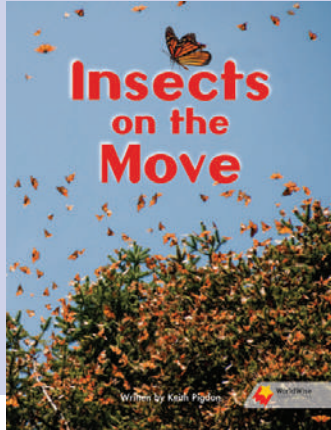


Lesson Plan

Advanced Fluent
reading stage
Level Q



Insects on the Move explores the journeys of some amazing insects – monarch butterflies, globe skimmer dragonflies and bogong moths.

Informative text types:
Report/Explanation

Science Curriculum links

Australia

- **BS (ACSSU72)** Observations of living things as they move through their life cycles
- **BS (ACSSU72)** Stages of life cycles of different living things
- **BS (ACSSU73)** Plants provide shelter for animals
- **NDS (ACHSHE061)** Science involves making predictions and describing patterns and relationships

New Zealand

- **LW:** The interdependence of living things in an ecosystem
- **LW:** The key structural features and functions involved in the life processes of plants and animals
- **NS:** Scientists' investigations are informed by current science theories and aim to collect evidence that will be interpreted through processes of logical argument

Key concepts

- Animals migrate for many reasons. Most migrate to find food, warmth or more liveable conditions
- Some insects can travel thousands of kilometres when they migrate
- Scientists have unanswered questions about some animal migrations

Content vocabulary

bogong moths, breeding, caterpillar, chrysalis, cluster, cycle, dependent, dragonflies, eggs, emerge, generation, globe skimmers, hibernation, larvae, mate, migration, milkweeds, monarch, moulting, nectar, pupa, reproduce

Text features

- Diagrams, flowchart, graphs, maps, text boxes, sidebars, captions, glossary

Reading strategy

- Interpreting maps using keys

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge. Ask: *What do you know about these insects? Where do they live? How do they survive?* Give each student a copy of the book *Insects on the Move*. Direct them to pay attention to the cover, and the title and contents pages. Have the students browse through the book. Say: *As you browse through the book, think about what you know about this topic. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about insects on the move?* Have the students work with a partner and record their words on sticky notes. Say: *When you are finished, group your words under these headings: food, life stages, dangers. Share your words and groups with another pair.* If some words or phrases are not known to all in the group, have the student who recorded the word explain what it means.

Introducing the reading strategy focus

Say: *This book is about amazing journeys that some insects make each year. These journeys are sometimes explained with the use of maps.* Have the students turn to page 6. Ask: *What do you need to look at and think about to get the information from this map?* Show the students how to read the map. Point to the red arrows and the key that explains what they mean. Say: *As you read the book, I want you to practice getting information from maps.*

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourself. As you read, look at the map. Think about how it works and what it tells you about the butterflies' journey. When you have finished reading, be ready to discuss your thinking with your partner.* Monitor the students as they read and support them where necessary. Have students share their thinking with the group. Ask: *Why does only one group of monarch butterflies make this migration? What makes their migration necessary? What makes it possible?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you with your thinking. First, look at the map on page 6 again. What information about the butterflies' journey does it show? Write notes on different places on the map showing what you have learned about the butterflies' journey. As you read, you will add to this map. Use a map key to show different kinds of information.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 2 and 3 and the conclusion without your support.

Say: *When you have finished reading, talk about your thinking with your partner.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Say: *Get yourself ready to read by thinking about what you have already read about insect migration.* Have the students read chapter 2 to themselves. Invite the students to ask questions about what they have read.

Say: *Read chapter 2 to yourself. When you have finished, discuss your thinking with your partner.* Ask: *What is special about globe skimmers? What have scientists discovered?*

Have students read chapter 3 and the conclusion. Say: *Talk with your partner about the challenges bogong moths face. What does the map show you about bogong moths?*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *What did you think about when reading the maps and diagrams? How did this add to your understanding?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

*Why have butterfly numbers decreased in the Mexican fir forests?
What can be done to ensure that the butterfly migration continues?*
(Inferential)

What is the same about the insect journeys? What is different?
(Synthesising)

Why is it important to know about the migration of insects? Would it matter if insect migration stopped? Why? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students work with a partner and debate the rights and wrongs of using pesticides on milkweeds, using the prompt: *Farmers should be allowed to use pesticides to get rid of milkweeds.*

Vocabulary

Have students review and add to the word list they compiled prior to reading the book. Encourage students to add other groupings as needed. Have them write a topic sentence for each grouping.

Visual literacy

Have students return to the book to list the range of visual devices used. Ask students to use dot points to show the information each device conveys.

Writing

Have the students write a report using the prompt: *A long migration – how the monarch butterfly does it.* Provide the students with a template detailing how to plan and write a report. Remind them about the elements of a report. Say: *You need to begin with a general statement, describe what happened, and end the report with a summary statement.*

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____

 **Hint:** The verbs *is*, *are*, *has* and *have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

Encourage the students to talk about their ideas with a partner. Use the template to remind the students about the structure of a report. Say: *Follow the template to help you organize the information. You will need to think about who will be reading this report and what you are doing to help them understand the writing.*

Graphic Organiser: Where do they go?

Name/s: _____

Using maps to record information

On this map, record the things you learned about the monarch butterflies' migration. Include information about what happens in each place and why it is important.



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