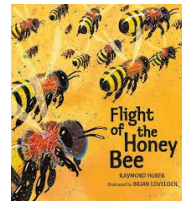


Unit 4: The Power of Pollinators

WEEK 3 Day 5



Text Talk
Flight of the Honey Bee* and *Amazing Bees
 Read 3 of 3 (each text)

Big Ideas	The parts of an organism have specific functions. Pollination is a result of animal behavior.
Weekly Question	What do bees need to survive?
Content Objective	I can compare the important points and structure of two different texts about bees. (R.11.2.c, R.11.2.d, LSS2-3(MA))
Language Objective	I can explain how the word choices in two different texts support meaning making. (L.5)
SEL Objective	I can communicate effectively using a discussion protocol. (Relationship Skills)
Vocabulary	<p>attract: to interest, to draw closer (* Week 2)</p> <p>captivated: fascinated, enthralled (held “captive” with interest)</p> <p>communicate: to share information</p> <p>compass: an instrument used to determine directions</p> <p>dip: to plunge into</p> <p>humming: full of busy activity</p> <p>insect: small creature with six legs, two sets of wings and a body divided into three parts</p> <p>miniature: a tiny version of something bigger</p> <p>* navigate: to find one’s way to, around, or through</p> <p>nectar: sweet liquid found in flowers</p> <p>petal: the colored pieces of the flower that surround the stamen and stigma</p> <p>pollen: powder in the middle of most flowers</p>

static electricity: an electric charge that does not move and that causes hair to stick out
uncurl: to straighten out
waggle: short, quick movement up and down or side to side

Materials and Preparation

- *Amazing Bees*, Sue Unstead
Flag pages 7, 16-17, and 22-23.
- *Flight of the Honey Bee*, Raymond Huber
Flag pages 9, 14, and 20.
- *Amazing Bees* and *Flight of the Honey Bee* text excerpts, enough for each pair to have a set
- chart paper and markers
Prepare the following Comparing Two Texts chart.

Comparing Two Texts			
Topic		<u>Flight of the Honey Bee</u>	<u>Amazing Bees</u>
Bee flying	How the language sounds		
	Information we learn		
Bee coming to a flower	How the language sounds		
	Information we learn		
Bee dancing	How the language sounds		
	Information we learn		

On the whiteboard, write the following questions.

What do you notice that is the same or different about how the texts' language sounds?

What is the same or different about the information we learn in these pages?

Review the Back to Back, Face to Face routine (Introduction, Part 1).

Opening

Reintroduce the texts and set the purpose for reading.

<p>1 minute</p>	<p><i>Today we are going to revisit Flight of the Honey Bee and Amazing Bees side by side. We have learned a lot about bees from these two texts, but the authors have presented the information in very different ways. Our goal today is to compare the two texts to see how the authors convey information and also to see how we can deepen our knowledge by reading two texts on the same topic.</i></p>
<p>Text and Discussion 23 minutes</p> <p><i>Flight of the Honey Bee,</i> page 9 and <i>Amazing Bees,</i> page 7</p>	<p><i>Let's start by looking closely at two pages from each text. Both passages describe how bees fly.</i></p> <p>Read the two passages aloud, including the fact box in <i>Flight of the Honey Bee</i>.</p> <p>Prepare for the Back to Back, Face to Face routine. <i>You will find a partner to stand back to back with. I will give you time to think about a question. Then, you will turn to face your partner and share your responses. Then you will find a second partner to think and talk with about a new partner.</i></p> <p>Allow time for children to arrange themselves back to back with partners.</p> <p><i>Here's your first question: What do you notice that is the same or different about how the texts' language sounds?</i> [For example, <i>Amazing Bees</i> doesn't have figurative language. The sentences are short. There are not that many adjectives. In <i>Flight of the Honey Bee</i>, the author tells a story with descriptive sentences and figurative language.]</p> <p>Provide a moment for children to think, and then direct them to turn around and discuss their ideas with their partners.</p> <p>Direct children to find a new partner. Read the passages a second time. <i>This time, ask yourself: what is the same or different about the information we learn in these pages?</i></p> <p>Provide a moment for children to think, and then direct them to turn around and discuss their ideas with their partners.</p> <p>Bring the children's attention back to the group, either staying with their partners or returning to their seats. Invite children to share ideas they discussed, and add to the chart.</p>
<p><i>Flight of the Honey Bee,</i> page 14 and</p>	<p>Use the Back to Back, Face to Face routine again. Read the two passages aloud.</p> <p><i>The topic for these two passages is how the bee comes to the flower. This time you can look at the printed text.</i></p>

<p><i>Amazing Bees</i>, pages 16-17</p>	<p>Direct children to return to their previous partners or to find new ones. Distribute the printed text pages so that in each pair one child has the <i>Flight of the Honey Bee</i> text, and the other child has the <i>Amazing Bees</i> text.</p> <p style="text-align: center;"><i>Here's the first question: What do you notice that is the same or different about how the texts' language sounds?</i></p> <p>Provide a moment for children to think, and then direct them to turn around and discuss their ideas with their partners.</p> <p>Direct children to find a new partner.</p> <p>Read the passages a second time while children follow along on the printed text.</p> <p style="text-align: center;"><i>This time, ask yourself: what is the same or different about the information we learn in these pages?</i></p> <p>Provide a moment for children to think, and then direct them to turn around and discuss their ideas with their partners.</p> <p>Bring the children's attention back to the group, either staying with their partners or returning to their seats. Invite children to share ideas they discussed, encouraging them to cite the texts, and add to the chart.</p> <p>Collect the printed texts.</p>
<p><i>Flight of the Honey Bee</i>, page 20 and <i>Amazing Bees</i>, pages 22-23</p>	<p style="text-align: center;"><i>Let's do one more comparison.</i></p> <p>Read the two passages aloud.</p> <p style="text-align: center;"><i>What are these pages about?</i> [bee dancing]</p> <p>Facilitate the Back to Back, Face to Face routine one more time.</p> <p>Bring the whole group back together. Invite children to share ideas they discussed, and add to the chart.</p>
<p>Key Discussion 10 minutes</p>	<p>Synthesize thinking in a group discussion.</p> <p style="text-align: center;"><i>What do you notice about these two different texts?</i> <i>What patterns do we notice between the two?</i> <i>What is always different? What is always the same?</i></p> <p>Facilitate the group conversation, reminding children to refer to each other's contributions and to use established discussion prompts as needed.</p> <p style="text-align: center;"><i>What are some really important ideas we are learning about bees, and why is it helpful to have two different texts to help us learn</i></p>

	<i>those things?</i>
Closing 1 minute	<i>Today we compared some pages in Amazing Bees and Flight of the Honey Bee. Our goal was to compare the two texts to see how the authors convey information differently and also to see how we can learn more about a topic by reading two different texts on that topic.</i>
Weekly Question Chart 5 minutes	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What do bees need to survive?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: Bees and flowers are interdependent. Bees travel far to collect the nectar and pollen they need to live.</p> <p>Save this chart for use in Week 5.</p>
Standards	<p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</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>
Ongoing assessment	<p>Listen into pairs' conversations about the two texts.</p> <p>Review the chart and consider the contributions of each child.</p>

Notes