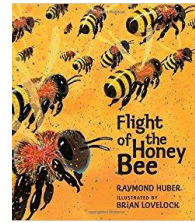


Unit 4: The Power of Pollinators

WEEK 3 Day 2



Text Talk
Flight of the Honey Bee
 Read 2 of 3

Big Ideas	<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>
Weekly Question	What do bees need to survive?
Content Objective	I can describe and explain the author’s purpose in writing the text in narrative form with additional information. (R.9.2.b, LSS2-3(MA))
Language / SEL Objective	I can talk about nonfiction narrative and informational text by linking my comments to those of my classmates. (SL.1.2.b, Relationship Skills)
Vocabulary	<p>buffet: to push hard against</p> <p>captivated: fascinated, enthralled (held “captive” with interest)</p> <p>cloak: to cover</p> <p>gather: to come or bring together in a group</p> <p>hive: a shelter for bees</p> <p>hum: full of busy activity</p> <p>lustrous: shining</p> <p>miniature: a tiny version of something bigger</p> <p>pollinator: animal that moves pollen from one flower to another</p> <p>produce: to make, to bring forth</p> <p>rapids: air with a very swiftly flowing current (text-specific)</p>

	<p>ruffle: to disturb the smoothness of something</p> <p>scout: someone sent out to get information</p> <p>sprinkle: to scatter (powder)</p> <p>swift: fast</p> <p>tangled: twisted together into a knot</p> <p>transformed: completely changed</p> <p>wax comb: the cells bees construct with wax they produce where they live and store honey (honey comb)</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Flight of the Honey Bee</i>, Raymond Huber ● Text Talk notebooks ● writing tools <p>On the whiteboard or chart paper, write the following questions.</p> <p>What does the fact box tell us here?</p> <p>How is it the same or different from what the narrative says?</p> <p>What kind of language is used in the narrative, compared to the language used in the fact box?</p> <p>How do both elements of the page help us learn about pollination?</p> <p>Why might Raymond Huber have chosen to have both kinds of text on one page?</p> <p>Elsewhere on the board write:</p> <p>From what we have learned so far, why do you think Raymond Huber wrote this book as a narrative with informational fact boxes?</p>
<p>Opening 1 minute</p>	<p>Reintroduce the book, and set the purpose for reading.</p> <p><i>Today we will read Flight of the Honey Bee by Raymond Huber again. This time we'll pay special attention to the fact boxes that give us information about honey bees. We will also ask ourselves: why did Raymond Huber write the book this way—as narrative nonfiction plus informational text?</i></p>
<p>Text and Discussion 22 minutes page 9</p>	<p>Jump to page 9. Read the narrative and the fact box (“Bees navigate using sunlight...”).</p> <p>Refer to the questions on the board. Think, Pair, Share with two different partners.</p> <p><i>What does the fact box tell us here?</i></p> <p><i>How is it the same or different from what the narrative says?</i></p>

	<p><i>Turn to a different partner.</i></p> <p><i>What kind of language is used in the narrative [e.g., figurative language], compared to the language used in the fact box?</i></p> <p><i>How do both elements of the page help us learn about pollination?</i></p> <p><i>Why might Raymond Huber have chosen to have both kinds of text on one page?</i></p> <p>After children talk with partners, discuss as a group.</p>
page 14	<p><i>Let's skip to another page that helps us think about pollination.</i></p> <p>Jump to page 14. Read the narrative and fact box ("Bees are charged with..."). Refer to and briefly discuss the questions on the board.</p>
page 20	<p>Jump to page 20. Read the narrative and fact box, ("The bees' dance..."). Think, Triad, Share, using the first two questions on the board.</p> <p><i>What does the fact box tell us here?</i></p> <p><i>How is it the same or different from what the narrative says?</i></p> <p>After children talk in trios, facilitate a whole group discussion.</p> <p><i>What kind of language is used in the narrative, compared to language used in the fact box?</i></p> <p><i>Why might Raymond Huber have chosen to have both kinds of text on one page?</i></p>
page 23	<p>Jump to page 23. Read the narrative and text box ("Bees need to harvest...").</p> <p>Model thinking.</p> <p><i>Wow! Did you know this about honey? It's amazing that so many flowers are needed to make one jar of honey. This affects me, as someone who eats honey. This will make me think differently about honey and about the importance of bees pollinating many flowers. If Raymond Huber had not included this fact box, we would not have learned this information, because it's not included in the narrative.</i></p>
Key Activity 16 minutes	<p><i>Let's take a Note Break to think about this question: From what we have learned so far, why do you think Raymond Huber wrote this book as a narrative with informational fact boxes?</i></p> <p>After the Note Break, collect the notebooks. Invite children to share the ideas they recorded, and discuss any patterns in their thinking.</p>

	<p>Conclude by thinking beyond the text as a whole group.</p> <p><i>If you were to add an informational fact box to this book, what fact would you write? What information would you include from what we are learning about bees and pollination? On which page of the non-fiction narrative would you place this informational fact box?</i></p> <p>Note that children will have an opportunity to add fact boxes (on sticky notes) to this text at the Research Studio.</p>
<p>Closing 1 minute</p>	<p><i>Today we zoomed in on a few pages in Flight of the Honey Bee to think about how the author communicates through informational text and narrative and what we can learn about honey bees from reading the narrative sections and the informational fact boxes together.</i></p>
<p>Standards</p>	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</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>Review children’s Text Talk notebooks.</p> <p>Listen in to group conversation about the relationship between the fact boxes and the narrative and the purpose of including these two kinds of writing in the book.</p>

Notes