Table 1

Circle Time UDL Strategies

UDL principle and definition	Circle time strategies	Examples of implementation
Multiple Means of Representation: Offering a variety of ways for children to access the curriculum content (CAST, 2018)	Use tablet technology to explore digital storytelling (multiple apps are available for this purpose). Teachers can support children in creating and narrating digital stories that can be played during circle instead of reading a story.	*Louise gathers small groups of children to use a digital storytelling app to create a story during free choice. Over the course of a few weeks, each child in the classroom has the chance to create a story that is shared at circle time.*
	Provide children with puppets, figurines, or felt characters related to parts of a story or a song	*Louise and Ben create props to accompany several popular songs: they laminate coloring sheets the class has decorated from Brown Bear, and pass them out at circle time. When an animal comes up on a page, they encourage the child with that page to hold it up and show the class. They also use spider rings for Itsy Bitsy Spider, and whale figurines when singing Baby Beluga.*
Multiple Means of Action and Expression: Offering a variety of ways for children to demonstrate that they have mastered learning goals (CAST, 2018)	Encourage role-play	*The class continues to be interested in The Mitten, so teachers assign each child a role. One child is the mouse, the bear, and so on. As Louise reads the story, Ben encourages each "actor" to come up and get in the "mitten" (a large white sheet in the middle of the circle).*
	Use visual representations, including visual supports or images.	*To teach new vocabulary words and concepts, Louise and Ben made photocopies of key words and a corresponding image in certain stories. They paperclip these inside circle time books and use them to emphasize certain words when reading aloud. Using these visuals, they provide opportunities for all children to answer questions.*
	Offering children choice in how they demonstrate learning (e.g., verbally answering teacher questions, engaging in peer discussions or "Turn and Talk," drawing or writing their responses)	*They embed choice in how children can respond to certain questions. When discussing the unit on buildings, they invite children to share their thinking about buildings families live in by talking with a peer and selecting a visual to add to a large poster of various buildings. By using visuals, the dual language learners and children with communication delays can participate in this conversation. A "turn and talk" activity supports other children who are more motivated to talk with peers, and provides another way for more children to actively participate.*
	Allowing children to choose where they sit for circle, and select the type of seating they prefer (a cube chair, using a lap weight, holding a fidget toy, etc.). Children also have the option of sitting or lying on their stomachs for book reading.	*Teachers gather different carpet squares, pillows, lap weights, and a small bin of sensory motor toys, and encourage children to select what they need to be an active learner each day before circle time. Teachers use a visual to help children make a selection.*
Multiple Means of Engagement: Offering a variety of ways to increase children's motivation and engagement with learning (CAST, 2018)	Creating and reading *All About Me* books for each child, with photos of their families and communities.	*The teachers invite families to share photos of their children, and compile these into "All About Me" books. Some families elect to make the books at home, others send in photos and the teachers create the books. During circle time, teachers read each child's book, discussing the photos of their families, homes, and communities. In some cases, children come up and "read" their books to the rest of the class, sharing their favorite things and talking about their families. This provides authentic representation while promoting relationships and identifying the things many children have in common.*
	Invite children to share their favorite objects during a "Show and Share," and use these as instructional tools or materials during other parts of the school day.	*Louise and Ben implement a Show and Share day once a week, and invite each child to bring in something to share with the class. To promote a class discussion, they create some visuals to support children in asking questions about the item (e.g., Where did you get it? How does it work? What do you do with it? Why do you like it?). This also provides teachers with information on how to embed child interests in other activities. After learning that one child loves soccer, they borrow some soccer balls to use at recess.*

Note. UDL = Universal Design for Learning.

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