

Unit 4: The Power of Pollinators



WEEK 4 Day 3

Text Talk
“Insect Pollinators” (informational text)
Read 2 of 2
and
Mid-Unit Assessment

Big Ideas	Organisms in an ecosystem are interdependent. The parts of an organism have specific functions. Pollination is a result of animal behavior.
Weekly Question	How does pollination happen?
Content Objective	I can identify the key ideas of specific paragraphs within a text. (R.5.2.b)
Language Objective	With partners and within a small group, I can identify key details in a text and share why they are important. (SL.2.2.a)
SEL Objective	I can share my thinking in a respectful way and actively listen as others share their ideas. (Relationship Skills)
Vocabulary	attract: to interest, to draw closer (* Week 2) * effective: producing a good or positive result produce: to make spread: to scatter or send out (*Week 5)
Materials and Preparation	<ul style="list-style-type: none">● “The Beauty of Pollination” video chart, from Week 1● “Insect Pollinators” text, from Day 2, one copy for each child● writing tools● Insect Pollinators Photographs slides Set up the projection to play the Insect Pollinators Photographs slides on a loop.

	<ul style="list-style-type: none"> ● chart paper and markers Prepare the following Presentation Stems chart. <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Presentation Stems</p> <p>A key detail about _____ is ...</p> <p>I found the information about _____ interesting.</p> <p>I have some questions about _____. My first question is ...</p> </div> <ul style="list-style-type: none"> ● Annotations chart, from Week 2, Day 1 and previous units <p>On the whiteboard, write the introductory sentences from “Insect Pollinators”:</p> <p style="padding-left: 40px;">Many people know that bees and butterflies are insects. They also know that they are strong pollinators. But other insects pollinate, too.</p> <p>There are five sections of text. Children will first read one assigned section together, in a small group. Then children will reform new groups of five (one child who has read each section) to discuss the text as “experts” in the Jigsaw routine. Consider the number of children in the class and children’s varying needs for support to plan these groups and to assign specific sections of text.</p> <ul style="list-style-type: none"> ● Mid-unit Assessment Text, one copy ● Mid-unit Assessment Questions sheet, one copy for each child
<p>Opening 3 minutes</p>	<p>Reintroduce the text and purpose for reading.</p> <p><i>Yesterday we read “Insect Pollinators” and looked for details in the text to answer the question, How do insects help pollination? Today we will reread and annotate one section of the text. Remember that each section of the text is about a different family of insect pollinators: wasps, ants, moths, beetles, and flies.</i></p> <p><i>Annotating a text as we read can help us think more deeply about the information we are reading.</i></p> <p>Refer to the chart and briefly review the annotation marks.</p> <p><i>Are there any other annotation marks or notes we might add to this chart?</i></p> <p><i>By reading and annotating one section of the text, you will become experts on how one insect family pollinates. You’ll identify</i></p>

	<p><i>important details in that section of the text, and this will help you prepare to share information about your insect pollinator with a small group. In that group, you'll also listen to other experts about their insect pollinators. In the end, we will all understand the whole text better.</i></p>
<p>Text and Discussion 11 minutes</p>	<p><i>Let's read these sentences all together.</i> Chorally read the sentences written on the whiteboard.</p> <p>Referring to the Annotations chart, reread the sentences. <i>Underline the main ideas about your insect pollinator so you remember what you want to share. You might share other interesting facts and or questions you have, too.</i></p> <p>Assign children to their small groups, distribute the text and writing tools, and send them to read in spaces that will accommodate them comfortably. It may help some children to read with a partner within the small group. As children read, annotate, and discuss their assigned sections, play the slides so children can see the color photographs.</p> <p>Circulate to support children's work. Encourage them to be thoughtful about their annotations, and ask them to explain their thinking (<i>Why did you put that annotation there?</i>). Facilitate discussion among the group members. Prompt children to collaboratively identify important information, surprising facts, and questions, to prepare to present their section to their classmates.</p>
<p>Key Discussion 14 minutes</p>	<p>Bring children back to the whole group. <i>Now you have a chance to share what you learned with one another. In the order of the sections—Wasps, Ants, Moths, Beetles, and Flies—you'll share information from the text.</i></p> <p><i>You can use these Presentation Stems when you present information from your section.</i></p> <p>Refer to the Presentation Stems chart. Model using this language to present and discuss information.</p> <p>Assign children to discussion groups, ensuring that each group includes at least one expert for each type of insect pollinator. Children in small groups share information with each other in clusters around the classroom. Encourage children to refer to their annotated text for support. Circulate to support their conversations. Provide timing signals throughout to make certain that each child has had enough time to present.</p>

	<p>Bring children back to the whole group.</p> <p><i>How did that Jigsaw routine go?</i></p> <p><i>How did the Jigsaw routine help you understand the whole text?</i></p>
<p>Closing 2 minutes</p>	<p><i>We learned about many important insect pollinators over the past couple of days: wasps, ants, moths, beetles, and flies.</i></p> <p>Think, pair, and share.</p> <p><i>What is one interesting thing you learned about an insect pollinator from a classmate?</i></p> <p>Add any key information to the Weekly Question Chart.</p>
<p>Mid-unit Assessment 10 minutes</p>	<p>Briefly introduce the Mid-unit Assessment. Distribute the Assessment Questions sheets so children can read along. Show the Assessment Text, indicating that it is an excerpt from the text “Insect Pollinators.” Read the questions.</p> <p><i>What do you notice about these types of questions?</i></p> <p><i>This assessment has two multiple choice questions. The first multiple choice question asks you to circle the answer that is NOT true.</i></p> <p><i>The second multiple choice question asks you to reread two sentences from the text to determine the meaning of a word.</i></p> <p><i>For the third question, you’ll find evidence in the text and the photographs to respond.</i></p> <p><i>You will complete this assessment during Stations. While you do, you can listen to the text on the slides.</i></p>
<p>Standards</p>	<p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SEL.Relationship Skills</p>
<p>Ongoing assessment</p>	<p>Circulate as children annotate the text and engage in the Jigsaw.</p> <p>How are children annotating the text?</p> <p>Do children discuss the key ideas from their section of the text?</p> <p>Do children engage in two-way discussions?</p> <p>Do children piece together all the parts of the text?</p> <p>Do children actively listen to their peers?</p>