“Multiple Means” Focused Lesson Plan - INSECT SOUP

Poetry and Bugs- A Literacy and Science Lesson

Illinois State Learning Standards:

1. B.1a- Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge

1. B.1b- Identify genres (forms and purposes) of fiction, nonfiction, poetry, and electronic literary forms

1. C.1e- Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters)

Description of Lesson:

The students will discuss aspects of poetry while listening and collecting information about insects from the text, *Insect Soup* by Barry Louis Polisar. They will take notes using a pre-approved data collecting method by their teacher and choose a method for presenting what they have learned to the class. Throughout the lesson, students will be asked to make predictions, connections, and share prior knowledge to retain interest and show the practicality of the content being covered.

Three different multiple means of representation in this lesson:

1. Define vocabulary and symbols- Due to the lyrical nature of the lesson, some of the words that are less-known to the students will be pre-taught. The words can be written on a word wall to be practiced and discussed. Connections to the students’ lives will be made through these discussions of vocabulary, such as what their prior knowledge is on the words discussed.

2. Clarify syntax and structure- Through the lesson connections will be made explicit by pointing out the rhyming words and slowly scaffolding to the point where the students are the ones identifying the words that rhyme.

3. Options that illustrate key concepts non-linguistically- The illustrations in the text chosen provide comedic representation of key concepts. During the reading, the teacher will engage the students in discussion on how the illustrator helped express the specific poem’s ideas through art.
Three different multiple means of action and expression in this lesson:

1. Options in the media for communication- The students will be creating their own picture, like the ones in the text, as a method for presenting information they learned about an insect in the story.

2. Options that facilitate managing information and resources- The students will utilize the use of a graphic organizer or guide checklist pre-approved by the teacher before reading. They will use these management tools to assist in collecting information on the insect of their choice while they listen to the text being read.

3. Options in the mode of physical response- It is recommended the teacher asks questions throughout the lesson. These questions can be used as an informal assessment for the students that have motor function difficulties.

Three different multiple means of engagement in this lesson:

1. Options that enhance relevance, value, and authenticity- As part of the book’s introductory discussion, it will be explained how some informative texts chose rather unconventional methods for presenting their information (such as humorous poetry and illustrations). The text’s application to their lives will be outlined through discussion while flipping through the illustrations to see what the students can identify. The students will explain and discuss any prior knowledge they have on the insects displayed.

2. Options that increase individual choice and autonomy- The lesson recruits the students’ interest by allowing them personal control of how they present the information gathered on their chosen insect. The main concept is that they gather information and present it in an illustration or a poster, but the methods and materials used are chosen by the students.

3. Options that reduce distractions- If needed, the lesson is flexible enough that it can be broken up into multiple sessions to vary the pace of the lesson. This can help deter the students from becoming overwhelmed or over-stimulated.