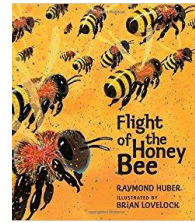


Unit 4: The Power of Pollinators

WEEK 3 Day 1



**Text Talk**  
***Flight of the Honey Bee***  
 Read 1 of 2

<b>Big Ideas</b>	<p>Organisms in an ecosystem are interdependent.</p> <p>Living things grow and change over time.</p> <p>The parts of an organism have specific functions.</p> <p>Pollination is a result of animal behavior.</p> <p>Animals, including humans, benefit from and depend on pollination.</p>
<b>Weekly Question</b>	What do bees need to survive?
<b>Content Objectives</b>	<p>I can describe the sequence of events in the honey bee’s journey. (R.4.2, R.6.2.b)</p> <p>I can explain how images in the book clarify the text. (R.11.2.c, R.11.2.d)</p>
<b>Language Objective</b>	I can use words and phrases that I am learning during our group conversations. (L.6.2.a)
<b>Vocabulary</b>	<p><b>buffet:</b> to push hard against</p> <p><b>captivated:</b> fascinated, enthralled (held “captive” with interest)</p> <p><b>cloak:</b> to cover</p> <p><b>gather:</b> to come or bring together in a group</p> <p><b>hive:</b> a shelter for bees</p> <p><b>humming:</b> full of busy activity</p> <p><b>lustrous:</b> shining</p> <p><b>miniature:</b> a tiny version of something bigger</p> <p><b>pollinator:</b> animal that moves pollen from one flower to another</p> <p><b>produce:</b> to make, to bring forth</p> <p><b>rapids:</b> air with a very swiftly flowing current (text-specific)</p>

	<p><b>ruffle:</b> to disturb the smoothness of something</p> <p><b>scout:</b> someone sent out to get information</p> <p><b>sprinkle:</b> to scatter (powder)</p> <p><b>swift:</b> fast</p> <p><b>tangled:</b> twisted together into a knot</p> <p><b>transformed:</b> completely changed</p> <p><b>wax comb:</b> the cells bees construct with wax they produce where they live and store honey (honey comb)</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Flight of the Honey Bee</i>, Raymond Huber, 2 copies Note: For this lesson, plan to read the introduction and the narrative but not the informational fact boxes.</li> <li>● <i>Flight of the Honey Bee</i> Sequencing sheet, one copy for each pair of children</li> <li>● <a href="https://www.youtube.com/watch?v=aYAJopwEYv8">"Flight of the Bumblebee"</a>, Nikolai Rimsky-Korsakov (https://www.youtube.com/watch?v=aYAJopwEYv8), slide or recording</li> <li>● technology to play music Note: During this lesson, play the music as background while the children are working, as a transition from the rug to desks, or in some other fashion that will add to, not detract from, children's experience of the book. There is no need to show the slide. Children will interact with this music in the Research Studio.</li> <li>● chart paper and marker Prepare the Weekly Question Chart. Place it in the whole group meeting area.</li> </ul>
<p><b>Opening</b> 2 minutes</p>	<p>Introduce the book, and set the purpose for reading.</p> <p><i>We have been learning about pollination, and by now we know that one of the most important pollinators is the honey bee. The book we will read today is titled Flight of the Honey Bee, written by Raymond Huber and illustrated by Brian Lovelock. This book is a work of narrative nonfiction. This means it has true information and is told like a story. In this story, the author has chosen to create a character of the honey bee, calling her Scout, named after the honey bees that seek information for the rest of the hive.</i></p> <p><i>On each page, there are narrative sections (the story), illustrations, and fact boxes. The fact boxes are not actually in boxes, but we will use that term; they are written in smaller type. [Open a page to point out a fact box.] We'll read those next time.</i></p> <p><i>Today, we will read the story to get the gist of the book, so we can describe the honey bee scout's sequence of actions. We will also</i></p>

	<i>look closely to see how the illustrations support that sequence.</i>
<b>Text and Discussion</b> 15 minutes	Read the text introduction. Activate background knowledge. <i>What do we already know about bees and pollination from our study so far?</i>
page 10	Read the narrative, pausing briefly to act out or define tricky vocabulary words, such as “spiral.”  Read through the end of page 10 (“... an ocean of flowers.”) <i>What is Scout’s important task? What actions has she taken so far towards that task?</i>
page 16	Read through page 16. Think, Pair, Share. <i>What are some of the things so far that might have prevented Scout from doing her important task of finding pollen and nectar and bringing it back to her hive?</i> <i>How do the illustrations show that Scout is in danger?</i>
page 20	Read through page 20. Think, Pair, Share to consider three questions: <i>From the text and illustrations, what is Scout’s dance?</i> <i>Why do you think she is dancing for the other bees?</i> <i>What does it mean that Scout “spins a story”?</i>
page 29	Read through the end of the narrative. Pause to act out or define tricky words such as “transformed.”
<b>Key Activity</b> 20 minutes	<i>Now that we have read the whole story, let’s put the main events in order. We can use this sheet to show the sequence of events in the honey bee’s journey.</i> Distribute the Sequencing sheets to pairs of children. <i>First let’s practice by coming up with two events together.</i> Harvest children’s ideas as a group.  <i>Now, you and your partner will choose five events that you think are the most important. You might or might not include the events we just discussed.</i> <i>Use both the text and your memory of the illustrations to help you as you record the events you identify.</i>  Send children to work. Play “Flight of the Bumblebee” during this transition or while children work. Children may reference the two copies of the text to support their work.  Gather as a group.

	<p>Invite a few pairs of children to share their work.</p> <p>Facilitate a short discussion to connect experiences.  <i>How do you think listening to the music influenced your work?</i></p> <p>Acknowledge connections to Unit 1 and children’s knowledge of themselves as learners. The audio may have been inspiring for some children and distracting for others.</p>
<p><b>Writing Station</b> 2 minutes</p>	<p>Introduce the Writing Station.  <i>This week at the Writing Station, you will continue adding to your sequencing pages, adding additional details we discussed as a group, if they are needed.</i></p> <p>Clarify children’s questions about the task.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read to learn the sequence of events in a honey bee’s journey to find nectar and pollen and bring them back to the hive. We also paid close attention to the illustrations to see how they supported our learning.</i></p>
<p><b>Weekly Question Chart</b> 2 minutes</p>	<p>Introduce the Weekly Question Chart.  <i>Throughout this week, we will be asking and answering this question: What do bees need to survive? Today, we thought about the long journey that honey bees take to find and bring pollen and nectar back to the hive. Let’s add this to our chart.</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.6.2.b</b> Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect.</p> <p><b>R.11.2.c</b> Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p><b>R.11.2.d</b> Compare and contrast the information presented by two texts on the same topic.</p> <p><b>L.6.2.a</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to group conversations.</p> <p>What steps of the honey bee’s journey do children name?  What information do children glean from illustrations?  What vocabulary do children employ in their discussions?</p> <p>Review (and copy) the children’s sequencing sheets.</p> <p>What understandings and confusion do they reveal?</p>