

Unit 4: The Power of Pollinators

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What do bees need to survive?
Language Objectives	I can talk with my classmates about words. (SL.1.2) I can define and use new words. (L.5) I can connect words to my own real-life experiences. (L.5.2.a)
Vocabulary	<p>convert: to change into another form or state</p> <p>flick: to move with a swift and jerky motion</p> <p>groom (v): to make clean and neat in appearance</p> <p>marking: a pattern of marks or coloring on a plant or animal</p> <p>navigate: to find one’s way to, around, or through</p> <p>pluck: to pick off</p> <p>plunge: to push into something</p> <p>wear out: to use until no longer useful</p>
Materials and Preparation	<p>Choose four words to teach each day, following the steps of the Weekly Words routine.</p> <ul style="list-style-type: none"> ● Week 3 Weekly Words cards ● Week 3 Weekly Words slides ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>
Opening Day 1	<p><i>This week we are learning about what bees, an important pollinator, need to survive. Our Weekly Words are ones we can use to talk about this. Today’s words are: _____, _____, _____, and _____.</i></p> <p>As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections,</p>

	<p>similarities, and differences to other words used in the classroom, remarking on parts of speech and morphology and affirming children’s word knowledge.</p> <p>As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.</p>
Day 2	<p><i>Let’s continue learning our words for this week. Today’s words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p>convert (verb) Elaboration: <i>In the process of melting, we can convert ice, a solid, into water, a liquid. How does this happen?</i></p> <p>Think, Pair, Share prompt: <i>How can we convert a liquid back into a solid?</i></p> <hr/> <p>flick (verb) Elaboration: Show pages 17-18 in Flight of the Honey Bee, or use the slide along with the Weekly Word card. <i>In Flight of the Honey Bee the bees “flick from the hive like golden pebbles.” This is figurative language, used to describe something poetically.</i> Show the illustrations on pages 17-18, and discuss what this language means.</p> <p>Think, Pair, Share prompt: <i>You can flick a crumb off the table with your fingers. Turn to your partner and pretend to flick something off their shoulder. As you do, say, “I’m flicking a _____ off your shoulder!”</i></p> <hr/> <p>groom (verb) Elaboration: <i>Monkeys are known to groom each other. It’s a way for them to keep each other clean, and also a way to connect with each other.</i></p> <p>Think, Pair, Share prompt: <i>What are some things you do to groom yourself? Is there anyone who grooms you? What do they do?</i></p> <hr/> <p>marking (noun)</p>

	<p>Elaboration: <i>Many people recognize the red breast feathers of a robin. These markings help us identify what kind of bird it is.</i></p> <p>Think, Pair, Share prompt: <i>These flowers are called Johnny Jump Ups. They are a species of flower that comes up early in the Spring. They might be planted in gardens or growing as wildflowers. Talk with your partner to describe the Johnny Jump Ups' markings.</i></p>
	<p>navigate (verb) Elaboration: <i>Each Fall, ruby throated hummingbirds migrate south, and each Spring, they migrate north again. They navigate from one place to another without using maps or GPS or asking for directions!</i></p> <p>Think, Pair, Share prompt: <i>What is one question you have about how birds or other pollinators navigate the route from one place to another?</i></p>
	<p>pluck (verb) Elaboration: <i>This person is plucking cherries right off the tree branches. Then maybe she'll put them in a basket or pop them right into her mouth!</i></p> <p>Think, Pair, Share prompt: <i>Finish this sentence: I would like to pluck some _____ right off a _____!</i></p>
	<p>plunge (verb) Elaboration: <i>A hummingbird plunges its beak into a flower. Pelicans are large birds that eat fish. To get the fish, they plunge headfirst directly into the water!</i></p> <p>Think, Pair, Share prompt: <i>Have you ever plunged your head underwater in the bathtub? How did that feel? Imagine plunging your hands into a bucket of ice water. How would that feel?</i></p>
	<p>wear out (verb) Elaboration: <i>We used an expression like this when we talked about erosion: wind</i></p>

	<p><i>and water wear away land.</i> <i>To wear out means to use something until it is no longer useful.</i> <i>Bees' wings wear out after flying for around 500 miles.</i></p> <p>Think, Pair, Share prompt: <i>What are some signs that these sneakers are worn out?</i></p>
Closing	<p><i>This week we are learning about what bees need to survive and how they act as pollinators. The words we're studying this week will help us to talk about this, our texts, and other experiences we're having together.</i></p>
Standards	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Ongoing assessment	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged? Do children connect words to personal experiences? What connections do children make between words they are learning and familiar words? How do children integrate learning from lessons and other developing morphological knowledge? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Keep a list to follow each child's vocabulary growth over time.</p>