

## Try & Apply – Grade Aligned Mathematics

State Standard(s)	Learning Objective(s)
Identify the State Standards (or access points) to be addressed	Objectives for the lesson stating what the learner will do or accomplish. Each objective must contain a measurable/active verb, conditions under which the behavior will occur, and a quantifiable criteria that will determine when the objective has been met.

Multiple means of representation	Multiple means of engagement	Multiple means of expression
List at least 2 specific ways this lesson meets the needs of targeted learners by providing multiple means of representation (refer to UDL guidelines chart).	List at least 2 specific ways this lesson meets the needs of targeted learners by providing multiple means of action and expression (refer to UDL guidelines chart).	List at least 2 specific ways this lesson meets the needs of targeted learners by providing multiple means of engagement (refer to UDL guidelines chart)

Real life application:
Describe the “anchor” or how this targeted math skill can be used in the student’s current or future lives.

Math Stories
3 math stories or word problem that addresses the standard

Vocabulary			
Prompting method:			
Controlling prompt:			
Term or symbol #1 students will need to know in order to (a) conceptually understand problem, or (b) demonstrate independence in solving the problem	Term or symbol #2 students will need to know in order to (a) conceptually understand problem, or (b) demonstrate independence in solving the problem	Term or symbol #3 students will need to know in order to (a) conceptually understand problem, or (b) demonstrate independence in solving the problem	

Instructional Supports
Put an X beside the supports you will use and briefly describe how/why they will be used

\_\_\_Manipulatives:

\_\_\_Graphic organizer:

\_\_\_Calculator:

\_\_\_Technology:

\_\_\_Whiteboard:

\_\_\_Other:

### Task Analysis

<b><u>Step</u></b> (What is the step called on the student's Task-Analysis?)	<b><u>Target Student Response</u></b> (What is the student supposed to do on that step?)	<b><u>Prompting</u></b> (What will you do if the student is incorrect? Must have at least 2 levels of prompts)	<b><u>Reinforcement</u></b> (What will you do/say if student gets the step correct, either prompted or independent?)

### Plans for Generalization

**Describe** at least 1 way you will plan for generalization.

\_\_\_Setting: instructional format (e.g., 1:1, small group, whole group), or place (classroom, other school environment, community)

\_\_\_Materials: different learning materials, removing or fading supports

\_\_\_People: peer, teacher assistant, special education teacher, therapist, etc.

\_\_\_Behavior: different (but related) math skill

