

Unit 4: The Power of Pollinators



WEEK 4 Day 2

**Text Talk**  
**“Insect Pollinators”** (informational text)  
 Read 1 of 2

<b>Big Ideas</b>	Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. The parts of an organism have specific functions.
<b>Weekly Question</b>	How does pollination happen?
<b>Content Objective</b>	I can use key details from the text to explain how insects help pollinate. (R.4.2)
<b>Language Objective</b>	I can use clues in the sentence to help me understand a word or phrase. (L.4.2.a)
<b>SEL Objective</b>	I can work with my partner to explain ways insects pollinate. (Social Awareness)
<b>Vocabulary</b>	<b>attract:</b> to interest, to draw closer (* Week 2) <b>* effective:</b> producing a good or positive result <b>produce:</b> to make <b>spread:</b> to scatter or send out (*Week 5)
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Animal Pollinators</i>, Jennifer Boothroyd, for reference</li> <li>● “Insect Pollinators” slides</li> <li>● “Insect Pollinators” text, one copy for each child</li> <li>● Insect Pollinators sheet</li> <li>● clipboards or other writing surfaces</li> <li>● writing and drawing tools</li> </ul> <p>On the whiteboard, write, How do insects help pollination?</p>

	<p>Note: In this lesson, the text is read all the way through. Because it is lengthy and complex, in the whole group, invite children to read along without asking them to read independently.</p>
<p><b>Opening</b> 3 minutes  slide 1</p>	<p>Show <i>Animal Pollinators</i>. <i>Yesterday, we read about animal pollinators. What are some things that you have learned about these pollinators?</i></p> <p>Flip through the pages. Harvest several ideas, and highlight connections between <i>Animal Pollinators</i> and other texts, including “The Beauty of Pollination” video.</p> <p>Introduce the text and the purpose for reading. <i>We have a new informational text titled “Insect Pollinators.” This text features five different pollinators that belong to insect families other than bees: wasps, ants, moths, beetles, and flies. Today we’ll read the text all the way through to answer the question, How do insects help pollination? [Refer to the whiteboard.]</i></p> <p>Distribute copies of the text, Insect Pollinators sheets, clipboards, and writing tools. <i>As we read, we’ll identify details to answer this question. You can write what you find on this sheet. We’ll also define some new words in the text.</i></p>
<p><b>Text and Discussion</b> 20 minutes  page 1, slides 2-3</p>	<p>Show slide 2. Chorally read the title and paragraph 1. <i>What do you think this text is going to be about?</i></p> <p>Show slide 3. Read the rest of the page, Wasps, having children follow along with a finger, whisper read, and/or read silently.</p> <p><i>The smell of the orchid <b>lures</b> the wasp to its flowers. What does it mean to lure something?</i></p> <p>Discuss the meaning of the word based on the context of the sentence. Then, note that “lure” is written in bold, signaling that it is found in the glossary at the end of the text.</p> <p><i>How do wasps help pollination? What are some details we can use to help us answer this question?</i></p> <p>As a few children share their ideas, have all children record their thinking in the Wasps column on their sheets.</p>
<p>page 2, slide 4</p>	<p>Read the first paragraph. Turn and talk.</p>

	<p><i>What does the author mean when she writes, “Ants are not very effective pollinators?”</i></p> <p>Read the rest of the page, Ants. <i>How do ants help pollination? What are some details we can use to help us answer this question?</i></p> <p>Turn and Talk. Then, have children record their thinking in the Ants column on their sheets.</p>
<p>page 3 slides 5-6</p>	<p>Read through the first two paragraphs. Begin the third paragraph, then pause after the first sentence, “The yucca plant grows in warm places and produces edible fruits and flowers.” <i>What does it mean if something is <b>edible</b>? What clues in the sentence help you figure out the meaning?</i></p> <p>Read the rest of the page, Moths. <i>How do moths help pollination? What are some details we can use to help us answer this question?</i></p> <p>Turn and Talk. Then, have children record their thinking in the Moths column on their sheets.</p>
<p>pages 4-5 slides 7-10</p>	<p><i>Now you’ll read with a partner. Read pages 4 and 5 together aloud. While you read, continue thinking about our question, How do insects help pollination?</i></p> <p>Disperse children to read and write notes in pairs. Project slides 7-10 for children to see the color photographs as they work.</p> <p>Circulate to support children’s work. Encourage children to identify and record details that help answer the question. Prompt children to talk with their partners about why a detail is important to address the question.</p>
<p><b>Key Discussion</b> 16 minutes</p>	<p>Bring the group back together. <i>Pretend that you are out at recess, and a kindergartener runs up to you and asks, “How do insects help pollination?” Maybe they have just seen an insect on a flower! You only have 15 seconds left of recess, which is a very short amount of time to answer! Talk with your partner about how you could answer this question in just a sentence or two. Then write down your response. Use the notes you took while reading to help you write your answer.</i></p> <p>Show the back side of the Insect Pollinators sheet, and send children back to talk and write.</p> <p>After several minutes, have children meet with another pair to share their</p>

	<p>responses.          Bring children back to the whole group.          Invite two or three pairs to share their responses. As they do, briefly jot important information under the question on the board.</p>
<p><b>Closing</b>          1 minute</p>	<p><i>Tomorrow we will read "Insect Pollinations" again.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how and why.  <b>L.4.2.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.  <b>SEL.</b>Social Awareness</p>
<p><b>Ongoing assessment</b></p>	<p>Circulate and note how children are taking notes and working in pairs.          How do children approach the task of notetaking?          Do children answer the question using key details from the text?          Do children reference the text during their conversations?          Do children use sentence-level context clues to identify the meaning of a word or phrase?          Do children work effectively together to craft their short responses?          Do they consider their younger audience as they do so?</p>

**Notes**