

Unit 4: The Power of Pollinators

WEEK 4 Day 5



Text Talk
The Little Hummingbird
 Read 1 of 2

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	How does pollination happen?
Content Objectives	I can retell key events in a folktale. (R.4.2, R.8.2.a) I can locate South America on a map and identify countries where many of the Quechua people live. (2.T2.1)
Language Objective	With a partner, I can recount and write about key events in a folktale. (SL.2.2.a)
SEL Objective	I can organize and share my ideas using a graphic organizer. (Self-Management)
Vocabulary	abandon: to leave; to give up on something ferocious: intense, fierce huddle: a group gathered closely together rage: to continue with great force
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Little Hummingbird</i>, Michael Nicoll Yahgulanaas Pre-mark the pages in the book. Page 1 begins, “Here is the story of the great forest fire.” ● world map and pushpin ● Elements of a Folktale: <i>The Little Hummingbird</i> sheet, one copy for each child ● writing tools ● clipboards or other writing surfaces ● Elements of a Folktale anchor chart from Week 1, Day 1

Add *The Little Hummingbird* under the title column.

Elements of a Folktale					
Title	Beginning Setting, Characters, and Events	Middle Problem, Responses to Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena
<i>Cuckoo</i>					
<i>The Little Hummingbird</i>					

Select pairs of children to work together. Have children sit so that they can take notes with a partner throughout the lesson.

Opening
5 minutes

Introduce the book.

Yesterday we read an informational text about hummingbirds as pollinators. Turn and tell a partner one thing you now know about hummingbirds as pollinators.

*Today we will read a folktale called *The Little Hummingbird*, told by Michael Nicoll Yahgulanaas. It is based on a story from the Quechua people. They were one of the first people to live in South America.*

Refer to the world map. Outline or have a child outline the continent of South America. Point to and name countries where many of the Quechua people still live: Peru, Ecuador, Bolivia, Argentina, Chile, and Colombia.

Are you familiar with any of these countries?

Share the purpose for reading.

*A few weeks ago we read *Cuckoo*, another folktale—an old story, passed down through generations and retold by Lois Ehlert. Like we did with *Cuckoo*, as we read, we will gather information about what makes this story a folktale.*

Remember that like many other stories we've read together, a folktale includes a beginning, middle, and end. But folktales are different because they often include special, magical beings. Also, a folktale often tries to tell us something—a central message, a

	<p><i>lesson, or an explanation of how something came to be. We refer to that as “an explanation of phenomena.”</i></p> <p><i>Today as we read, we’ll begin to identify important elements of the folktale and see if the story has any magical beings. We’ll record our ideas in the Elements of a Folktale sheet and on this chart. Tomorrow, we’ll think about the central message or explanation of phenomena.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 1</p>	<p>Show the title page and invite children to look closely at the illustrations. Think, Pair, Share. <i>What do you notice here?</i></p> <p><i>These illustrations are inspired by Native American wood carvings and sculptures. We will have more time in Studios to explore this artform.</i></p> <p>Read page 1. Think aloud. <i>This is an interesting beginning! Are you already wondering about the fire in the great forest?</i></p>
page 2	<p>Define the word “raged.” Rage means to be very angry and to show it. However, when a fire is described as raging, it means the fire is burning strongly and spreading fast.</p>
page 3	<p><i>Who are the main characters in the story? What is the setting? Talk with your partner. Also, think about what is happening here, at the beginning of the story.</i></p> <p>While children think about this question, distribute the Elements of a Folktale: <i>The Little Hummingbird</i> sheets, writing tools, and clipboards. <i>Talk with your partner about the characters, setting, and events in the beginning of the story, and complete the “Beginning” section.</i></p> <p>Continue reading.</p>
page 6	<p>Define the word “abandon” and check for comprehension. Abandon means to leave something and give up on it. <i>What is Little Hummingbird’s immediate response to the fire?</i> Harvest a few ideas, and continue reading.</p>
page 9	<p>Think, Pair, Write. <i>What’s the problem in this story? How does the Little Hummingbird respond? Talk with your partner, then write your notes in the “Middle” section.</i></p>

<p>page 12</p>	<p>Think, Pair, Write. <i>How are the characters, like Owl and Rabbit, responding to the problem? Talk with your partner, and add notes to the “Middle” section.</i></p>
<p>page 13</p>	<p>Think, Pair, Write. <i>Based on the text and the illustrations, what does the Little Hummingbird do? What do the other animals do? Talk with your partner, and complete the “End” section.</i></p>
<p>page 16</p>	<p>Think, Pair, Write. <i>How does the story end? Is the problem solved? Talk with your partner, and complete the “End” section.</i></p>
<p>Key Discussion 12 minutes</p>	<p><i>Now, with a partner, practice retelling the folktale, each person taking a turn to try it, or telling it collaboratively, section by section. Refer to your sheets to guide you.</i></p> <p>Bring children’s attention back to the whole group. <i>Are there any magical creatures in this folktale?</i></p> <p>Facilitate a whole group discussion, and then have children complete the final column on the sheet.</p> <p><i>Today we identified the main events in the story and whether or not there are magical creatures. We will talk about the central message tomorrow.</i></p> <p>Complete the whole group chart by inviting children to share information from their own sheets.</p> <p>Collect the sheets.</p>
<p>Closing 4 minutes pages 20-21</p>	<p>Read the last two pages of the book, “The Amazing Hummingbird.” Facilitate a whole group discussion. <i>How does this information help us to understand the Little Hummingbird’s character?</i></p> <p><i>Based on what you already know about hummingbirds, why do you think the storyteller chose a hummingbird as the main character in this story?</i></p>
<p>Weekly Question Chart 4 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: How does pollination happen?</i></p>

	<p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: Many different animals pollinate. Animals pollinate in different ways. Pollination contributes to animals' survival.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</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>2.T2.1 On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>SEL.Self Management</p>
<p>Ongoing assessment</p>	<p>Collect and read children's Elements of a Folktale: <i>The Little Hummingbird</i> sheets.</p> <p>How do children map out the folktale elements?</p>

Notes