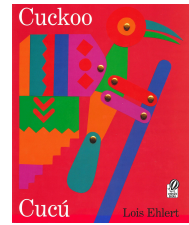


Unit 4: The Power of Pollinators



WEEK 1 Day 1

**Text Talk**  
***Cuckoo/Cucú***  
 Read 1 of 2

<b>Big Idea</b>	Organisms in an ecosystem are interdependent.
<b>Weekly Question</b>	What is important about seeds?
<b>Content Objective</b>	I can retell key events in a folktale. (R.4.2, R.8.2.a)
<b>Language Objective</b>	With a partner, I can recount and write about key events in a folktale. (SL.2.2.a)
<b>Vocabulary</b>	<p><b>caw:</b> harsh grating sound of the crow</p> <p><b>coo:</b> make the soft murmuring sound of doves</p> <p><b>dip:</b> fly to a lower branch</p> <p><b>flashy:</b> showy</p> <p><b>flicker:</b> move in and out, quiver</p> <p><b>gasp:</b> to breathe in quickly due to shock or surprise</p> <p><b>licking:</b> passing lightly over</p> <p><b>mole:</b> a type of small, furry animal</p> <p><b>mutter:</b> to talk in a low tone</p> <p><b>raspy:</b> grating</p> <p>* <b>scorched:</b> burned</p> <p><b>sour:</b> unpleasant</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Cuckoo/Cucú</i>, Lois Ehlert Pre-mark the pages in the book. Page 1 begins, “Cuckoo was beautiful.”</li> <li>● <i>Fin M’Coul, the Giant of Knockmany Hill</i>, Tomie DePaola, for quick</li> </ul>

reference

- *Cuckoo/Cucú* slides  
Note: slide 3 corresponds to page 1.
- projector and screen
- Elements of a Folktale: *Cuckoo* sheet, one copy for each child
- writing tools
- writing surfaces, one for each child
- marker
- chart paper, 2 pieces

Prepare the following Elements of a Folktale chart. Note that this chart will be used with each folktale in the unit, keeping the comparison of folktales in one place.

Elements of a Folktale					
Title	Beginning Setting, Characters, and Events	Middle Problem, Responses to Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena
<i>Cuckoo</i>					

Prepare the Weekly Question Chart.

- Writing Station Response: *Cuckoo/Cucú*, 1 copy  
On the whiteboard, write the Writing Station prompt.

Assign pairs of children to sit and work together.

**Opening**  
5 minutes

Introduce the unit, the book, and the purpose for reading.

*We are beginning a new unit of study today, "The Power of Pollinators." Do you have any ideas about what that might mean?*

Harvest a few ideas, encouraging children to use the "Me, too" and other non-verbal signals to acknowledge and connect with each other's ideas. Affirm accurate information, acknowledge uncertainty, and reframe misconceptions as questions.

*Over the coming weeks, we'll have lots of time to ask questions and form ideas about what pollinators are and how they are powerful.*

*First, we'll start learning about plants and their seeds. Today we will read a book called *Cuckoo*, adapted by Lois Ehlert. This book is*

	<p><i>an adaptation of a Mayan Indian folktale from Mexico, written in both English and Spanish. The illustrations were inspired by various Mexican crafts and folk art.</i></p> <p><i>During this unit, we will read a few folktales. Folktales are like a lot of stories we have read, with a beginning, middle, and end. But folktales are passed along through generations, and they often include special, magical beings, like the giants in Fin M’Coul: the Giant of Knockmany Hill. Also, a folktale is often trying to tell us something—a central message, a lesson, or an explanation of how something came to be.</i></p> <p><i>Today we will read to find out the key elements in the folktale as well as if the story has any magical beings. We will collect our thoughts in the Elements of a Folktale chart and on your own sheets.</i></p> <p>Distribute Elements of a Folktale sheets, writing tools, and clipboards.</p>
<p><b>Text and Discussion</b> 18 minutes</p> <p>page 1</p>	<p>Read the first page.</p> <p><i>The book has an interesting start. I wonder why it might be a problem that Cuckoo knows she’s beautiful.</i></p>
<p>slide 8 (page 12)</p>	<p>Read through page 12. Project this page. Identify key story elements.</p> <p><i>Who are the main characters in the story? What is the setting? Though the setting is not directly stated, we can infer the setting from the text and the illustrations.</i></p> <p><i>Turn and talk. Identify the setting, and also think about what is happening at the beginning of the story. Then, complete the “Beginning” section.</i></p>
<p>slide 14 (page 24)</p>	<p>Continue reading. Project slide 14.</p> <p><i>What’s the problem in this story? How does Cuckoo respond? How do other characters, like Mole and the Doves, respond?</i></p> <p><i>Talk with your partner. Then, complete the “Middle” section.</i></p>
<p>slide 17 (page 30)</p>	<p>Read through page 30. Project the page.</p> <p><i>How is the problem solved? Based on the text and the illustrations, what has happened to Cuckoo?</i></p> <p><i>Talk with your partner and complete the “End” section.</i></p>
<p><b>Key Discussion</b> 12 minutes</p>	<p>Finish reading the book.</p> <p><i>Turn to a partner: Practice retelling the folktale, each person taking turns to add on. Use your sheets as a guide.</i></p>

	<p>Return to the group.</p> <p><i>Are there any magical creatures in this folktale?</i></p> <p>Talk as a group, then invite children to complete the final column on their sheets.</p> <p><i>Today we identified the main events in the story and whether or not there are magical creatures. There's one more section we'll talk about tomorrow.</i></p> <p><i>Now let's talk as a group to complete these sections on our chart.</i></p> <p>Cull information from children's individual sheets to complete the class chart. Then collect the sheets.</p>
<p><b>Writing Station Prompt</b> 2 minutes</p>	<p>Introduce the Writing Station prompt.</p> <p><i>This week at the Writing Station, you will refer to your Elements of a Folktale sheets and our class chart to respond to this prompt: Retell the story of Cuckoo, describing the characters, setting and main events. Add details where appropriate.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read to understand the elements of a folktale. We put our thinking into our own sheets and into a class chart. Tomorrow we will add to these as we think about the central message of the tale.</i></p>
<p><b>Weekly Question Chart</b> 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: Why are seeds important? We can record our ideas here. Today we considered how seeds are necessary for some animals' survival. Let's add this to our chart: Collecting seeds helps animals survive.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how, and why.</p> <p><b>R.8.2.a</b> Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p><b>Ongoing assessment</b></p>	<p>Collect and read children's Elements of a Folktale: <i>Cuckoo</i> sheets.</p> <p>How do children map out the folktale elements?</p> <p>Make copies to document each child's thinking.</p>