

Lesson Plan

**Fluent
reading stage
Levels 23–24**



Silkworms explains the changes that occur during the different stages of the silkworm's life cycle, from hatching out of eggs, emerging as worms, changing into moths, mating and laying eggs. It also explores the impact of humans on these animals.

Informative text types:
Explanation

Science Curriculum links

Australia

- **BS (ACSSUO30)** Living things grow, change and have offspring similar to themselves – exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly

New Zealand

- **LW:** Recognise that there are life processes common to all living things and these occur in different ways

Key concepts

- Living things grow and change throughout their life cycles.
- Some living things, such as moths and butterflies, undergo significant changes to their bodies at different stages of their life cycles.
- People farm silkworms for their silk.

Content vocabulary

butterflies, caterpillar, chrysalis, cocoons, eggs, flutter, larvae, life cycle, liquid silk, mate, moulting, moth, mulberry, pinhead, shed, silk, silkworm, worm

Text features

- Chapters with headings and sub-headings
- Text boxes, labelled diagram, captions
- Glossary and index

Reading strategy

- Using a range of vocabulary-solving strategies (e.g. context, glossary)

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *Have you ever heard of a fabric called silk? What do you know about where this fabric comes from?* Invite students to share their knowledge about silk with a partner.

Ask: *What do you know about silkworms? What do they have to do with silk fabric?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Silkworms*. Say: *This is an information book about silkworms. It tells us about how silkworms grow and change, and how and why they make silk.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *When you read, you sometimes come across words that you haven't seen before. What strategies can you use to work out what a word is and what it means?* Demonstrate a range of vocabulary-solving strategies such as using context, referring to photographs and illustrations, using glossaries and thinking about what would make sense.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *Did you come across any unfamiliar words? What did you do to work these words out?* Refer students to the most useful vocabulary-solving strategies discussed above.

Have students read chapter 1 independently. Say: *As you read, notice when a word is new or unfamiliar, or when it has been used in a way you haven't seen before. Check your understanding and use the vocabulary-solving strategies we have been practising. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What have we learnt about silkworms so far? How do they grow and change?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What changes do silkworms undergo once they finishing eating? How do they make their silk? What do they need to make silk?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, remember to practise using strategies to solve unfamiliar words.*

Bringing it all together

Ask: *What have you learnt about the life of silkworms? Have students turn and talk with a partner.* Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *What do we know about silkworms from reading the book? What other questions about silkworms do you now have?* Discuss as a whole group.

Students could complete the Blackline Master about the life cycle of silkworms.

Reflecting on the reading strategy

With a partner, have students talk about instances when they had to solve vocabulary problems while reading the book.

Ask: *Did you come across any new words or unfamiliar usage of words? How did you work out what the words meant?* Invite pairs to share their ideas.

Ask: *Why is it important to do the work needed to understand the vocabulary in the book?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work in small groups. Each member prepares and presents a short talk about a particular stage of the silkworm's life cycle to other members of the group. Encourage feedback about the accuracy of the facts presented.

Vocabulary

Have students refer to compound words in the book, such as *silkworm*, *silkworm moths*, *lifetime*, *wingspan*, *life cycle*. Say: *If you know what each small word means it can help you to work out what the compound word means.* Have students list other compound words on a chart. Point out that compound words can be one word, hyphenated or separated by a space.

Visual literacy

Refer to the diagram on pages 14 and 15. Discuss the features of this diagram: title, labels, photographs, arrows. Ask questions about each feature, such as: *What do the arrows tell us?*

Writing

Have students write an explanation about one stage of the silkworm's life cycle. Provide the students with a template detailing the structure and elements of an explanation.

Planning to write an explanation

Name: _____

Getting started

What is my topic? _____

What do I want to explain? _____

Who am I writing for? _____

Where will I find information? _____

Planning my explanation

1. General statement

What am I explaining? _____

2. Explanation of the process

First _____

Next _____

Then _____

Finally _____

 **Hint:** Explanations tell *how* and *why* things happen. They use words like *as*, *because* and *result*. They use phrases that describe time.

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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Download the template at

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Say: *Reread information in the book about the stage of the silkworm's life cycle you are going to write about.* Students can also use research skills to find out extra information.

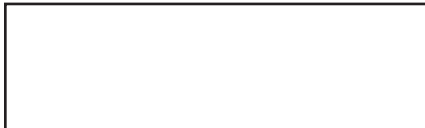
Encourage students to share their ideas with a partner. Say: *Talk about the stage of the life cycle you are writing about and what information you will include.*

Use the template to remind the students about the structure of an explanation. Say: *Follow the template when you write. Make sure you use words that show the order of the changes, such as: firstly, then, after that, when.*

Blackline Master: Silkworm life cycle

Name/s: _____

Add labels and arrows to the pictures to create a life cycle diagram for a silkworm.



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