



**WEEK 4 Day 4**

**Text Talk**  
**“Bees Are Not the Only Pollinators that Buzz”**  
 (informational text)

<b>Big Ideas</b>	Organisms in an ecosystem are interdependent. The parts of an organism have specific functions. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.
<b>Weekly Question</b>	How does pollination happen?
<b>Content Objective</b>	I can answer questions such as Who, What, Why, and How to demonstrate my understanding that hummingbirds are important pollinators. (R.4.2)
<b>Language /SEL Objective</b>	I can discuss interesting details about hummingbirds with my partners and with the whole group. (SL.1.2, Relationship Skills)
<b>Vocabulary</b>	<b>lap:</b> to drink water with a fast, licking motion <b>lure:</b> to attract
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● “Bees Are Not the Only Pollinators that Buzz” slides</li> <li>● “Bees Are Not the Only Pollinators that Buzz” informational text, one copy for each child Note: This text is formatted as a booklet. Copy two-sided and fold the pages in half.</li> <li>● How do hummingbirds pollinate? sheet, one copy for each child</li> <li>● clipboards or other writing surfaces</li> <li>● writing tools</li> <li>● Annotations chart</li> </ul> <p>On the whiteboard, write these questions: How does pollination happen?</p>

	<p>Why are the particular parts of an organism important? What makes a plant and a pollinator a good match?</p> <p>Prepare to read the text on slides while children read along in their booklets. Children will also read and then write responses with partners. Pair children strategically.</p>
<p><b>Opening</b> 2 minutes</p>	<p>Introduce the text, showing the cover slide. <i>Today we'll read a new informational text, titled "Bees Are Not the Only Pollinators that Buzz." What might this text be about?</i></p> <p>Set a purpose for today's lesson. <i>Earlier this week, we read about many different animal pollinators. Today's focus is on just one of those pollinators: hummingbirds. As we read, let's keep these three questions in mind.</i></p> <p>Read the questions on the whiteboard. <i>How does pollination happen? Why are the particular parts of an organism important? What makes a plant and a pollinator a good match?</i></p>
<p><b>Text and Discussion</b> 15 minutes slides 2-3, pages 1-2</p>	<p>Distribute children's copies of the text, clipboards, and writing tools.</p> <p><i>Read silently along with me while I read aloud.</i></p> <p>Read slide 2 and continue onto slide 3, stopping after the second sentence ("... beat their wings 80 to 100 times each second.") <i>Can you believe it—hummingbirds beat their wings 80 to 100 times in just one second? That's a surprising and interesting detail! If it's also interesting to you, you might mark that sentence with an exclamation point.</i></p> <p>Read the remainder of the page. <i>On this page, make one or two more exclamation points next to interesting details about hummingbirds. Then turn and tell a partner a detail you marked.</i></p>
<p>slide 5, page 4</p>	<p>Read through slide 5. Refer to the first question on the board. <i>How does pollination happen? Specifically, how do hummingbirds pollinate flowers? Think about the information we just read. Then turn and talk, using details from the text in your conversation. Decide together what you might annotate with exclamation points on this page.</i></p>
<p>slide 8, page 7</p>	<p>Continue reading. Stop on slide 8. Refer to the second and third questions on the whiteboard.</p>

	<p><i>Think about the information we just read. Why are the particular parts of an organism important? What makes a plant and a pollinator a good match?</i></p> <p>Harvest ideas in the whole group. Invite children to annotate the text.</p>
slide 11, page 10	<p>Read through slide 11.</p> <p>Invite children to annotate the text and then share their annotations with the same or a new partner.</p>
<b>Key Activity</b> 22 minutes	<p><i>Now you have time to go back to read this book with a partner and answer some questions.</i></p> <p>Show the sheet, How do hummingbirds pollinate?, and read the questions aloud.</p> <p><i>Remember to refer to the text to answer the questions.</i></p> <p>Send children to work. Circulate to support them. Remind them to cite the text.</p>
<b>Closing</b> 1 minute	<p>Invite children to share any information they learned that connects to the Weekly Question. Add notes to the Weekly Question Chart.</p> <p><i>The hummingbird is an amazing pollinator! Tomorrow, we will read a different kind of text about a hummingbird.</i></p>
<b>Standards</b>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how and why.</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>
<b>Ongoing assessment</b>	<p>Circulate as children read and write. Review children’s sheets to assess their understanding of the text.</p> <p>Do children use details from the text to answer questions?</p> <p>Do children work collaboratively with their partners?</p>

**Notes**