

Unit 4: The Power of Pollinators



WEEK 3 Day 4

**Text Talk**  
***Amazing Bees***  
 Read 2 of 3

<b>Big Ideas</b>	The parts of an organism have specific functions. Pollination is a result of animal behavior.
<b>Guiding Questions</b>	Why are the particular parts of an organism important? How does pollination happen?
<b>Weekly Question</b>	What do bees need to survive?
<b>Content Objectives</b>	I can explain how bees pollinate in writing. (W.3.2) I can describe a sequence of steps in the scientific process of pollination by bees. (R.6.2.b, 2-LSS2-3(MA))
<b>Language Objective</b>	I can explain key parts in the sequence of pollination by bees. (SL.2.2.a)
<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>

**petal:** the colored pieces of the flower that surround the stamen and stigma  
**pollen:** powder in the middle of most flowers  
**powdery:** dusted or sprinkled (such as with pollen)  
**signpost:** obvious clue  
**uncurl:** to straighten out  
**waggle:** short, quick movement up and down or side to side

**Materials and Preparation**

- *Amazing Bees*, Sue Unstead
- *Amazing Bees* slides
- projector and screen
- chart paper and markers

Prepare the following chart.

Bee Pollination				
Statement of Phenomenon: Bees pollinate flowers.				
1	2	3	4	5
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- Pollination Explanation Sequence Sheet, cut in half, enough copies for each child to have 5 half-sheets
- writing and drawing tools

**Opening**  
1 minute

Reintroduce the book and set the purpose for reading.  
*Today we will read just part of Chapter 2 of Amazing Bees by Sue Unstead. Our goal today is to understand how bees pollinate and to explain that by speaking and in writing. In Unit 2, you wrote explanations of erosion. Earlier this week, we worked to sequence a nonfiction narrative. Today, we are going to use what we are learning about pollination, along with part of the text Amazing Bees, to create an explanation sequence for pollination by bees.*

**Text and Discussion**  
pages 16-23  
10 minutes

*As we read, you might notice that this chapter of the text gives us a lot of useful information about pollination, but it does not make the sequence of pollination very clear. It will be our job to order the different pieces of information from the book into a sequence that makes sense.*

	<p>Read pages 16-23.</p> <p><i>It will be useful for us to notice different pieces of information that we think are important in bee pollination. For example, one important part is that bees smell the flowers and go to them.</i></p> <p>Think, Pair, Share.</p> <p><i>What are three important pieces of information that we are learning about bee pollination from Amazing Bees? What does the author think is important? Name the part of the text that tells you this is important.</i></p>
<p><b>Key Activity</b> 28 minutes</p>	<p><i>The statement of phenomenon for this explanation sequence is “Bees pollinate flowers.” Now, work with a partner to write the explanation sequence for this statement of phenomenon. Remember, the explanation sequence explains how bees pollinate flowers, in order. Include as many parts of the sequence as you can.</i></p> <p>Project the text for children’s reference.</p> <p>Send children to work. Children record the important parts of bee pollination in sequence, consulting with their partners and writing on their own sheets. On each half-sheet, children draw and write one important part in the pollination sequence. When they are finished, they put the pages in order and number them (upper right corner of each page).</p> <p>When children are finished, bring the group back together. Culling from their ideas, write a five-step sequence on the Bee Pollination chart.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read some pages in Amazing Bees. We paid attention to the sequence of pollination by bees. With partners and then all together, we wrote explanations of how bees pollinate.</i></p>
<p><b>Standards</b></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>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><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.</p>

