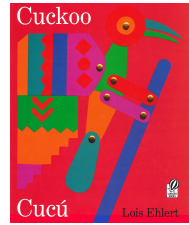


Unit 4: The Power of Pollinators



WEEK 1 Day 2

Text Talk
Cuckoo/Cucú
Read 2 of 2

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	What is important about seeds?
Content Objectives	I can describe how the main character responds to major events and the central message of the folktale. (R.5.2.a, R.2.a) I can articulate why it might be important for animals to gather seeds. (LSS2-3 (MA))
Language Objective	I can orally recount key events and describe character development to demonstrate my understanding of the story. (SL.2.2.a)
SEL Objective	I can effectively communicate my ideas using a discussion protocol. (Relationship Skills)
Vocabulary	caw: harsh grating sound of the crow coo: make the soft murmuring sound of doves dip: fly to a lower branch flashy: showy flicker: move in and out, quiver gasp: to breathe in quickly due to shock or surprise licking: passing lightly over mole: a type of small, furry animal mutter: to talk in a low tone raspy: grating * scorched: burned

	sour: unpleasant
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Cuckoo</i>, Lois Ehlert ● Elements of a Folktale chart, from Day 1 ● children’s Elements of a Folktale sheets, from Day 1 ● writing tools ● writing surfaces, one for each child <p>On the whiteboard, write:</p> <p>What has Cuckoo done? Is it similar or different from how we expected her to act?</p> <p>How does the book end? What is the central message? What do you think of the ending?</p> <p>Review the Inner Circle Outer Circle routine (in Introduction, Part 1, Routines).</p>
Opening 1 minute	<p>Reintroduce the book and state the purpose for reading.</p> <p><i>In Cuckoo, the bird Cuckoo does an important task. Today, we will zoom in on how she responds to events in the story and what this tells us about the folktale’s central message.</i></p> <p>Refer to the Elements of a Folktale chart, final column.</p> <p><i>This is one characteristic of a folktale: it often gives a central message, a lesson, or an explanation of how something came to be. We can call that “an explanation of phenomena.”</i></p>
Text and Discussion 22 minutes	<p><i>Now that we have read through the whole story, what do you think this means: “Cuckoo was beautiful. Trouble was, she knew it.”</i></p> <p>Help children think about this by asking,</p> <p><i>How does she treat others at the start of the story?</i></p>
page 1	
page 9	<p>Think, Pair, Share.</p> <p><i>How do other animals and birds respond to Cuckoo?</i></p>
page 11	<p>Connect to unit content.</p> <p><i>What’s important to the birds as a group?</i></p> <p><i>Why is it important [to gather seeds]?</i></p>
pages 17-18	<p>Support comprehension.</p> <p><i>What is happening in this part of the folktale?</i></p>
pages 25-26	<p>Use the Inner Circle, Outer Circle routine to answer the first set of questions on the whiteboard. Before posing the questions, remind</p>

	<p>children how the routine works, and organize them into two circles, facing each other. Establish how they will rotate when the signal is given.</p> <p><i>What has Cuckoo done? Is it similar or different from how we expected her to act?</i></p> <p>If time allows, have children move twice, to share ideas with two different classmates.</p>
End	Bring the children back to sitting, and finish reading.
<p>Key Discussion and Activity 16 minutes</p>	<p>Take a Note Break. Refer to the second set of questions on the whiteboard.</p> <p><i>Describe the book’s ending. What is the central message? What do you think of the book’s ending?</i></p> <p>After a few minutes of writing, invite children to share their thoughts with the whole group. Encourage them to use the “Me, too” signal for similar ideas.</p> <p>Review and add on to the chart.</p> <p><i>Let’s add the central message to our chart and to your own sheets. Collaboratively, articulate and then record a central message of the folktale.</i></p> <p><i>Is there anything else we should add to our chart?</i> [If not surfaced, prompt the children to add more about Cuckoo’s responses to the problem.]</p>
<p>Closing 1 minute</p>	<p><i>Today we read to find out how the main character, Cuckoo, reacted to main events and a big problem and how this creates the central message. We added this to our chart. When you read stories on your own, you can track the major events and the main character’s response, and this might reveal the central message of the story. We’ll use this chart again when we read other folktales in this unit.</i></p>
<p>Standards</p>	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</p> <p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

	<p>2-LSS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live. Clarification Statement: • Animals need food, water, air, shelter, and favorable temperature; plants need sufficient light, water, minerals, favorable temperature, and animals or other mechanisms to disperse seeds.</p> <p>SEL. Relationship Skills.</p>
<p>Ongoing assessment</p>	<p>During the Inner Circle, Outer Circle routine, observe the quality of conversation about the major events of the story and the main character’s response.</p> <p>Collect and make notes of children’s Note Breaks. Do they respond to the ending in order to synthesize their learning and describe the central message?</p>

Notes