

Unit 4: The Power of Pollinators

WEEK 4 Day 5

Vocabulary & Language
Answering a Weekly Question

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| Weekly Questions | Week 3: What do bees need to survive? Week 4: How does pollination happen? |
| Language Objective | I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a) |
| Vocabulary: Week 3 | convert: to change into another form or state flicker: to make small, quick movements groom (v): to make clean and neat in appearance marking: a pattern of marks or coloring on a plant or animal navigate: to find one’s way to, around, or through pluck: to pick off plunge: to push into something wear out: to make tired or exhausted |
| Week 4 | brilliant: very shiny or bright, glittering; extremely wonderful or well done buzz (n): a soft, low hum; (v): to produce a humming noise ecosystem: a group of animals and plants living in one place and impacting each other effective: producing a good or positive result extraordinary: very unusual, remarkable lure: to attract match: a person or thing that relates to another as an equal in a particular way protein: a substance that gives energy and is essential for life |
| Materials and Preparation | <ul style="list-style-type: none"> ● Week 4 Answering a Weekly Question sheets, one for each small group ● pencils, one or two for each small group ● Weekly Questions for Weeks 3 and 4, printed or projected ● Weekly Words cards for Weeks 3 and 4 |

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| | <ul style="list-style-type: none"> • chart paper and markers (2 different colors) <p>Strategically assign children to groups of four, and plan where each group will work around the classroom.</p> |
| Opening | <i>This week we will use the Answer a Weekly Question routine. After you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i> |
| Key Activity | Facilitate the Answering a Weekly Question routine, as established in even weeks since Unit 1. |
| Closing | <i>You have really packed words into your answers to the Weekly Questions!</i> |
| Standards | <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> |
| Ongoing assessment | <p>Listen to children's conversations as they work.</p> <p>How accurately do children use words in context?</p> <p>What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children's interactions in small groups.</p> <p>How effectively do children work in their groups?</p> <p>What roles do they take on?</p> <p>Reflect on the whole group sharing of one group's response.</p> <p>What more was revealed about children's understanding and application of words?</p> <p>Review each sheet. Use children's answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.</p> |