



Welcome to the Supporting Student Success VLC



UDL Lessons on Calculating Simple Interest

How I applied UDL into my mathematics lessons on
calculating simple interest and the overall student response

Michael D Anderson

UDL Column 1: Design Multiple Means of Engagement

- Access
 - Optimize relevance, value, and authenticity
- Support
 - Foster collaboration, interdependence, and collective learning
- Executive Function
 - Develop awareness of self and others

Simple Interest Formula

- I first presented and explained the Simple Interest Formula ($I = PRT$)
- Next, I provided an interactive example using a short word problem
 - I asked the class, “who wants to get rich?”
 - The student who raised their hand was then asked how much they would like to invest
 - Based on the students response, I illustrated an example problem using their investment amount with a set annual interest rate of 10% over a 5 year duration
 - We then wrote the equation below the formula and together solved for simple interest

Practice

- I then had students complete a short worksheet to practice calculating simple interest to ensure comprehension
 - I walked around the room while they were working to help students who needed more clarity on using the formula
- Once everyone was finished, students compared their answers with each other at their table to verify everyone was calculating simple interest correctly

Credit Score Relevance Application

- I next passed out a Credit Abuse Quiz and had students do their best. Once everyone was finished, we went over the answers together to better understand the importance of financial literacy and a good credit score
- I next used the computer to show students credit score thresholds and how those greatly affect simple interest rates on both debt and investments
 - <https://credit.org/financial-blogs/what-is-a-good-credit-score>
- Lastly, I asked students to think of their credit score and what affect that may have on their interest rates if they were to purchase or invest today

Student Response

- Students were noticeably excited to learn how to apply the simple interest formula into real world scenarios such as home ownership and investing
 - Several students began sharing their goals and how this knowledge really helps them
- Some students even asked to share with me their plans to utilize this knowledge for their future financial goals
 - Students even commented on where they wanted their credit score to be before purchasing a house

Conclusion

- This was a very popular activity that had students talking for the next several class meetings
- Student attendance also noticeably improved and created a greater student interest in applying future math lessons to relevant financial goals
- I personally enjoyed connecting math learning goals with financial literacy and inspires me to continue teaching using the UDL framework

UDL Lessons on The Atlantic Revolutions

How I applied UDL into my reading lessons on The Atlantic
Revolutions and the overall student response

Michael D Anderson

UDL Column 2: Design Multiple Means of Representation

- Access
 - Support multiple ways to perceive information
- Support
 - Illustrate through multiple media
- Executive Function
 - Highlight and explore patterns, critical features, big ideas, and relationships

The Atlantic Revolutions; Khan Academy Readings

- <https://www.khanacademy.org/humanities/world-history-project-ap/xb41992e0ff5e0f09:unit-5-revolutions/xb41992e0ff5e0f09:5-2nationalism-and-revolutions/a/article-the-atlantic-revolutions-ap>
- We first read through the American Revolution section
 - This was connected with prior knowledge from Constitution lessons
- Next, we read through the French Revolution section
- We then read through the Haitian Revolution section
- Lastly we read through the Latin American Revolution section

Multiple Media

- American Revolution
 - Map of Proclamation Line of 1763
 - <https://www.jyfmuseums.org/learn/research-and-collections/essays/what-was-the-proclamation-of-1763>
- French Revolution
 - French Revolution song, rendition of “Bad Romance” by Lady Gaga
 - https://www.youtube.com/watch?v=pJpL0xSYSZU&list=RDpJpL0xSYSZU&start_radio=1
- Haitian Revolution
 - Video on Haitian Revolution
 - <https://www.youtube.com/watch?v=-IEZCjDwRgw>
 - Map of Louisiana Purchase to show relevance to US History
 - <https://education.nationalgeographic.org/resource/louisiana-purchased/>

Lesson Readings Application

- I first asked students to share what connections they could make by comparing and contrasting the different Atlantic Revolutions
- I then asked students to write a short essay on which revolution was the most “successful” in their opinion
- Lastly, I had students share their opinions and as a class explored what “success” looks like in this context and understand the inherent subjectivity

Student Response

- Students were noticeably interested in the lessons as the multiple media made history come alive
 - One student who is generally quiet/shy in class commented during the short French Revolution video which showed improvement and comfort in sharing his ideas
- Students were happy to share their thoughts about The Atlantic Revolutions and to connect them to previous lessons on the Constitution
 - Students also connected material to current events which indicates relevance

Conclusion

- This lesson was a great way to compare/contrast different revolutions that occurred around the same time allowing students to think critically
- The use of multiple media was also very successful and students were noticeably interested and could better comprehend the material
- Revolutions were one of my favorite history subjects in college so to be able to get students interested through media and conversation was fun for me!

UDL Lesson on the RLA Extended Response

How I applied UDL into my reading lessons on the RLA
Extended Response and the overall student response

Michael D Anderson

UDL Column 3: Design Multiple Means of Action and Expression

- Access
 - Vary and honor the methods for response, navigation, and movement
- Support
 - Address biases related to modes of expression and communication
- Executive Function
 - Set meaningful goals
 - Organize information and resources

Overview of the RLA and Scoring Policy

- We first read through what the Extended Response is, the time allowed to complete, and general tips for success including organization and editing
- Next, we read through how the scoring works and how to maximize points by following the primary guidelines and also what NOT to do
- We then addressed author bias to introduce students to the methodology of selecting which position is better argued based on both qualitative and quantitative data and support
- Lastly, we completed a worksheet together on Author's Purpose to highlight bias and to better identify it within texts

Read and Discuss a Perfectly Scored RLA Extended Response

- As a class we read through 2 different prompts from a perfectly scored Extended Response from GED.com
 - I asked students to apply what they had learned from our previous activity regarding points and bias and asked them to highlight what they considered important information on these 2 passages
- We then read through a perfectly scored response to those prompts
 - I next asked students to share what the author included in their argument for support, and if they had also highlighted similar information from the 2 prompts

Lesson Application

- I shared examples of Extended Response topics from GED.com and as a class we decided on one topic to practice individually
 - I then asked students to read the 2 prompts, highlight important information, organize their ideas, and write a response for why one position was better argued
- Lastly, I had willing students share their practice responses
 - As a class we made suggestions for achieving the 6 possible points consisting of organization, using information from the passages, and using proper English

Student Response

- Students were eager to apply what we learned and also to better understand how their extended response would be scored to write more strategically
 - A few students stated that while they still do not enjoy writing, understanding how to construct their response will make it much easier during their official test

Conclusion

- This lesson was a great way to practice critical thinking while also learning to identify and address bias
- Modeling the extended response through reading and discussing a perfectly scored example first helped ease anxiety and allowed students to become more aware of how to write in a way that achieves the most points possible
- I enjoyed helping students understand the structure and critical thinking required of a valid argument and reminded them how important this will be in their future academic and professional careers

Thank you and see you at the next meeting!



Thursday May 28 at 2:00

Also, Book Club registration is coming!

