Slide 1:  
**Mrs. Parks**: In the *lesson opening*, we will begin with an energizing math song. Did you know there are lots of these accessible on the internet? We will use a road trip example to introduce our lesson because our students are interested in cars and travelling and it lends itself to topic examples. We state the objective to give a sense of purpose and set the goals. The students typically find this motivating. We refer to the advance organizer as well as rules and procedures that are already posted...particularly those that might be needed the most in the day’s lesson.

Slide 2:  
As Mr. Hill takes the lead in teaching, he will be having students help him model this math lesson idea using either pasta or ‘pick up’ sticks on the overhead during *teacher input*. This will help them ‘see’ the possible relationships between a pair of linear equations when graphed on the same set of axes. Mr. Hill is very good at ‘thinking aloud’ while showing these possible arrangements. What I will do (as I often do), is make a chart of what he is saying as he goes along by listing steps and highlighting key words. I will add pictures, symbolic representations, and examples when possible. These charts are posted in the room to help students with their own note-taking.

Slide 3:  
You will notice that students will have the opportunity to construct a ‘foldable’ graphic organizer for note-taking. This will add a tactile element to help more learners focus when they do take notes.

Slide 4:  
Some may prefer to use their math notebooks and that is fine. For the students who are challenged by writing, one may use a note-taking pen and others will have pre-printed labels if needed so they can peel and put these in the correct places on the organizer as they are introduced. This will allow all students to focus more on the lesson than worry about writing. Students will also be allowed to work with a peer if necessary. We will pair our ELL student with another student who has been in the country longer and knows the same language. This excerpt from our lesson plan is meant to simply show you how a planning process like this works.

Slide 5:  
**Mr. Hill**: In *guided practice*, we will have multiple options for practice. We have a large floor grid taped to the square tiles in our room. I will practice with some students who learn best through movement using large paper dots for points and ribbon or string for lines.

Slide 6:  
We will have geoboards and rubber bands available to practice with students who benefit from tactile work. Ms. Parks actually thought of a way to use a large pegboard to make a larger grid. We will be sure Sandy, who has low vision, is part of this ‘hands on’ activity and has a peer buddy to help her articulate the process as she feels it. We will also allow students to use the whiteboard, bulletin board grid, graph paper, or the graphing calculators. They can work in a small group, with a peer, or alone. Ms. Parks and peer assistants will facilitate these practice sessions.

Slide 7:  
**Ms. Parks**: During *independent practice* students will graph different systems of equations and determine solution possibilities. We have some interactive CD programs that come with the text and some on-line resources.
Slide 8:
The text CD also has some ideas for extension activities for those students who are ready to move ahead. All students will have access to the large floor grid, the geoboards, graph paper, whiteboards with permanent grids on them, computers, and graphing calculators. They will also have access to two other great resources—us!

Slide 9
Mr. Hill: The last section of the UDL lesson plan is closure. Students will share their results in multiple ways. Ms. Parks and I will ask questions to help students focus on important concepts. We offer and ask for real life examples to help 'cement' the learning. We will praise student efforts to build confidence and preview the upcoming lesson to help with their transition to new learning. Hopefully, we helped them all access the content in the lesson.