



**REGION 18**

Commonwealth of the  
Northern Mariana Islands

Federated States  
of Micronesia

Guam  
Republic of Palau

**REGION 19**

American Samoa  
Hawaii

Republic of the  
Marshall Islands



# Comprehensive Centers Regions 18 & 19

## Distance Education with a Focus on the Pacific Context

### Module VII: Strengthening Supports for Diverse Learners

**Friday, July 9, 2021 1 pm HST/  
Saturday, July 10, 2021 9 am ChST**

Photo is for illustrative purposes only.  
Any person depicted in the photo is a model.

# Agenda

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Welcome

Sign In: [SHEET](#)

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Getting to know everyone

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Overview

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Strategies for Diverse Learners

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Q&A

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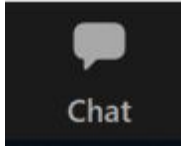
# Engagement Norms

- Participate actively in the chats and breakout groups
- Be present
- Silence can be golden
- Be camera ready
- Be aware that we are recording

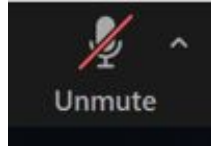


# Housekeeping

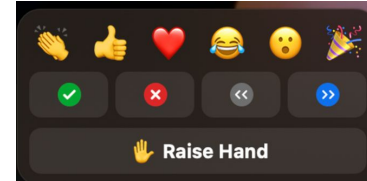
Use the **chat box** for questions, comments, and to participate in activities.



Please remain on **mute** when you're not speaking. Click **unmute** when you want to speak.



Share your **Reactions** throughout the presentation.



**Note:** This session is being recorded. The recording and PowerPoint will be made available after the session.



# Getting to know us



# Robin Dyrensborg

Robin Dyrensborg has a Master's of Education in Educational Leadership, is National Board Certified in Social Studies/History - Early Adolescence, and is in the Learning Design and Technology Doctorate program at the University of Hawai'i at Mānoa. She is a sixth-grade English/Language Arts teacher at 'Iolani School in Honolulu, Hawai'i where she is the Lower School Language Arts Department Head and a grade-level lead for distance learning. In these roles, she provides curriculum support, technology integration support, and designs distance learning protocols and resources for students and families. In addition, she designs the Social Emotional Learning curriculum for her grade level. She has taught for 26 years in public and private schools in elementary, middle, and K-12 settings. Her other teaching experiences include Title I Project teacher and World History teacher. Robin has designed and facilitated teacher professional development workshops at the local, district, and international levels. Robin enjoys cooking, traveling, reading, and spending time with family. She was born in Palau and moved to Hawai'i at the age of 10.



## Dr. Rita A. Sablan

Dr. Sablan is a certified school administrator with a doctoral degree in educational leadership and organization. She is an experienced educational leader in public education in early childhood, elementary and secondary, including special education and special programs. She is also an entrepreneur and educational consultant who provides coaching and mentoring to teachers, school administrators, and other school personnel.



# Luwaina Martinez-Diaz

Luwaina Martinez-Diaz received a Bachelor's of Education from the University of Guam in Elementary Education. She has served on a host of committees both at the school and district level which included leadership, curriculum development, priority standards, and test development, to name a few. However, her passion lies in the classroom which is where she loves to be. She is currently teaching fourth-grade summer school at Talofofo Elementary School.





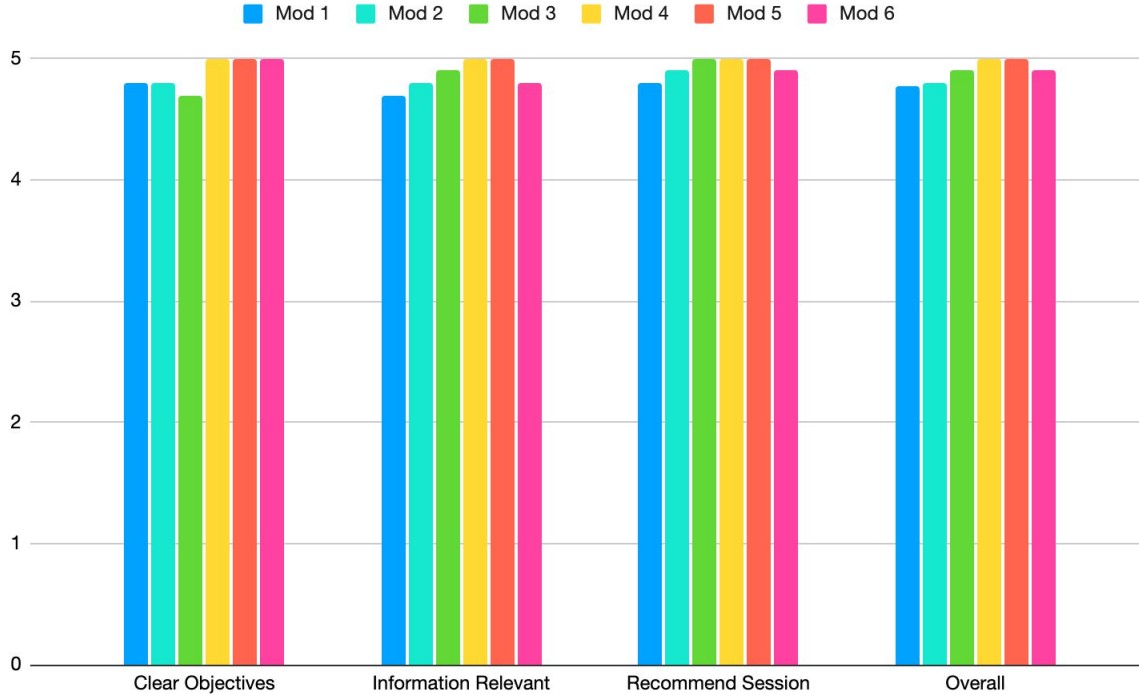
# Getting to know you



# Attendee Information

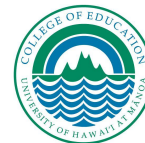
- » Many of you are here for the first time (45%). Welcome!
- » Almost all are new to online teaching (over 70% at 0–1 years).
- » About half are K–12 teachers (47%).
- » Rest are a good distribution of administrators, specialists, and higher education (e.g., librarians, principals, college instructors, etc.).

# First through Sixth Module Evaluations



# Most Useful Information Module VI

- » Refreshing that educators from the Pacific are presenting
- » Direct relevance to educator needs
- » Information and strategies shared
- » Ideas for overcoming challenges
- » Sharing experiences and lessons learned with colleagues
- » Examples of what local schools do to support students and families
- » Openness and willingness to address hard problems and the determination to come up with suggestions
- » Technologies shared
- » Keeping in mind Maslow's hierarchy of needs
- » How to face challenges with the new normal and how to support students and families that struggle





# Recommendations and Interests

- » Include whiteboards in breakout rooms for note taking.
- » Include more examples for how to support students who need accommodations and/or modifications with technology and school assignments.
- » None. Presenters did a great job.

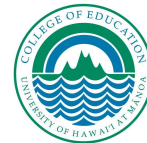
Participant Activity

# Successes and challenges in meeting the needs of diverse learners



# Objectives: Participants will...

- » Explore the Universal Design for Learning (UDL) Framework.
- » Analyze how UDL can help meet students' needs.
- » Brainstorm ways to adapt or adopt tools in your own context.
- » Apply a tool to one lesson in your own context.
- » Engage in talk story discussions around tools and strategies
- » Consider alternative instruction that meets the current needs of learners.
- » Consider the use of alternative teaching strategies, materials, and technology.
- » Consider engaging students in alternative active learning that promotes critical thinking, problem-solving, and competence.
- » Consider creating alternative interdisciplinary learning.



**Robin Dyrensborg**  
*Universal Design for Learning  
Framework*

“Every child has a different learning style and pace. Each child is unique, not only capable of learning, but of succeeding.”

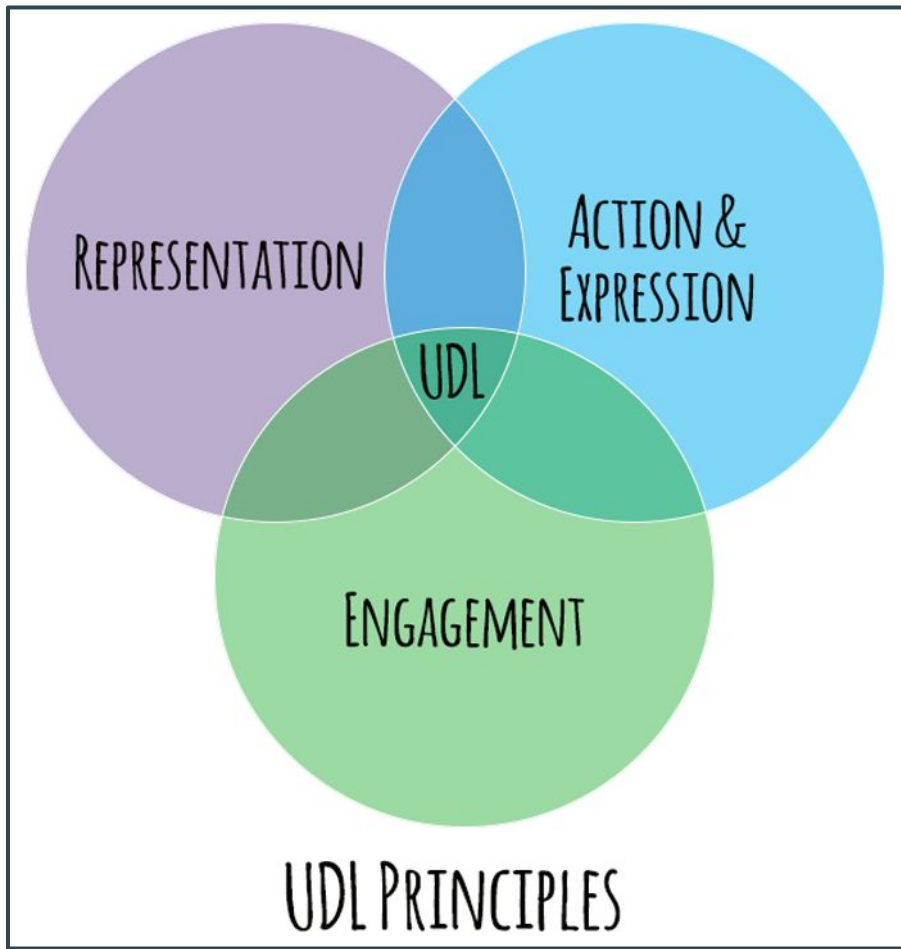
-Robert John Meechan



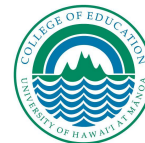


# Diverse Learners

- additional learning support academic/curriculum
- additional learning support for behavior/social emotional development
- additional mental health support
- gender identity and gender expression support

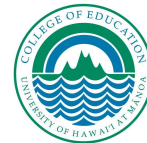


Universal Design  
for Learning<sup>1</sup>  
(UDL)  
helps teachers  
meet students'  
unique learning  
needs



# Online Learning and UDL<sup>2</sup>

- » UDL emphasizes offering choices in 3 key areas of teaching:
  - » **Representation** - how you deliver course content
  - » **Engagement** - how students participate
  - » **Expression** - how students demonstrate content learned



# Representation: How you deliver course content

## » Know your students as people (Google Forms)

1. Tell me about your family
2. What activities, hobbies, clubs, or sports are you involved in?  
(Include what you would be doing if COVID weren't an issue)
3. What are some of your favorite things?
4. Think of your good friend(s), what about them makes them a good friend? (This can be a list)
5. Is there anything else you want me to know or think I should know about you?

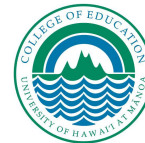




# Representation: How you deliver course content

## » Know your students as learners (Google Forms)

1. Do you enjoy reading and talking about what you've read?
2. Do you enjoy writing and/or consider yourself a strong writer?
3. How do you learn best? What help do you need? What are you working on improving?
4. What is easy for you and requires just a little effort for you to be successful? \*This can be about any subject
5. What is challenging or something you have to work hard at? \*This can be about any school subject
6. Think of your favorite teacher(s), what made them special? (This can be a list)
7. Is there anything else you want me to know or think I should know about you? (Free Choice topic)



# Representation: How you deliver course content

## » Parent perspective of child (Google Forms)

**Parents:** You know who your child is as a learner, and as a person. To help me meet your child's needs, please answer the prompts below. Any information provided will help me help your child in a more timely manner. You may write a list or write in short phrases for all of the responses.

1. As a learner, my child...
2. My child's strengths/talents include:
3. Areas that my child is working on strengthening:
4. This year, I hope that my child:
5. Other family information that you would like to share:



# Representation: How you deliver course content

- » Aim to meet ALL students' unique needs
- » Link new to prior knowledge, or CREATE experience
- » Deliver content in multiple modalities online
  - > Verbal with shared slides
  - > Model what to do, step by step (example)
  - > Visual aids (graphic organizers, charts, pictures)
  - > Record & post directions



# Representation: How you deliver course content

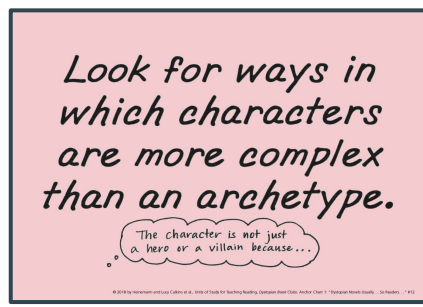
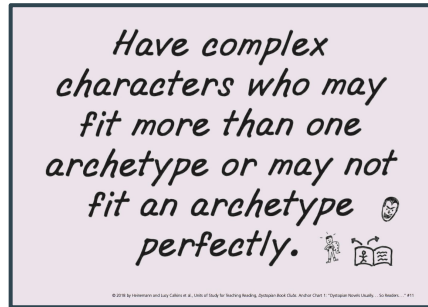
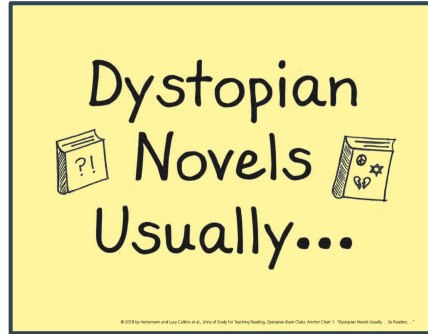
- » Distance learning Zoom\* options for students:
  - » Video off, then must use emoji & chat with me
  - » Chat and emoji features
  - » Breakout room
  - » Stay in main room rather than breakout room
  - » Check ins: after class, recess, or study hall



# Dystopian Middle of the Deep Thinking Choices

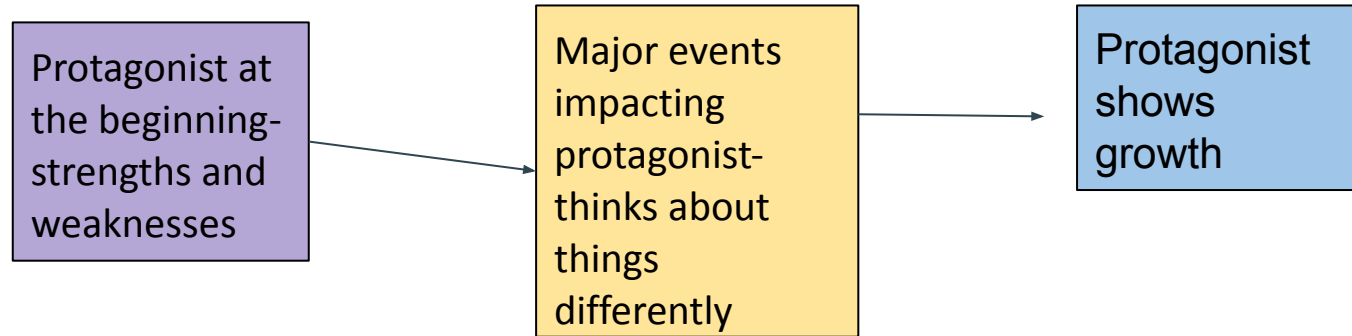
- » Character changes
- » What secrets are revealed?
- » Who has power? Injustices? Inequalities?
- » What's being controlled? Why is it being controlled?
- » What is your reaction (thoughts and feelings) to what is revealed?
- » Connections: Text to text, text to world, text to self

# Deep Thinking Process



# Character Change Thinking Process

**Dynamic character experiences** character change - focus on how your character's personality has changed due to the events in the novel. Be ready to share with the class.



# Breakout Room Etiquette

- 1) Be prepared for discussions (Finished reading & jotting)
- 2) Take turns listening and talking (EVERYONE must speak)
- 3) Stay focused on the topic or question (Be respectful)





# Breakout Room - 15 minutes

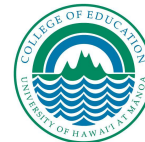
## Discussion Protocol:

1. Quickly greet BC members
2. One person introduces a topic or question for discussion.
  - a. Each BC member listens, then takes turns discussing that first topic or question
3. Second person then introduces a topic or question
  - a. Repeat this protocol

## Discussion Topics:

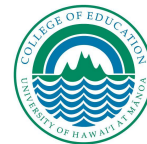
1. What did you enjoy?
2. What did you wish was different?
3. Use specific text details to support your opinion

Language Arts EXAMPLE



# Engagement: How students participate

- » Provide opportunities for choices
  - > Work alone, pair, or triads (breakout rooms)
  - > Flexible seating (onsite)
  - > Variety of ways to show proficiency of content and skills (traditional & digital)
- » Class or group discussions
  - > Provide sentence stems on a slide
  - > Give everyone think time to stop & jot



# Expression: how students demonstrate content learned

- » Chunk & streamline
- » Google Docs Voice Typing<sup>3</sup> tool
- » Text-to-voice tool like [naturalreaders.com](https://naturalreaders.com)<sup>3</sup>
- » Artistic representation
- » Conferencing: Talk to student/student does a demo

# Supporting Students - EXAMPLES of modifications

- » **Writing** - Ideas & organization
- » **Reading** - Variety of genre, lengths, subjects, & levels
- » **Math** - Multiples of 3s or 2 examples of each type of problem
- » **Social Studies** - themes & big ideas
- » **Science** - visual & big ideas



**One Pager**

Create a One Pager that includes a key quote, symbol, and Words of the Wiser. Explain each and include text details to support your ideas.

**Movie Trailer**

Create a trailer that includes a key quote, symbol, and Words of the Wiser. Explain each and include text details to support your ideas.

**Songs**

Select 3 songs to represent a key quote, symbol, and Words of the Wiser. Explain how the lyrics and text details support your song choices.

**Create a Movie Poster**

Create a poster that includes a key quote, symbol, and Words of the Wiser. Be prepared to explain each and include text details to support your ideas.

**Compare & Contrast**

Select a key quote, symbol, and Words of the Wiser from your novel. Select a novel by a different author to compare and contrast with this novel. Explain how each novel is similar or different using text details from each novel.

**Write a Book Review**

Select a key quote, symbol, and Words of the Wiser from your novel to include in your book review. Rate the book and support your opinion using text details from each novel.

**Different Point of View**

Select a scene, or create a new scene and write from a different character's perspective. The plot, characters, and ending must be believable and tie in with the novel. Use elements of the author's craft and what we've learned about narrative writing.

**Alternate Ending**

Start off from any point in the book and write an alternate ending. The plot, characters, and ending must be believable and tie in with the novel. Use elements of the author's craft and what we've learned about narrative writing.

**Skit**

Select a key scene in the novel. With the help of a few friends act out the scene. This may be pre-recorded or it may be presented live. Include an intro to explain the scene and its importance in the novel.

# Engagement: End of novel project

Character  
trait

Trait: The trait that helped Tree-ear the most is his determination. Tree-ear was forced into poverty without parents and only Crane-man to take care of him. Tree-ear and Crane-man struggle to survive in the small village. Tree-ear always had a dream of becoming a potter, he watched Min, a master potter. In the end it was Tree-ear's determination that let him overcome his poverty. Tree-ear watched Min for awhile and eventually decided to ask Min to let him work with pottery. Min decided that it would be good to have a helper around to gather wood and do other chores. Tree-ear wanted to work with clay but he decides that working for Min will get him on track to working with clay. After almost two years of working for Min, Tree-ear finally gets to work with clay. With his determination he finally got his main goal of being a potter

## A Single Shard

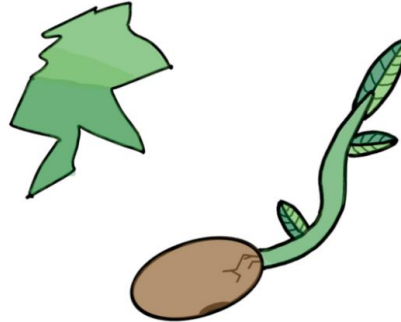
By Linda Sue Park

Symbol: The symbol in A Single Shard would be a seed. The reason that a seed represents Tree-ear is because of new beginnings. A seed grows into a large tree, and from that tree comes a seed, a new beginning. Tree-ear is like the seed, he gets a new beginning. He was poor and barely surviving but after his encounter with Min, he got a job and food. Tree-ear worked his way up to where he was out of his old situation and where he could start anew. Tree-ear also followed his ambition, which is pottery, and make his dream come true.

Explanation  
of the  
Symbol

Wise  
words

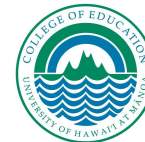
Wise words: Loc. 67 "But stealing and begging," Crane-man said, 'made a man no better than a dog. Work gives a man dignity, stealing takes it away.'"This is important to Tree-ear because he was taught to have good morals. Even though he never gets enough food to eat he never begs or steals, instead he finds food other ways. Tree-ear also learns to make himself useful. Although Tree-ear doesn't have a job, he still finds ways to stay busy and work. The way that I can implement this into my life is by always living with good morals and not wasting my time by doing unnecessary things. It also is saying to work hard and that you don't always get what you want.



Symbol



## Engagement<sup>4</sup>



# Online Learning and UDL

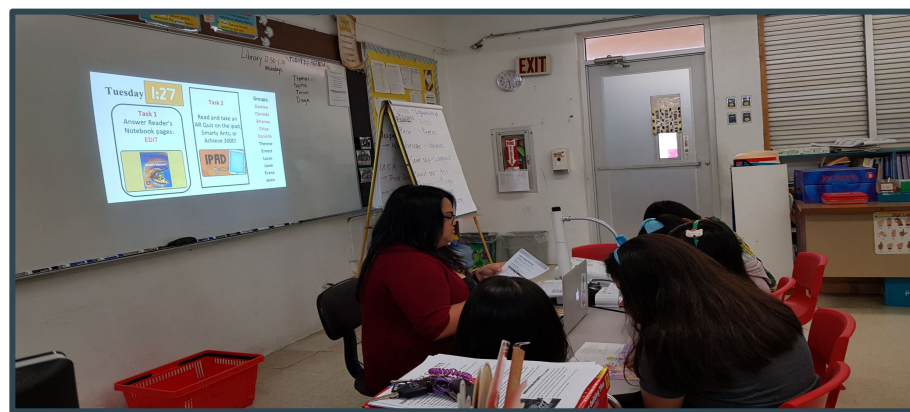
- » Know your students
- » Teacher preparation is key to student success
- » **Representation** - Vary delivery of chunked course content
- » **Engagement** - Vary students groupings & activities
- » **Expression** - Vary or provide options for how students demonstrate content learned



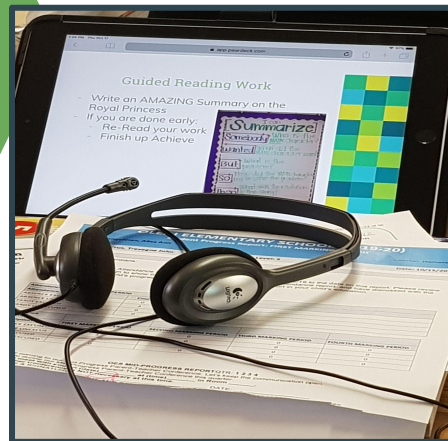
**Break**



*Dr. Rita A. Sablan*



**We have come a long way**



# Strengthening Supports for Diverse Learners

- » My Story
- » Instructional Strategies for Teachers to support Diverse Learners
  - > How to Incorporate Universal Design for Learning
  - > Using a Systematic Approach to Support Diverse Learners
- » Students' Access to Technology

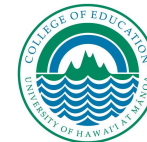


# Guided Reading





# Accommodations

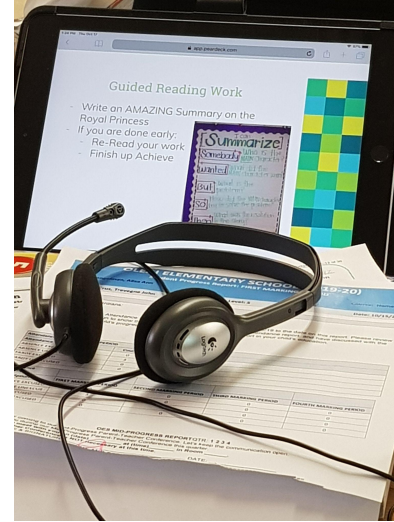


# Collaborative Teaching



# Online therapy

- Online therapy is a lot of fun!
- Children engage in interactive activities that are specific to the skill that they are working on.
- **Tiny Eye in CNMI**



# How to Incorporate UDL

- » Know your students' strengths and weaknesses
- » Use digital materials when possible,
- » Share content in a variety of ways,
- » Offer choices for how students demonstrate their knowledge,
- » Low and No Tech options do exist,
- » Learn from others.

Take away resource: [7 Ways to Introduce UDL into Your Classroom](#)



# Instructional Strategies for Teachers to Support Diverse Learners<sup>5</sup>

- » Using a Systematic Approach to Support Diverse Learners
  - > Differentiated Instruction
  - > Evidence-Based Instruction
  - > Project-Based Instruction



# Differentiated Instruction<sup>6</sup>

## » Using a Systematic Approach to Support Diverse Learners

Children learn differently

Capitalizing on children's strength and knowledge

Providing a variety of materials and tasks for various groups

Giving options

Allowing students to acquire content, process ideas and demonstrate their understanding



# Evidence-Based Instruction<sup>2</sup>

1. Using a Systematic Approach to Support Diverse Learners
  - a. 10 Strategies
    1. State Clear Learning Goals repeatedly
    2. Share and Model concepts
    3. Check for Student Understanding
    4. Give Feedback to Students regularly
    5. Record information in graphical ways
    6. Allow Repeat and Spaced Practice
    7. Create Opportunities for Peer-to-Peer Learning
    8. Teach Strategies for Learning
    9. Nurture Metacognition



***“Helping students see  
that academic ability  
takes time and effort”***

# Project-Based Instruction<sup>8</sup>

- » Using a Systematic Approach to Support Diverse Learners
  - > Best teaching practices
  - > providing project options where teachers give students several choices for project presentations



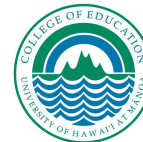
# Students Access to Technology

## » What teachers can do.

- > Technology devices
- > Internet Connectivity
- > Software Programs/Apps

## » Available resource

- > Technology Tips for Diversified Instruction by WestEd Regional Technology in Education Consortium (RTEC)<sup>9</sup> via <https://www.education.com/> ▼



*Luwaina Martinez- Diaz*

***“Children are wet  
cement.”***  
Anne Ortlund



# Alternative Strategies for Diverse Learners



# LET'S PLAY – TRIVIA!

» Which Tasmanian marsupial is known for its temper?

» Answer: Tasmanian devil





# So, you may ask, how does PBL translate to distance learning?

## STEM PROJECT #1 Back to Nature House

### Directions:

Your challenge is to create a house using only objects found in nature

### Materials:

- \* Anything outside made by nature i.e. stones, grass, leaves, twigs, etc.
- \* String or thread

### Constraints:

- \*Your house must have four walls, a roof, and doorway
- \*Your house must use at least FIVE different items from nature.



## Students choices:

- Back to Nature House
- Summer Sounds
- Plant a Pretty Pun

### Monday:

Plan out your house on the Planning Sheet. What items are you going to use? Draw a picture of your plan.

### Tuesday and Wednesday:

Create and build your house. Once you are done, take a picture of it using your parent's phone OR draw a picture of your completed structure.

### Thursday:

Complete the Reflection Sheet. Then submit your Planning Sheet, Reflection Sheet and picture of your project using one of the following methods:

- Take a picture of your project and your Planning/Reflection Sheets and send it on WhatsApp ○
- Take a picture of your project and of your Planning/Reflection Sheets and email it to Mrs. Diaz ○
- Upload your picture and Planning/Reflection Sheets to Google Classroom and click on "Turn In Work"

### Friday:

Mrs. Diaz and Mrs. Pazman will share students' pictures during our Zoom Meeting

# Planning a *Back to Nature House*

**Planning Sheet For STEM Projects**

**STEM PROJECT CHOICE: #1**  
Back to Nature House

**Step One: Make a Plan**

1. What items do you plan to use to build your project?  
I plan to use branches, bamboo, leaves, asparagus ferns, rocks, daisies  
and maybe coconut husk. I will use twine or nails to hold  
my project together. (HOPEFULLY)

2. Draw a picture of what you want your project to look like. It's always good to have a plan or a starting point before creating something. Take your time and label the parts in your picture.

**STEM PROJECT CHOICE: #1**  
Back to Nature House

1. What items worked the best to create your project? Why?  
Bamboo and nails were the best items to use when creating my  
back to nature house because to make my house sturdy.

2. What items did not work well when trying to create your project? Why?  
At first I tried to use twine to secure the bamboo but it was difficult  
so I used nails instead.

3. Describe one thing you learned while completing this challenge.  
One thing I learned while completing this challenge was weaving  
coconut leaves

# The Creations...





# The Creations..

"Back to Nature House"

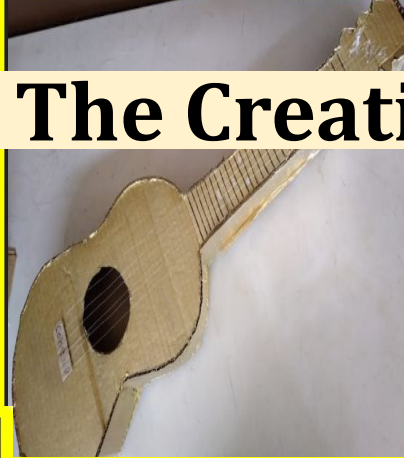




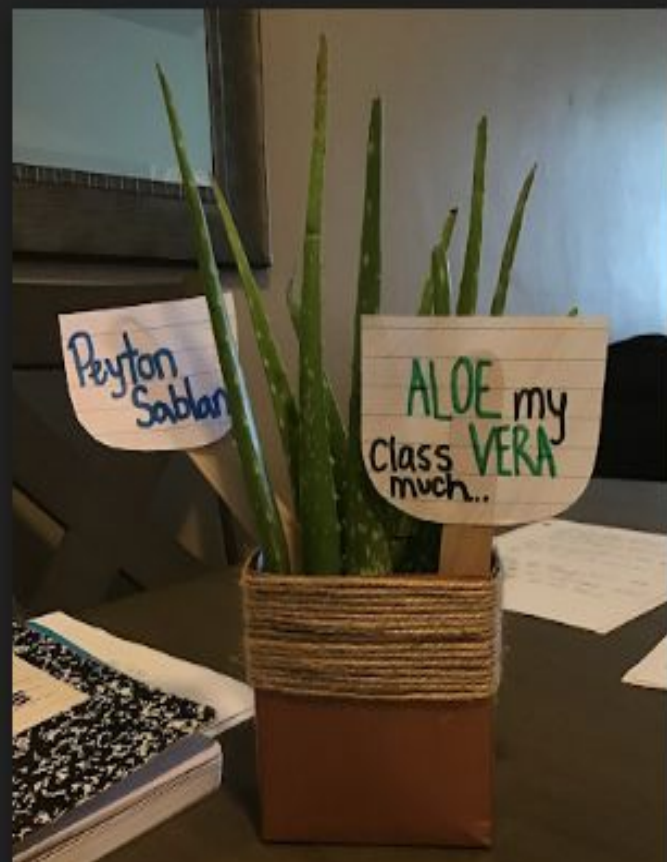
# The Creations...



# The Creations...







# The Creations...



# The Creations...



*aTIS THE SEASON TO  
BE JOLLY*



*WHEN LIFE GIVES YOU  
LEMONS, MAKE LEMONADE*

# The Creations...

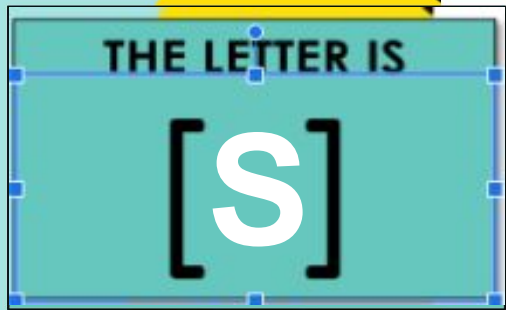


**ADULTS  
ORCHIDS (OR KIDS)  
TO ME IT DOESN'T MATTER**



Let's play SCATTERGORIES<sup>11</sup>

# LIST ONE

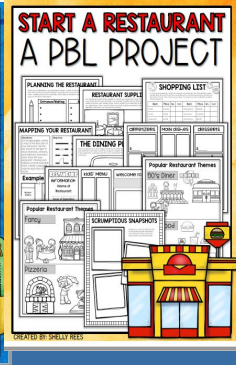
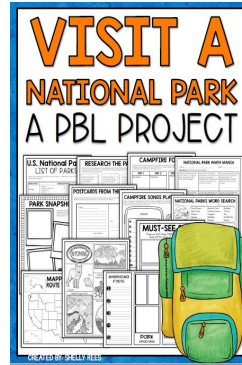
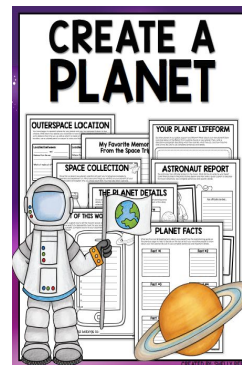
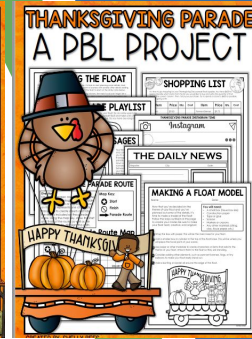
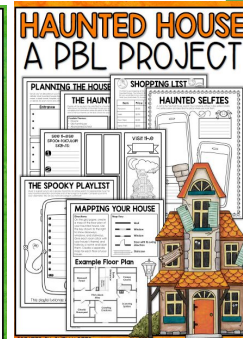
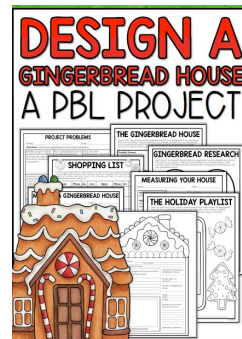


1. Cereal
2. TV Show
3. Animal
4. Restaurant
5. Book

# Project Based Learning - *Student Choice*

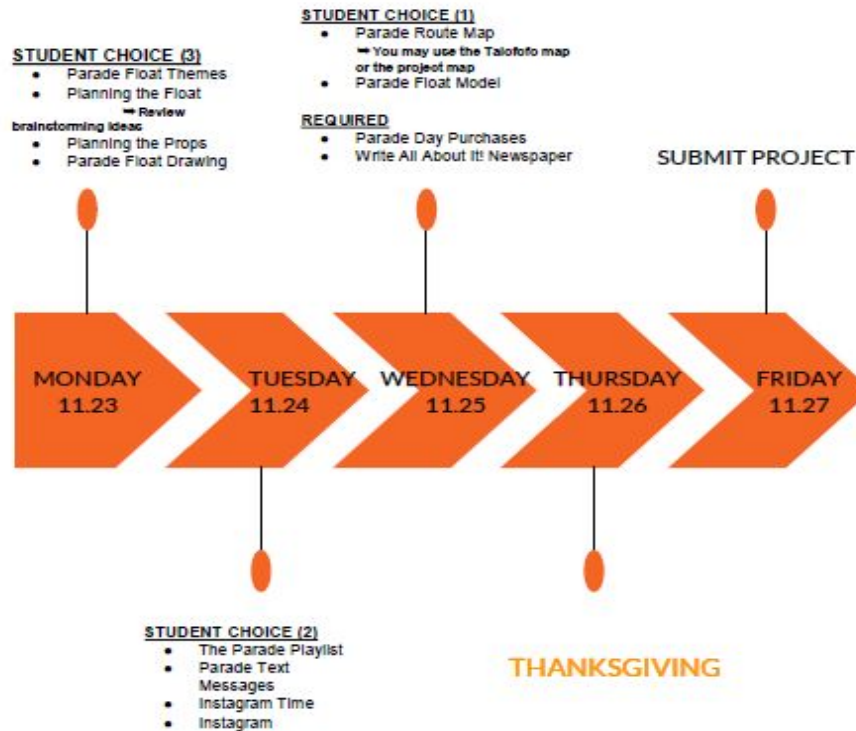
Teachers Pay Teachers offers a nice selection of ready-made lessons.

- Christmas
- Create a Planet
- Design a Waterpark
- Easter
- Halloween
- Hot Cocoa Stand
- Island
- Kids as Heroes
- National Parks
- Plan a Vacation
- Restaurant Menu
- Smoothie Stand
- St. Patrick's Day
- Start a Restaurant
- Thanksgiving
- Valentine's Day



# Project Based Learning - Student Choice: A Closer Look<sup>12</sup>

## PLAN YOUR PROJECT



### STUDENT CHOICE (Choose-3)

- Parade Float Themes
- Planning the Float
- Planning the Props
- Parade Float Drawing

**AND**

### STUDENT'S CHOICE (Choose-1)

**Parade Route Map**

(you may use the Talofofo map OR the project map)

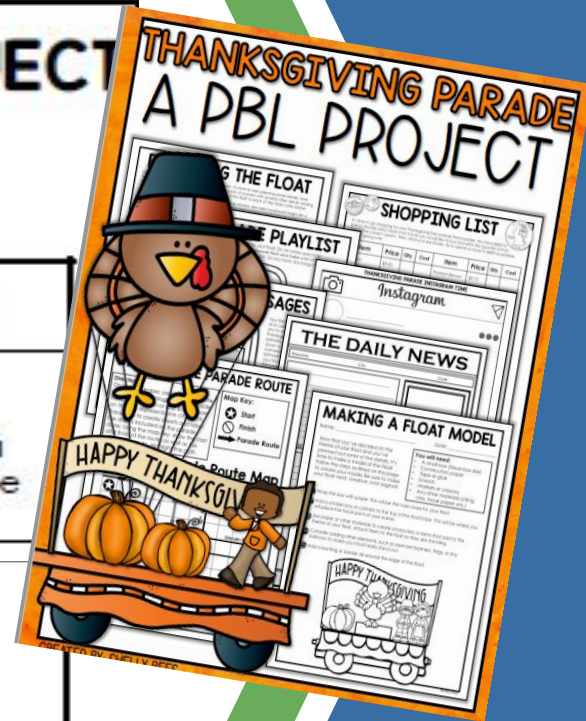
**Parade Float Model**

- Co-teaching
- Standards
- Equitability
- Student choices

# Project Based Learning - *Student Choice: A Closer Look*

## THANKSGIVING PARADE PBL PROJECT PBL UNIT GUIDE

TOPIC:	PLANNING A THANKSGIVING PARADE FLOAT
ENTRY EVENT:	Watch several online videos which show clips of various Thanksgiving parades. In groups, discuss options for possible floats that could be made for a Thanksgiving Day parade. Share possibilities with the class and make a master list.
INQUIRY:	<ul style="list-style-type: none"><li>• Asking questions to make choices</li><li>• Research options and themes</li><li>• Research city maps</li></ul>





# Project Based Learning - Student Choice: A Closer Look

## CONTENT:

- Measurement using square grid units
- Math word problems
- Planning and problem-solving
- Design, spatial awareness, mapping
- Narrative, persuasive, and informative

### Persuasive Paragraph

Opening Sentence: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Closing Sentence: \_\_\_\_\_

### Informative Paragraph

Opening Sentence: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Closing Sentence: \_\_\_\_\_

### Narrative Paragraph

Opening Sentence: \_\_\_\_\_

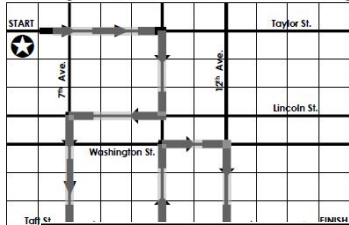
Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Closing Sentence: \_\_\_\_\_

## Example Parade Route Map



## DRIVING QUESTION:

How can we plan a Thanksgiving Day parade that people will participate in and attend?

## STUDENT CHOICE:

- Thanksgiving parade float theme
- Float-building materials
- Planning and creating a city parade route
- Designing the Thanksgiving parade float

## PARADE DAY PURCHASES

## ANSWER KEY

Mrs. Thompson bought a flag for each of her four children. How much did she spend on the flags?

\$13.00

Jenny bought popcorn and a bottle of pop. She paid for her snacks with a \$5 bill. How much change did she receive?

\$1.30

Justice bought a disposable camera, a balloon, and an ice cream cone. What was the total cost of his items?

\$15.65

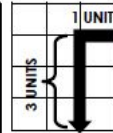
## MEASURING THE ROUTE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### NOTE:

Each square on your map is one city block, or one unit, in length. You can find the distance of the route by counting the number of units included.



EXAMPLE:  
The length of this parade route is 4 units.

Directions: Using the map you created for your parade route, answer the following questions.

1. What is the length of your entire parade route?
2. Which street includes the longest portion of the parade route?



# Project Based Learning - *Student Choice: A Closer Look*

<b>CRITIQUE &amp; REVISION:</b>	Partner/small group critique and feedback throughout the unit
<b>PUBLIC AUDIENCE:</b>	Students publish and present parade route maps, Thanksgiving float models, and newspaper pages with three types of writing.
<b>21<sup>st</sup> CENTURY COMPETENCIES</b>	<ul style="list-style-type: none"> <li>• Collaboration to choose parade float theme</li> <li>• Communication in making design choices</li> <li>• Critical Thinking/Problem Solving</li> <li>• Online research</li> </ul>



# Let's Play 45 Second Sketch!<sup>13</sup>



# OCTOPUS



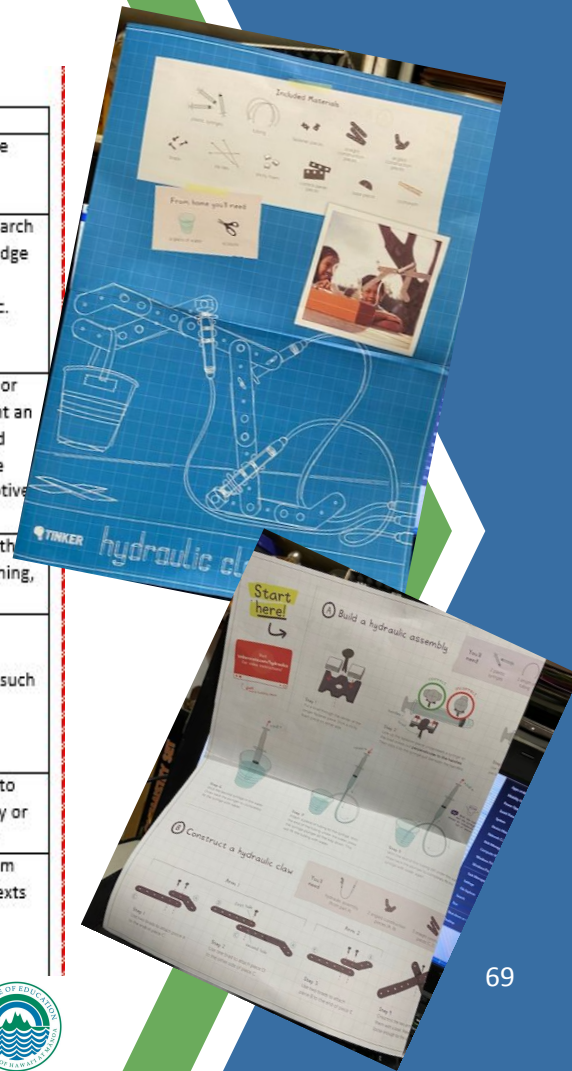
# Project Based Learning - Individualized



## The Hydraulic Claw Individualized Lesson Plan for

Topic	PLANNING AND DESIGNING A HYDRAULIC CLAW
Objective	<b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (See separate sheet for standards)
Content	<ul style="list-style-type: none"> <li>Research</li> <li>Journaling</li> <li>Descriptive writing</li> <li>Planning and problem-solving</li> <li>Design, spatial awareness, creation</li> <li>Informational, persuasive, and expository writing</li> </ul>
Driving Question	What are hydraulics and why are they important?
Primary Project	<ul style="list-style-type: none"> <li>The Hydraulic Claw</li> </ul>
Student Choice (pick 2 of the 3 options)	<ul style="list-style-type: none"> <li>Squirt Gun</li> <li>Hydraulic Elevator</li> <li>Stuffed Puppet</li> </ul>
Inquiry	<ul style="list-style-type: none"> <li>Asking questions to make choices</li> <li>Research hydraulics</li> </ul>
Critique & Revision	Teacher, parent and peer feedback throughout the unit
Audience	Teachers, parents, and peers
21 <sup>st</sup> Century Competencies	<ul style="list-style-type: none"> <li>Research hydraulics to find out why they are important and how they help us</li> <li>Justify the plan and design of structure and explain how it is built</li> </ul>

Topic	PLANNING AND DESIGNING A HYDRAULIC CLAW	
Objective	<b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (See separate sheet for standards)	
Content	Research –	<b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (See separate sheet for standards)
	Descriptive writing/speaking	<b>4.W.3a</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main
	Planning and problem-solving	<b>4.W.5</b> Develop and strengthen writing as needed by planning, revising, and editing.
	Design, spatial awareness, creation	<b>4.MD.2</b> Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
Inquiry	Asking questions to make choices	<b>4.SL.1c</b> Pose and respond to specific questions to clarify or follow up on information.
	Research hydraulics Research options and materials	<b>4.W.9a</b> Draw evidence from literary or informational texts to support analysis, reflection, and research:



# Project Based Learning - Individualized Lesson

## » Customize lesson

### > This Case

- *Pending CST*
- *Moderate to severe speech impairment*
- *Emotional/disruptive*
- *High functioning AIMSweb 730 (ELA)*
- *Non compliant*

## » This PLB is focused on ELA



# Project Based Learning - Individualized

## Integration of 4th grade objectives

- » Write a descriptive paragraph
- » Respond to comprehension questions in complete sentences
- » Summarize a text or video
- » Compare and contrast two informational texts
- » Write an expository paragraph in the first person
- » Write a descriptive paragraph using three adjectives in the correct order in at least one sentence
- » Write a persuasive narrative from a second-person point-of-view that persuades your audience to redesign one part of your arm.
- » Non-fiction summary





# Project Based Learning - *Individualized - High Risk Students*



## LET'S PLAY – NAME THAT GIBBERISH!<sup>10</sup>

**PAY PARK LIPS**

**Type your answer in the chat.**

**(PAPER CLIPS)**



# A Walk Down Memory Lane . . . 2009

*A few years ago, when we had students in the classroom, it was easy to address alternative instruction in a BIG way.*

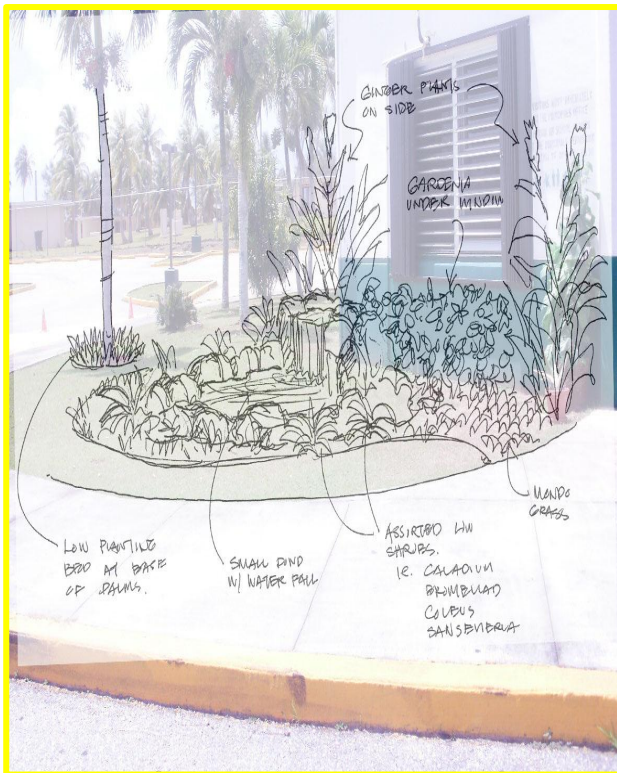








# A Closer View





# 2014 - Finegayan Elementary School - Office



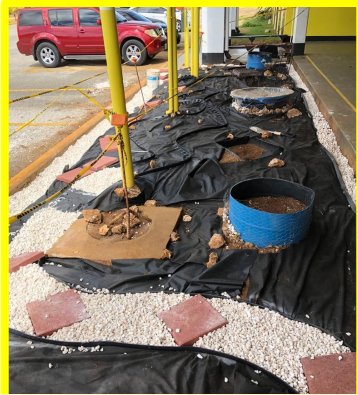


# A Closer Look





# 2018 - Talofofo Elementary School - Office





# A Closer Look





# Summary

Students learn in different ways. While some shine at reading a text and responding to short answer questions, others would rather have their teeth pulled. Project based learning is a methodology for teachers to

- » provide alternative instruction that meets the current needs of the learner.
- » Provide the use of alternative teaching strategies, materials, and technology.
- » Provide engaging students in alternative active learning that promotes critical thinking, problem-solving, and competence.
- » provide creating alternative interdisciplinary learning.

# Thank you for your attention!

## QUESTIONS?

**Break**



## ***Real-time Collaboration:***

Breakout Rooms

25 minutes with the group

20 mins to share with  
everyone

(elect a speaker and a  
recorder)

**Google Doc for Notes**

**What is one idea that you  
wish to use? How would  
you apply this to a  
current lesson?**



# Wrapping Up

- » Universal Design for Learning (UDL), differentiated instruction, PBL, guided reading, and evidence based learning: Teachers prepare lessons in multiple modalities, and give students voice and choice in how to show their learning. These strategies benefit ALL learners.
- » It is important to know your students and families in order to support each student's unique needs.
- » Select a few tools and resources to help you meet the needs of diverse learners.





# Resources

1. [Ensuring That Instruction Is Inclusive for Diverse Learners](#)
2. [How to plan online lessons with UDL](#)
3. [Voice to Text in Google Docs](#) and [NaturalReaders.com](#)
4. [60 Things Students Can Create to Show Learning](#)
5. [How to Incorporate UDL](#) and [Instructional Strategies Learners](#)
6. [PBL Gold Standards](#)
7. [Differentiated Instruction](#) and [Differentiated Learning Styles](#)
8. [Evidence Based Instruction](#) and [Inclusive Teaching Practices](#)
9. [Project Based Learning](#) and [PBL Gold Standard Practices](#)
10. [Technology Tips for Diversified Instruction](#)
11. [Timer](#) and [Gibberish Game](#)
12. [Scattergories](#)
13. [Thanksgiving PBL Unit](#)
14. [60 Second Sketch: Zoom Game](#)

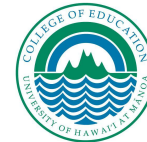
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# Participant Feedback Form

Help us improve our practice by providing us with some feedback.

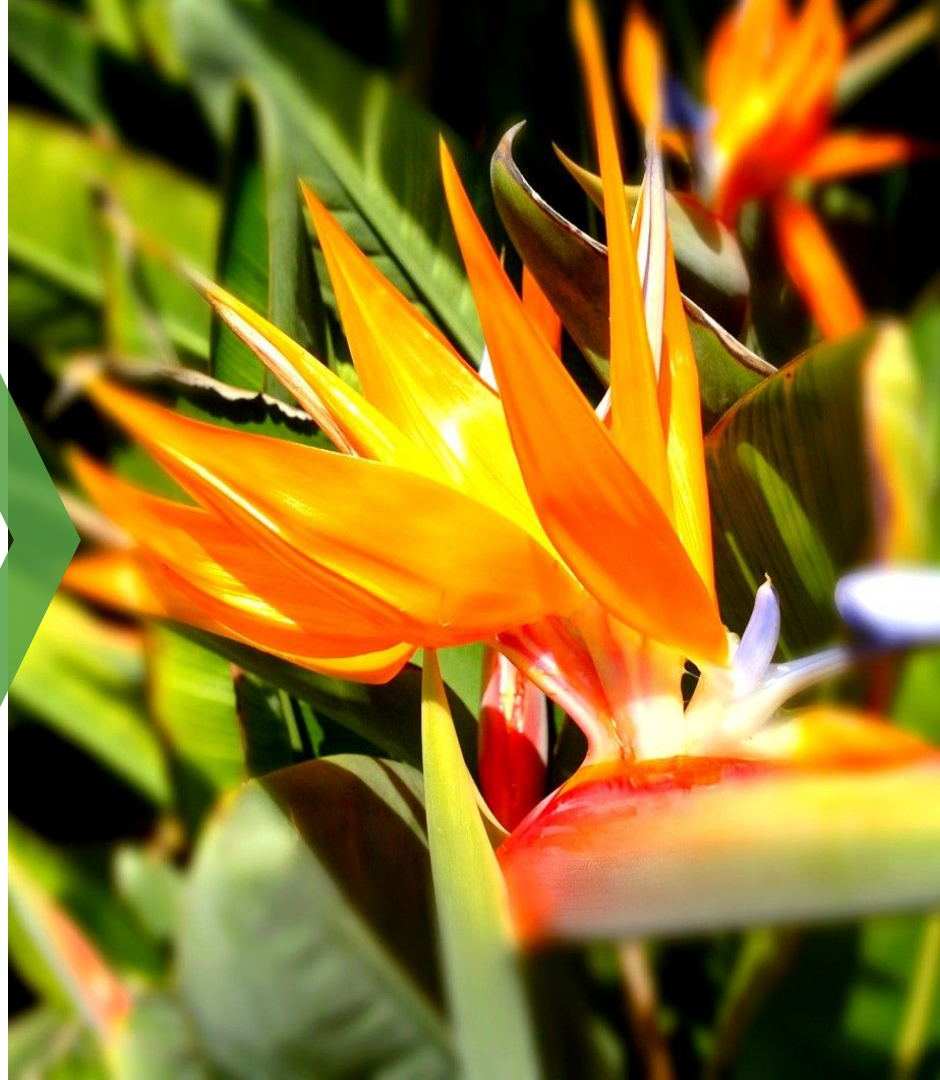


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**Thank you!**



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