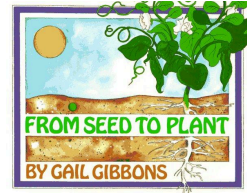


Unit 4: The Power of Pollinators



WEEK 1 Day 5

Text Talk
From Seed to Plant
 Read 2 of 2

Big Ideas	Organisms in an ecosystem are interdependent. Living things grow and change over time. The parts of an organism have specific functions.
Weekly Question	What is important about seeds?
Content Objective	I can explain and describe the text’s big ideas. (R.9.2.b, LSS2-3(MA).) I can show how images in the book clarify the text. (R.11.2.c, R.11.2.d)
Language Objective	I can determine the meaning of unknown words using the text and illustrations to guide me. (L.4)
SEL Objective	I can respectfully discuss with my group using a specific protocol. (Social Awareness, Relationship Skills)
Vocabulary	<p>bud: an undeveloped part of a plant</p> <p>fluff: a soft, light part</p> <p>germination: the process of beginning to develop into a plant</p> <p>hook: something that catches on to something else</p> <p>nectar: the juice of a plant that attracts pollinators</p> <p>nutrition: food</p> <p>petal: the colored pieces of the flower that surround the stamen and stigma</p> <p>pistil: female part of the flower; made up of style, stigma, ovary</p> <p>pollination: when pollen is moved from a stamen to a stigma in order for a plant to reproduce</p> <p>* ripen: to become ripe or ready</p>

	<p>* scatter: to disperse, to toss or go in different directions</p> <p>seed: the fertilized part of a mature plant</p> <p>seed coat: the outer covering of a seed</p> <p>* shoot: a new plant or branch</p> <p>sprout: begin to grow</p> <p>stamen: male part of the plant that makes pollen</p> <p>stigma: top part of the pistil that receives the pollen</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons ● <i>From Seed to Plant</i> packets (pages 20-23), one copy for each pair of children <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">How are plants dependent on other living things?</p> <p style="padding-left: 40px;">Why is it important for people to learn about seeds and plants?</p> <p>Assign children to groups of four for the Numbered Heads Together routine.</p>
<p>Opening 1 minute</p>	<p><i>How does a plant grow? How do we learn this information? Today we will finish reading From Seed to Plant to answer these questions. We will look closely at a few pages to see how the illustrations and text work together to clarify new information and vocabulary about seeds and plants.</i></p>
<p>Text and Discussion 35 minutes page 20 - end</p>	<p><i>Let's start by reading the rest of the book from where we left off yesterday.</i></p> <p>Briefly review the pages through page 19, as useful to orient children to the text. Begin reading on page 20 and continue to the end.</p>
	<p><i>Now we'll go back to reread a few pages, looking closely at the match between the text and the illustrations. When you read on your own, you can reread parts of the book to see if you can understand it better. You can also look closely at how the text and illustrations support each other. We'll do those things today to better understand seeds and how a plant grows.</i></p> <p>Distribute the packets to pairs of children. Model rereading for comprehension.</p> <p><i>Turn to the first page of your packet. I'm going to reread just the text on the first page. Let's see if this helps us better understand how a</i></p>

	<p><i>plant grows. I'll read this paragraph to you.</i></p> <p>Read aloud, then think aloud.</p> <p><i>The first sentence reads, "The beginning of a plant is curled up inside each seed." What does this mean? How can a plant be inside a seed? What can help us understand this more? Maybe the illustrations can help.</i></p>
page 20	<p>Read the first page of the packet as a group, whisper reading or reading silently. Facilitate a short discussion.</p> <p><i>How do the illustrations support the text on this page?</i></p> <p><i>What do you think it means that the beginning of a plant is inside each seed?</i></p> <p><i>What ideas do you have about the food that is inside the plant?</i></p>
	<p><i>Together, let's read the rest of these pages. After we read, we will go back to see if the illustrations can help clarify new information and vocabulary.</i></p> <p>Read the four pages chorally.</p> <p>Then, return to specific pages to talk about important vocabulary: "seed coat" and "sprout."</p>
	<p>Set up for the Numbered Heads Together routine. Have children turn to page 22 ("When the sun shines and warms...").</p> <p><i>Let's do the Numbered Heads Together routine to think about germination.</i></p> <p><i>What do you think germination is?</i></p> <p><i>During the time that a plant grows and changes, when does germination occur?</i></p> <p><i>How do the text and the illustration help us to understand this word?</i></p>
	<p>Turn to page 23 ("Up grows a shoot.")</p> <p>As a group, read the words and look at the illustration.</p> <p><i>What is a shoot? Why is the shoot important in the development of the seed and plant?</i></p> <p>Facilitate a conversation about the author's purpose.</p> <p><i>Using what we read yesterday and today together, what does Gail Gibbons want us to know about seeds and plants? How do you know? Let's cite specific examples of illustrations or text from the book.</i></p>
Key Discussion	<p>Think, Pair, Share to synthesize learning. Refer to the questions on the</p>

8 minutes	<p>board.</p> <p><i>How are plants dependent on other living things?</i></p> <p><i>Why is it important for people to learn about seeds and plants?</i></p>
<p>Closing</p> <p>1 minute</p>	<p><i>Today we looked very closely at a few pages of text. We talked about how the text and illustrations can help us with new words and ideas. Then, we put together what we are learning about seeds and plants to think about how plants grow and change, and how organisms are interdependent.</i></p>
<p>Weekly Question Chart</p> <p>5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: Why are seeds important?</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: Some animals collect seeds to survive. Seeds are an important stage in the life and growth of a plant.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p> <p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content.</p> <p>2-LSS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live. Clarification Statement: • Animals need food, water, air, shelter, and favorable temperature; plants need sufficient light, water, minerals, favorable temperature, and animals or other mechanisms to disperse seeds.</p> <p>SEL. Social Awareness</p> <p>SEL. Relationship Skills</p>
<p>Ongoing assessment</p>	<p>Consider how children participate in the small group and whole group discussions, using the illustrations and text to define key vocabulary. Also, note how children synthesize their learning about the development of a plant, to explain seeds’ and plants’ dependence on other living things, and to show how this is important for people and other animals.</p>

	<p>Listen to children’s discussion.</p> <p>To what extent do children refer to illustrations and text to define key vocabulary?</p> <p>How do children synthesize their learning about how plants grow and change, to explain the seed’s and plant’s dependence on other living things, and to show how this is important for people and other animals?</p> <p>How do children access and use key vocabulary?</p>
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Notes