

Unit 4: The Power of Pollinators



WEEK 1 Day 3

Text Talk
Unit Introduction: “The Beauty of Pollination” (video)

Big Ideas	Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior.
Weekly Question	What is important about seeds?
Content Objective	I can take notes and ask questions that set the stage for thinking about how plants and animals are interdependent. (R.4.2, LSS2-3(MA))
Language Objective	With a partner, I can identify important information and ask questions about a new topic. (SL.2.2.a, SL.2.2.b)
Vocabulary	ability: the skill to do something communicate: to give or receive information element: part inspire: to make someone want to do something
Materials and Preparation	<ul style="list-style-type: none">● video: The Beauty of Pollination (https://www.youtube.com/watch?v=MQiszdkOwuU&t=24s)● projector and screen● Collecting Notes and Questions: “The Beauty of Pollination” video sheet, one copy for each pair of children● writing tools● writing surfaces, one for each pair of children● chart paper and marker Prepare the following chart.

	<table border="1" data-bbox="607 205 1265 619"> <tr> <th colspan="2" data-bbox="607 205 1265 268">"The Beauty of Pollination" video</th> </tr> <tr> <th data-bbox="607 268 933 331">Notes</th> <th data-bbox="933 268 1265 331">Questions</th> </tr> <tr> <td data-bbox="607 331 933 619"></td> <td data-bbox="933 331 1265 619"></td> </tr> </table> <p data-bbox="444 661 1380 772">Identify pairs of children to work together. During the lesson, have children sit so that they can both watch the video and turn to take notes with their partner as the video is shown.</p>	"The Beauty of Pollination" video		Notes	Questions		
"The Beauty of Pollination" video							
Notes	Questions						
Opening	<p data-bbox="444 808 1096 844">Introduce the video and the purpose for watching.</p> <p data-bbox="539 884 1401 1108"><i>Today we'll watch a video. It's made by Louie Schwartzberg, who is known for his ability to capture the natural world up close. As we watch, we'll pause along the way to talk and take notes, as we did when we read Cuckoo yesterday. We are watching to be inspired, to identify what is important, and to ask questions about the topic of our new study: The Power of Pollinators.</i></p>						
Text and Discussion	<p data-bbox="539 1142 1377 1251"><i>This video is about four minutes long. We'll start by watching the video all the way through. Then, the second time we watch, we'll stop along the way to talk and collect our thoughts on paper.</i></p> <p data-bbox="444 1255 834 1291">Show the video once through.</p> <p data-bbox="444 1331 1406 1402">Distribute writing surfaces, writing tools, and sheets. Read the parts of the table together.</p> <p data-bbox="444 1444 1360 1516">During the second showing, play and stop the video as noted below. At each stop, ask the questions,</p> <p data-bbox="539 1520 1256 1556"><i>What seems important here? What are your questions?</i></p> <p data-bbox="444 1560 1377 1703">Give children time to talk together and write down their notes. Circulate to support note taking and conversation. Then, before picking the video back up, harvest a few notes and questions from pairs of children, and record them on the class chart.</p> <p data-bbox="539 1722 1159 1757">Stop at 1:13 (bee collecting and spraying pollen)</p> <p data-bbox="539 1774 948 1810">Stop at 1:18 (bee eating nectar)</p>						

	<p>Show section 1:43 - 1:52 (ripening fruit & vegetables) Show section 2:04 - 2:49 (bats feeding on flowers)</p> <p>Facilitate a class discussion, drawing on the following question bank. Consider using two or three of each type of question. Add to the chart as important ideas and questions arise.</p> <p><u>Literal questions</u> What does this video show? What is it about? What different animals are included? What elements of environment does Louie Schwartzberg capture throughout the video?</p> <p><u>Structural questions</u> What are the different parts of the video? What impact does the music have on the viewers' experience? How does the video communicate about the topic?</p> <p><u>Inferential questions</u> Why, do you think, does Louie Schwartzberg choose to begin the video with a flower opening? Why do you think Louie Schwartzberg chose "The Beauty of Pollination" as the title for this video? Why has Louie Schwartzberg chosen to include these particular animals in this video, instead of others? What is the relationship between these flowers and animals?</p>
<p>Closing</p>	<p><i>Today we watched to be inspired, to identify what is important, and to ask questions about the topic of this study: The Power of Pollinators. We have recorded our ideas and some questions we want to investigate as this study continues, so we'll come back and look at the chart as we learn about pollinators and pollination.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 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. <i>(not addressed, but introduced)</i></p>

Ongoing assessment	Reflect on the class discussions and review children’s note taking. What kinds of questions do children ask and respond to? How do they approach note taking, and what do they capture in their notes? What do children’s conversations and notes reveal about their existing and emerging understandings about relationships between plants and animals?
---------------------------	--

Notes
