

Unit 4: The Power of Pollinators



WEEK 3 Day 3

**Text Talk**  
***Amazing Bees***  
 Read 1 of 2

<b>Big Ideas</b>	The parts of an organism have specific functions. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.
<b>Weekly Question</b>	What do bees need to survive?
<b>Content Objective</b>	I can use text features to help explain information bee’s structures help them function and survive. (R.8.2.b, R.11.2.c, R.11.2.d, LSS2-3(MA)).
<b>Language / SEL Objective</b>	I can take turns respectfully and follow our class norms for discussion. (SL.1.2.a, Social Awareness, Relationship Skills)
<b>Vocabulary</b>	<p><b>crops:</b> plants grown on a farm</p> <p><b>dip:</b> to plunge into</p> <p><b>feature:</b> a part or quality of something</p> <p><b>form:</b> physical structure of shape</p> <p><b>function:</b> the purpose or role of something</p> <p><b>honeybee:</b> a bee that collects and stores honey</p> <p><b>honeycomb:</b> the cells bees construct with wax they produce where they live and store honey (wax comb)</p> <p><b>insect:</b> small creature with six legs, two sets of wings, and a body divided into three parts</p> <p>* <b>marking:</b> a pattern of marks or coloring on a plant or animal</p> <p><b>nectar:</b> sweet liquid found in flowers</p> <p><b>petal:</b> the colored pieces of the flower that surround the stamen and stigma</p> <p><b>pollen:</b> powder in the middle of most flowers</p>

	<p><b>powdery:</b> dusted or sprinkled (such as with pollen)  <b>signpost:</b> obvious clue  <b>uncurl:</b> to straighten out  <b>waggle:</b> short, quick movement up and down or side to side</p>				
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>• <i>Amazing Bees</i>, Sue Unstead</li> <li>• Informational Text Features chart</li> <li>• chart paper</li> </ul> <p>Prepare the following Structure and Function chart.</p> <table border="1" data-bbox="550 606 1300 955"> <thead> <tr> <th data-bbox="550 606 927 674">Structure</th> <th data-bbox="927 606 1300 674">Function</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 674 927 955"></td> <td data-bbox="927 674 1300 955"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Weekly Word card, “marking”</li> <li>• Writing Station Response: <i>Amazing Bees</i>, 1 copy</li> </ul> <p>On the whiteboard, write the Writing Station prompt.</p>	Structure	Function		
Structure	Function				
<p><b>Opening</b> 1 minute</p>	<p>Introduce the book and purpose for reading.</p> <p><i>Today we will read <b>Amazing Bees</b> by Sue Unstead. We will use the text features of the book to help us understand more about bees and pollination. In particular, we will think about the physical <b>features</b> or <b>structures</b> of bees’ bodies and how these features function for the bee to survive.</i></p>				
<p><b>Text and Discussion</b> 30 minutes</p>	<p>Open to the table of contents and refer to the Informational Text Features chart.</p> <p><i>Today we are going to read the introduction and Chapters 1 and 2. Based on the Contents, what might we learn about bees today?</i></p>				
<p>page 7</p>	<p>Read through page 7. Before continuing on page 8, introduce the Structure and Function chart.</p> <p><i>Today as we read, we’ll pay special attention to the physical features of bees: bees’ structures and the functions of those structures. We’ll write what we are learning on this chart.</i></p>				
<p>pages 8-9</p>	<p>Read pages 8 and 9.  Read the heading and “Let’s zoom in close.”</p>				

	<p><i>The layout of the page is unique. Next to each fact about a bee’s features is a photo cropped in a hexagonal shape—just like the shape in a honeycomb!</i></p> <p><i>This layout draws our attention. The text names features, but doesn’t tell us why these particular features are special. Let’s record the features on our chart, and we’ll see if we find out more about the functions of those features.</i></p> <p>Collaboratively with the children, populate the left side of the chart with the features: hairy body and face, two big eyes and three little ones, very long tongue, baskets on back legs.</p>
page 14	<p>Skip to Chapter 2.</p> <p><i>Now we are going to read more about bees as pollinators. We can predict this because we see this heading [point to the heading, “Bees and Flowers”] and these detailed photographs of bees on flowers.</i></p> <p>Read the page, pausing to review vocabulary.</p> <p>Think, Pair, Share.</p> <p><i>What do you already know about nectar?</i></p> <p><i>What do you know about pollen?</i></p>
pages 16-17	<p>Read slowly and use gestures to clarify words such as “uncurls” and “dips.”</p> <p><i>What is the important function of a bee’s tongue?</i></p> <p><i>How do the kind of text [“sip, sip, sip!”] and the photograph help us understand what is important here?</i></p> <p><i>Where does this information belong on our Structure and Function chart?</i></p> <p>Add to the chart.</p>
pages 18-19	<p>Read slowly and clarify words as needed. Refer to the Weekly Word card for “marking.”</p> <p><i>Where does this information belong on our chart?</i></p> <p>Add to the chart.</p>
pages 20-21	<p>Read the pages.</p> <p><i>Turn and talk. What information here is new? What do we already know?</i></p> <p>Add to the chart.</p>
pages 22-23	<p>Read the pages.</p>

	<i>How do these illustrations help us understand what the bee does when she is dancing?</i>
<b>Key Discussion</b> 5 minutes	Think, Pair, Share. <i>How are bees' structures important for their survival and for pollination?</i> Facilitate a whole group discussion, referring to specific pages of the book and to the Informational Text Features chart to encourage children to connect their ideas to text.
<b>Writing Station Prompt and Closing</b> 3 minutes	Introduce the Writing Station prompt. <i>Today we read some pages in Amazing Bees to think about the structures of an important pollinator, the honey bee, and to find out how the text features help us understand the information in the book.</i>  <i>Today at the Writing Station, you will write about this prompt: How are bees' structures important for their survival and for pollination?</i> Clarify children's questions about the prompt.
<b>Standards</b>	<b>R.8.2.b</b> Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. <b>R.11.2.c</b> Explain how specific visuals contribute to and clarify the meaning of a text. <b>R.11.2.d</b> Compare and contrast the information presented by two texts on the same topic. <b>SL.1.2.a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <b>2-LSS2-3(MA)</b> . 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. <b>SEL</b> . Social Awareness <b>SEL</b> . Relationship Skills
<b>Ongoing assessment</b>	Note children's usage of text features as they discuss <i>Amazing Bees</i> , as well as the general quality of discussion. How do they describe the structures of bees and how this contributes to their functions and their survival?