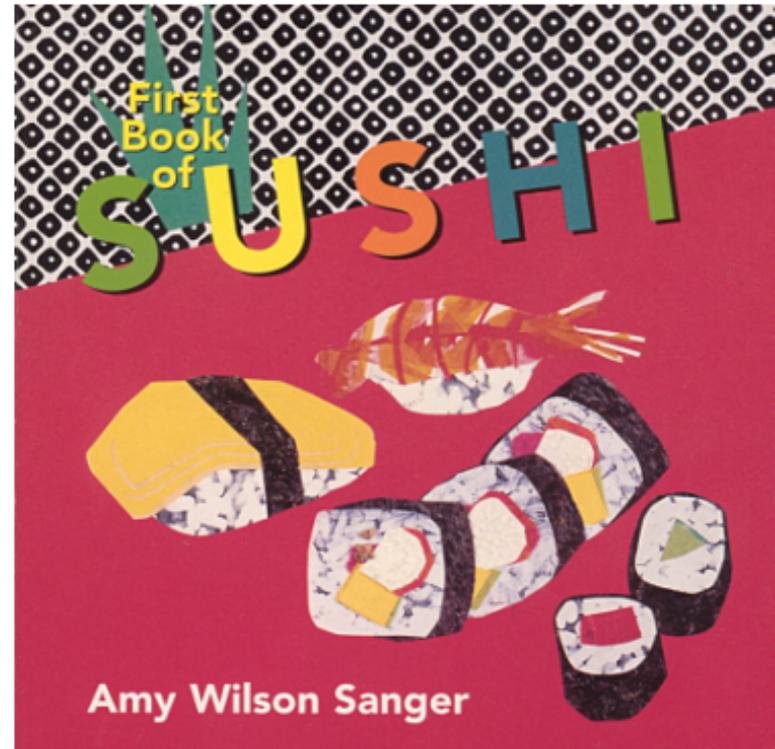


Image copyright: http://www.netlearn.com/ie04/shp/hp_gomita.jpg

You Will Love Japanese Food !

Do you like Japanese foods? Japanese Food is really delicious, and it is known by healthy food in all over the world. However maybe most of people think the Japanese foods are not so cheap. Besides you may think that the Japanese people always take a formal Japanese food. But it is a bit different. So I am going to introduce to you just our Japanese foods.

We have the number of restaurants in Japan, including Italian, French, Chinese and Japanese. But you may think that it is difficult to have common and low price Japanese food here. Do not worry about it. If you want to try the Japanese foods ease, you see this Homepage better. So, I recommend the Japanese food's house to you!!!!

[Otoya](#)

[Otoya](#)

Scaffolds in Writing

ACTIVITY 1: Eating lunch

Use cut and paste to sequence the sentences:

We went back home.

We went to Subway.

We ordered one big sub.

We picked our topping.

ACTIVITY 2: Matching

Match the food item with the restaurant where you buy it.

RESTAURANT	FOOD
	
	
	
	
	



Word Processing Activities can Reinforce Facts.

- *Objective: To redo the group of two sentences to create one sentence use copy, cut and paste.*
- **The kidneys filter out waste.**
- **The kidneys filter our blood.**



Activities can Reinforce Facts.

- ***Possible sentences:***
- **The kidneys filter out waste in our blood.**
- **The kidneys filter out waste as they filter our blood.**
- **The kidneys filter our blood and get our waste.**



7th grade science

Practice one Skill at a Time

- ***Use the word processor to insert the correct punctuation for this paragraph.***



• **it was a dark and stormy night the wind was blowing very hard the rain started to come through the windows and through the cracks in the roof we put pans under the drops we sat in the center of the room to keep warm we could not keep a fire going that night**

Review & Practice a New Skill

- *Change this paragraph from a gloomy mood to a happy mood by using opposites for certain words.*
- **It was a dark and stormy night. The wind was blowing very hard. The rain started to come through the windows and through the cracks in the roof. We put pans under the drops. We sat in the center of the room to keep warm. We could not keep a fire going that night.**
- *For some students have certain words underlined.*

Behavioral Strategies & Organization Skills

Engagement: KidCoach

<http://kidtools.missouri.edu/>

- KidTools are planning and monitoring tools to help children gain control over personal behaviors.
- KidSkills are planning and organizational tools to help children use learning strategies for success

The screenshot displays the website for 'The KidTools'. At the top, the logo features the text 'The KidTools' with two cartoon children. Below the logo is a navigation menu with the following items: 'About KTSS Programs', 'KidTools Programs' (highlighted in red), 'KidSkills Programs', 'Learning Resources', 'WebSite Links', 'Meet the Developers', 'Ordering CDs', and 'Program Support'. To the right of the navigation menu is a section titled 'KidTools Programs'. This section contains two main panels. The first panel, titled 'eKidTools', features a 'Pick a Tool!' graphic and a grid of tool icons: 'Point Cards' (Paulo), 'Countdowns' (Celia), 'STAR Card' (Sam), 'Monitoring Cards' (Molly), 'Make-a-Plan' (Mike), and 'Contracts' (Celia). The second panel, titled 'iKidTools', also features a 'Pick a Tool!' graphic and a grid of tool icons: 'Monitoring Cards' (Ben), 'Point Systems' (Celia), 'Contracts' (Melissa), and 'Planning Tools' (John).

KidSkills

Doing Projects

Project Planner

Getting information Card

Big Picture Card

Working Together Card

Project Evaluation Card

Doing Projects cards can help you plan and carry out school projects by yourself and with others as a team. Pick one and try it out!

Type the purpose for your project. Type the parts of the project and what you learned. Type a **summary**.

Class: _____ Project: _____

Purpose of project: _____

Parts of my project:

1. I learned... _____

2. I learned... _____

3. I learned... _____

Summary: _____

See Example Start Over Name: Katalina Santiago Date: 8/3/2006

This is what a completed Big Picture Card might look like.

Type the purpose for your project. Type the parts of the project and what you learned. Type a **summary**.

Class: Health Project: Healthful Eating

Purpose of project:
To understand good eating habits, healthful foods, cooking, and a balanced diet.

Parts of my project:

1. good foods
I learned...
there are some foods that are good for you and some foods are not so good. Some of my favorites are not so good for me.

2. different foods
I learned...
humans need a variety of foods from different groups. I don't like all the ones that are good for me, like vegetables.

3. cooking foods
I learned...
frying is not so good for cooking. It tastes good but is not as healthful as cooking food in other ways like baking and broiling.

Summary: We can eat some fun foods like ice cream, but we should also eat not so fun foods like vege's. Frying is not the best way to cook.

See Example Start Over Name: Katalina Santiago Date: 8/3/2006

Teacher Tools

4teachers.org

- Tools for Student expression
 - Project Poster
 - Notestar
 - Persuade Star
- Tools for Productivity & management
 - Trackstar
 - Quizstar
 - Rubistar
 - Web Worksheet Wizard

Tools For Teachers



PersuadeStar: Provides tools for students to write persuasive essays.



Classroom Architect: Design a floor plan for your classroom.



Equity Index: Locate resources and tools to help you meet the needs of a diverse classroom.



RubiStar: Create customized rubrics in English and Spanish.



TrackStar: View thousands of online lessons or quickly create your own.



QuizStar: Construct online quizzes that can include multimedia.



Assign-A-Day: Post your own online class calendar with hyperlinks and projects.



Casa Notes: Assemble take-home notes in English and Spanish.



PBL Checklists: Make custom checklists for multiple projects.



Teacher Tacklebox: Locate top-rated Tracks, WebQuests, and ThinkQuests for your subject.



Web Worksheet Wizard: Make and post a simple Web page within minutes.



NoteStar: Assist students with collecting group notes and citations for papers.

On the Road to the Grand Canyon

A Virtual Trip Across
the USA



Welcome to our adventure across the United States from Orlando, FLorida to one of the most famous places on earth, The Grand Canyon! Students will travel "virtually" by utilizing multimedia, Internet tools, and software programs. The students will plan the entire trip through activities that include mapping, preparing a route, weather forecasting, financial budgeting, calculating distance and time for travel, camping and the outdoors, identifying resources needed along the way, researching and planning stopping points along the journey, exploring the Grand Canyon and its formation, and reporting on the trip. Ultimately, the students will be able to "take a trip" to the Grand Canyon. This is just the beginning, so hold on to your seats! Enjoy the adventure and have fun learning!!

Links:

- [Grand Canyon National Park](#)
- [National Parks Service](#)
- [National Weather Service](#)
- [Map Quest](#)
- [Grand Canyon Explorer](#)

Web

Worksheet

Wizard

TrackStar

Organize
Websites
for
student
research
with
Trackstar

<http://trackstar.4teachers.org>

Sites for Track
#196197

1. [Clown Fish](#)
2. [Star Fish](#)
3. [Sea Cucumber](#)
4. [manatee](#)
5. [Sharks](#)
6. [Puffer Fish or Blow Fish](#)
7. [Moray Eel](#)
8. [Jelly Fish](#)
9. [Dolphin](#)
10. [Coral Reef](#)
11. [Lobster](#)
12. [Octopus](#)
13. [Sponges](#)
14. [Sea Turtles](#)
15. [Whales](#)

manatee

Site Location: <http://www.seaworld.org/infobooks/Manatee/home.html>

Click to learn about the cows of the oceans!

MANATEES

A SeaWorld Education Department Resource

Contents

[Scientific Classification](#)
[Habitat and Distribution](#)
[Physical Characteristics](#)
[Senses](#)
[Adaptations for an Aquatic Environment](#)
[Behavior](#)
[Diet and Eating Habits](#)
[Reproduction](#)
[Birth and Care of Young](#)
[Communication](#)
[Longevity and Causes of Death](#)
[Conservation](#)
[Books for Young Readers](#)
[Bibliography](#)
[Index](#)



Goals of the SeaWorld Education Department

<http://rubistar.4teachers.org>

RubiStar



Create Rubrics for your Project-Based Learning Activities

RubiStar is a free tool to help teachers create quality rubrics.

[More](#) | [What a Rubric Is](#) | [Tutorial](#)

Welcome

Featured Projects

Make Your Rubrics Interactive



Welcome to RubiStar!

Want to make exemplary rubrics in a short amount of time? Try RubiStar out! Registered users can save and edit rubrics online. You can access them from home, school, or on the road. Registration and use of this tool is free, so click the Register link in the login area to the right to get started now.

[Register](#)
[Quick Tour](#)

Create a Rubric

Choose a Topic below to create a new rubric based on a template:

Oral Projects

Multimedia

Math

Writing

Products

Reading

Art

Work Skills

Science

Music

PBL Checklists <http://pblchecklist.4teachers.org/>

Teacher Name: _____

Student Name: _____ **Reviewer Name:** _____

Date: _____

Project: _____

CATEGORY

RESPONSIBILITIES

Fluency

- My sentences begin in different ways.
- My sentences build upon the ones before.
- My sentences are of different lengths.
- The meaning of each of my sentences is clear.
- My sentences flow from one to another.
- There are no run-on sentences.
- There are no sentence fragments.

Teacher Tools

- UDL Lesson Builder
 - <http://lessonbuilder.cast.org>

Lesson Goals:

1. Students will gain a basic understanding of the three rock formation processes.
2. Students will effectively communicate results of their explorations of rock samples with others.
3. Students will develop a basic understanding of how the relative hardness of rocks can be tested using simple tools, and that hardness is one characteristic applied to categorizing rocks.

[Back to Top](#)

Methods

Anticipatory Set:

In order to engage students' curiosity and expectations about rocks, invite the class to participate in the following 'thumb's up–thumb's down' activity. Explain that you're going to make a statement about rocks and that students should give a 'thumb's up' if the statement seems true and a 'thumb's down' if it doesn't. Remind students that this isn't a quiz; it is just an informal way to begin a discussion of rocks. After each statement, invite students to turn to their neighbor and briefly discuss why they responded the way they did. You may also want to invite a volunteer to tally how many 'thumb's up–thumb's down'; responses were given for each statement.

UDL CONNECTIONS

UDL Feature:

Affective Network – Provide adjustable levels of challenge – I am not sure if this feature is connected to the reflection.



UDL Reflection:

By emphasizing the outcomes, not the means of achieving them, I'm allowing for greater flexibility in the ways students meet objectives, thus capturing a wider range of students.



Note: If you do not get sound when you click on the audio Listen button within a UDL connection, simply close and reopen the UDL Connection, and click on the audio Listen button again.

[http://www.readingrockets.org/
teaching/reading101/literacyapps/](http://www.readingrockets.org/teaching/reading101/literacyapps/)



Final Thoughts

Paradigm of Universal Design for Learning

- ➔ Assistive Technology (Individual level)
- ➔ Differentiated Instruction using Technology Supports (Small Group level)
- ➔ Universal Design for Learning using Universal Technology Interventions (across the Classroom, Curriculum, and School)

Cheryl Wissick's Webtoolboxes

- <http://webtoolboxes.wikispaces.com>

Paul Hamilton's Free Resources on the Net for EVERY Learner

- <http://paulhami.edublogs.org>

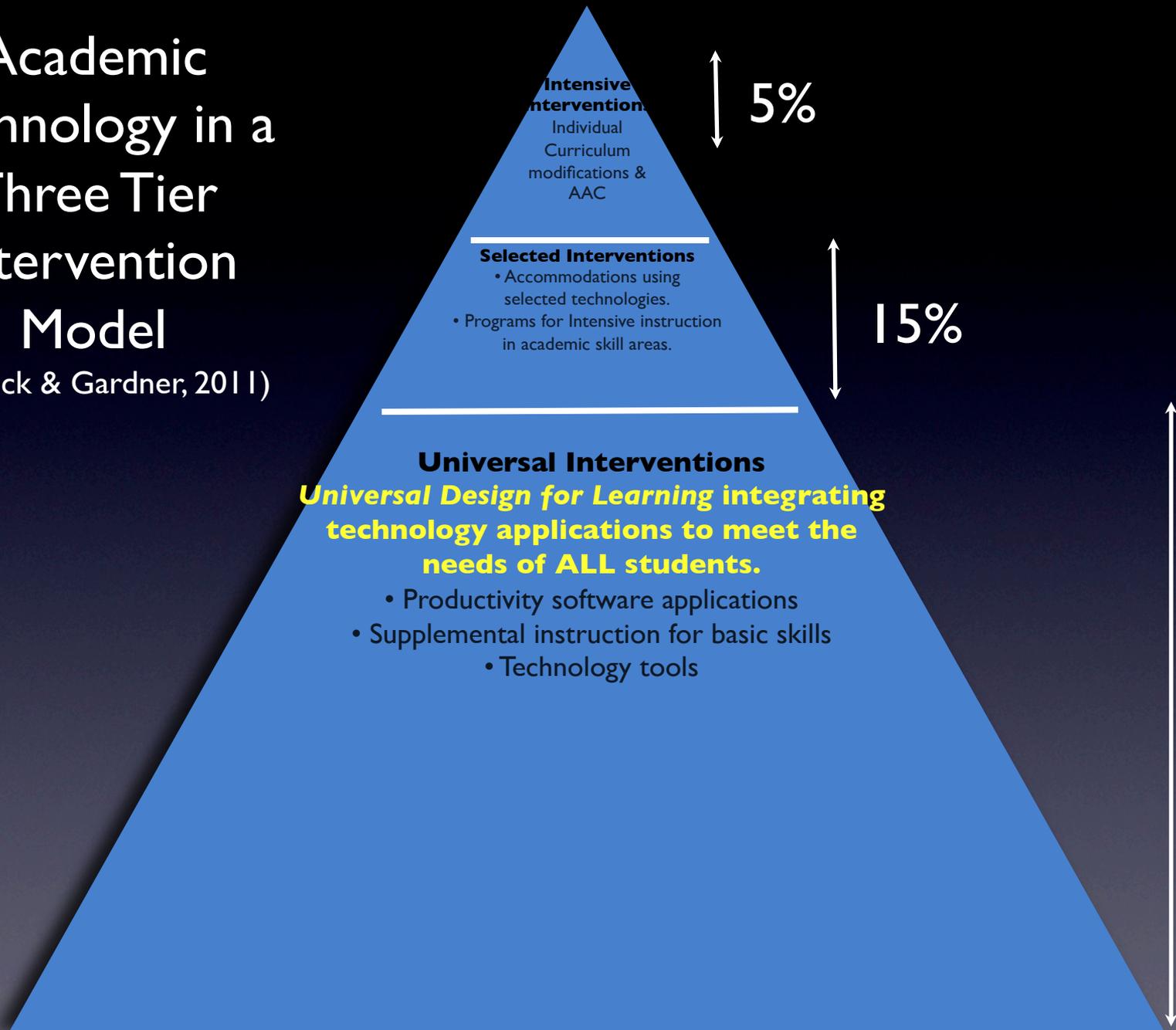
UDL Educators' Work Sheet

<http://www.udlcenter.org/aboutudl/udlguidelines/downloads>

UDL Guidelines – Educator Worksheet	
I. Provide Multiple Means of Representation:	Your notes
1. Provide options for perception	
1.1 Offer ways of customizing the display of information	
1.2 Offer alternatives for auditory information	
1.3 Offer alternatives for visual information	
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	
2.2 Clarify syntax and structure	
2.3 Support decoding of text, mathematical notation, and symbols	
2.4 Promote understanding across language	
2.5 Illustrate through multiple media	
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	
3.2 Highlight patterns, critical features, big ideas, and relationships	
3.3 Guide information processing, visualization, and manipulation	
3.4 Maximize transfer and generalization	
II. Provide Multiple Means for Action and Expression:	Your notes
4. Provide options for physical action	
4.1 Vary the methods for response and navigation	
4.2 Optimize access to tools and assistive technologies	
5. Provide options for expression and communication	
5.1 Use multiple media for communication	
5.2 Use multiple tools for construction and composition	
5.3 Build fluencies with graduated levels of support for practice and performance	
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	
6.2 Support planning and strategy development	
6.3 Facilitate managing information and resources	
6.4 Enhance capacity for monitoring progress	
III. Provide Multiple Means for Engagement:	Your notes
7. Provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	
7.2 Optimize relevance, value, and authenticity	
7.3 Minimize threats and distractions	
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	
8.2 Vary demands and resources to optimize challenge	
8.3 Foster collaboration and community	
8.4 Increase mastery-oriented feedback	
9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivation	
9.2 Facilitate personal coping skills and strategies	
9.3 Develop self-assessment and reflection	

Academic Technology in a Three Tier Intervention Model

(Wissick & Gardner, 2011)



UDL/Tech in a Box?



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UDL Toolkits



Beginner Tech Tools

Intermediate Tech Tools



Advanced Tech Tools



Technology Toolboxes

- Cheryl Wissick's

<http://webtoolboxes.wikispaces.com>

Initial Resources on UDL

- UDL Guidelines:
http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines_JAN2011.pdf
- Specific UDL Examples
 - <http://www.udlcenter.org/implementation/examples>