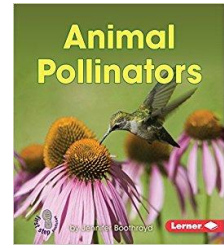


Unit 4: The Power of Pollinators



WEEK 4 Day 1

**Text Talk**  
***Animal Pollinators***

<b>Big Ideas</b>	<p>Organisms in an ecosystem are interdependent.</p> <p>The parts of an organism have specific functions.</p> <p>Pollination is a result of animal behavior.</p> <p>Animals, including humans, benefit from and depend on pollination.</p>
<b>Weekly Question</b>	How does pollination happen?
<b>Content Objective</b>	I can determine the author’s main point and the reasons that support it. (R.10.2.a)
<b>Language / SEL Objective</b>	I can discuss reasons that support an author’s main point with a partner and in a large group. (SL.1.2, Relationship Skills)
<b>Vocabulary</b>	<p><b>carpel:</b> another word for stigma; female part of the flower, made up of style, stigma, ovary</p> <p><b>hand pollinators:</b> tools used by people for pollinating flowers</p> <p>* <b>match:</b> a person or thing that relates to another as an equal in a particular way</p> <p><b>pollinator:</b> animal that moves pollen from one flower to another</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Animal Pollinators</i>, Jennifer Boothroyd, 4 copies</li> <li>● <i>Animal Pollinators</i> slides</li> <li>● “The Beauty of Pollination” video chart, from Week 1, Day 3 Review the chart and mark any questions about pollinators other than bees.</li> <li>● Parts of a Flower poster</li> <li>● children’s copy of <i>Animal Pollinators</i> (text only), one copy for each child</li> </ul>

	<ul style="list-style-type: none"> <li>● writing tools</li> <li>● Text Talk notebooks</li> <li>● chart paper and marker</li> </ul> <p>Prepare the Weekly Question Chart.</p> <ul style="list-style-type: none"> <li>● Writing Station Response: <i>Animal Pollinators</i>, 1 copy</li> </ul> <p>On the whiteboard, write the Writing Station prompt.</p> <p>Children will read the text with partners. Pair children strategically.</p>
<p><b>Opening</b> 3 minutes</p>	<p>Introduce the text.</p> <p><i>Last week, we explored a very important pollinator: bees. This week, we will explore other pollinators. Today we'll read <i>Animal Pollinators</i> by Jennifer Boothroyd. Take a look at the front cover. What animal pollinators might we read about?</i></p> <p>Refer to the "The Beauty of Pollination" video chart.</p> <p><i>Let's look quickly at our questions from Week 1. We had some questions about other pollinators, aside from bees. Perhaps we will address some of these questions this week. [Read the questions.]</i></p> <p>Set a purpose for reading.</p> <p><i>At the end of the book, the author, Jennifer Boothroyd, states that it takes many helpful animals and humans to pollinate flowers. As readers, we will gather reasons that support this main point.</i></p> <p>Project the slides.</p> <p><i>We'll read the book together.</i></p>
<p><b>Text and Discussion</b> 18 minutes</p> <p>slide 2</p>	<p>Show the table of contents. Recall together the purpose of this informational text feature.</p>
<p>slide 3, pages 4-5</p>	<p>Point out the heading, "Pollination." Read the text, including the text box.</p> <p><i>Thumbs up if you have any experience with sunflowers or sunflower seeds.</i></p>
<p>slide 4, pages 6-7</p>	<p>Read the text, and refer to the diagram.</p> <p><i>"Carpel" is a word we have not yet encountered. Look carefully at this diagram and our <i>Parts of a Flower</i> poster. What do you think the word "carpel" means?</i></p> <p>Affirm children's thinking and clarify the definition as needed.</p> <p>Read the text on page 7.</p>

	<p><i>What pollinators have we already talked about?</i></p>
<p>slides 5-10, pages 8- 19</p>	<p><i>Let's read the next several pages all together.</i></p> <p>Distribute children's copies of the text. Facilitate shared reading, pointing to the projected text and reading together at a steady pace, with fluency. The children's copy does not include text boxes. Read these aloud as they appear on each page.</p> <ul style="list-style-type: none"> <li>● On page 9, support children to use clues in the photograph to read the word "tongues."</li> <li>● On page 14, support children to use clues in the photograph to read the word "possum."</li> <li>● On page 18, support children to read the word "honeycreeper" in chunks.</li> </ul>
<p>slides 11-12, pages 21-23</p>	<p>This slide shows in two parts. Read the heading and text on page 21. <i>How do you think humans can be pollinators?</i></p> <p>Click the slide to show page 22, and read the text. Show and read page 23. <i>This is the author's main point: "It takes a lot of helpful animals and humans to pollinate flowers."</i></p> <p>Point out the glossary.</p>
<p><b>Key Discussion</b> 15 minutes</p>	<p><i>Now you and a partner will have time to read this book together. You can read together at one time, or you can take turns. While you read, find reasons that support the author's main point: it takes many helpful animals and humans to pollinate flowers. You can underline those reasons, or mark them in another way.</i></p> <p>Distribute text copies and writing tools, and send children to read together.</p> <p>Circulate to support children's reading. Encourage children to work together to consider, articulate, and mark examples that support the author's main point.</p> <p>Distribute Text Talk notebooks. <i>What does the author mean when she says it takes many helpful animals and humans to pollinate flowers? What are some reasons that support this main point? Write at least one reason.</i></p> <p>Provide children a few minutes to write and/or draw their responses. Circulate and support them in referencing the text, as needed.</p> <p>As children finish writing, invite them to talk with their partners about the</p>

	<p>reasons they wrote down.</p> <p>Bring children back together as a whole group.</p> <p><i>What reasons did you find to support the idea that it takes many animals and humans to pollinate flowers?</i></p> <p><i>How did you identify the reasons the author gives to support her main point?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>This book teaches us about many kinds of animal pollinators, including people!</i></p> <p><i>We have several copies of Animal Pollinators. You can read it again at the Research Studio or during Stations.</i></p> <p><i>Tomorrow, we'll continue to learn about different pollinators.</i></p>
<p><b>Weekly Question Chart</b> 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: How does pollination happen? Today's text helps us add to what we have already learned about the parts of a flower, what pollinators do, and what kinds of animals can be pollinators. What shall we write on our chart today?</i></p>
<p><b>Writing Station Prompt</b> 1 minute</p>	<p>Introduce the Writing Station prompt.</p> <p><i>Today we read about different animals pollinators. At the Writing Station, turn to the section "How do animals pollinate?" to answer the prompt.</i></p> <p>Clarify children's questions about the prompt.</p>
<p><b>Standards</b></p>	<p><b>R.10.2.a</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SEL.</b>Relationship Skills</p>
<p><b>Ongoing assessment</b></p>	<p>Do children verbalize, write, and/or draw reasons from the text that support the author's main point?</p> <p>Do children explain their process in identifying reasons that support the author's main point?</p> <p>Do children participate in collaborative, on-topic discussions with their peers?</p> <p>During the shared and partner reading, take note of children's reading behaviors and skills.</p>