

Unit 4: The Power of Pollinators

WEEK 5 Day 1



Text Talk
The Little Hummingbird
 Read 2 of 2

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	What makes a plant and a pollinator a good match?
Content Objectives	I can describe how the main character responds to major events and describe the central message of the folktale. (R.5.2.a, R.6.2.a) I can compare the major events and central messages of two folktales. (RL.2.9)
Language Objective	With a partner, I can recount and write about key events and the message of the folktale. (SL.2.2.a)
SEL Objective	I can reflect on a time when I did what I could to make a situation better. (Decision Making)
Vocabulary	abandon: to leave; to give up on something central: important, dominant 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 ● <i>Cuckoo/Cucú</i>, Lois Ehlert, for reference ● <i>Seeds of Change: Planting a Path to Peace</i>, Jen Cullerton Johnson, for reference ● Text Talk Notebooks ● writing tools

	<ul style="list-style-type: none"> ● “I Will Be a Hummingbird” slides, with video (https://www.youtube.com/watch?v=IGMW6YWjMxw) ● projector and screen ● Elements of a Folktale chart, from Week 4 Day 5 ● children’s Elements of a Folktale: <i>The Little Hummingbird</i> sheets in process, from Week 4, Day 5 ● clipboards or other writing surfaces <p>On the whiteboard, write:</p> <p>What does the Little Hummingbird do? Is it similar to or different from how the other animals react to the fire? In what ways is it similar or different? What is the central message? What do you think of the ending?</p> <p>The lesson includes reading the book’s ending message from Wangari Maathai, subject of <i>Seeds of Change</i> (Unit 1). <i>Focus on First</i> includes a text titled <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>. If possible, borrow this text from a colleague to support children with making these connections.</p> <ul style="list-style-type: none"> ● chart paper and marker <p>Prepare the Weekly Question Chart. Place it in the whole group meeting area.</p>
<p>Opening 1 minute</p>	<p>Reintroduce the book and the purpose for reading.</p> <p><i>We will read The Little Hummingbird, by Michael Nicoll Yahgulanaas, again. Today, we’ll zoom in on how the Little Hummingbird responds to the story’s events and think about what this tells us about the folktale’s central message. We will continue to capture our thoughts on the Elements of a Folktale chart and your own sheets.</i></p> <p>Refer to the Elements of a Folktale chart, indicating each part. Recall the central message of <i>Cuckoo</i>.</p>
<p>Text and Discussion 20 minutes page 3</p>	<p>Begin reading. Pause on page 3.</p> <p><i>“Interdependent” is another way to say relying on each other. How might animals and the forest be interdependent?</i></p> <p>Harvest a few ideas.</p> <p><i>How are the animals reacting to the fire?</i></p>
<p>page 6</p>	<p><i>What is Little Hummingbird’s immediate response to the fire?</i></p> <p>Harvest a few ideas.</p>

<p>page 9</p>	<p><i>How does Little Hummingbird respond to this fire?</i></p> <p>Turn and talk. <i>How is this similar to or different from how Cuckoo reacts to the fire in that story?</i></p> <p>Open the book to relevant pages as children talk.</p>
<p>page 12</p>	<p><i>How do the other animals react to the fire?</i></p> <p>Harvest a few ideas.</p>
<p>page 16</p>	<p>Use the Inner Circle, Outer Circle routine to answer the first set of questions on the board.</p> <p><i>What does the Little Hummingbird do?</i> <i>Is it similar to or different from how the other animals react to the fire?</i> <i>In what ways is it similar or different?</i></p>
<p>Key Discussion and Activity 16 minutes slides</p>	<p>Bring the group back together, and distribute Text Talk notebooks and writing tools. <i>Let's take a Note Break. What do you think is the central message of The Little Hummingbird?</i></p> <p>Give children a few minutes to jot down their initial thoughts.</p> <p>Show slide 2, the image of Wangari Maathai. <i>Wangari Maathai was an important woman who strongly believed in protecting our environment. She is the subject of Seeds of Change, remember? You might also have read a story about her in first grade, Mama Miti.</i></p> <p><i>Let's watch a video of Wangari Maathai talking about The Little Hummingbird and what the central message of the story means to her.</i></p> <p>Show the video on slide 3.</p> <p>Take a second Note Break. <i>After listening to Wangari Matthai, what can you add to your understanding of The Little Hummingbird's central message?</i></p> <p>Give children a few minutes to add to their notes.</p> <p>Facilitate a discussion about the book's central message. <i>Let's add the central message to our Folktales Chart. You can add the central message to your sheets at the same time</i></p> <p>After recording the central message, continue the discussion.</p>

	<p><i>How is this message similar to the central message in Cuckoo?</i> Harvest several ideas.</p> <p><i>What is an example of a time that you did what you could to make a situation better?</i> Harvest a few ideas.</p>
<p>Closing 1 minute</p>	<p><i>Today we read The Little Hummingbird again to find out how the main character responds to a big problem and how this creates a central message. When you read stories on your own, you can keep track of important events and the main character’s response to them; you might then find the central message of a story.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What makes a plant and a pollinator a good match? Today’s reading doesn’t give us information about this. Is there anything you’d like to add that we have already explored?</i></p> <p><i>We’ll add to the chart over the week.</i></p>
<p>Standards</p>	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</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.Decision Making</p>
<p>Ongoing assessment</p>	<p>During the Inner Circle, Outer Circle routine, observe the quality of conversation about the major events of the story and the main character’s response.</p> <p>Collect and make notes of children’s Note Breaks. Do they respond to the ending to synthesize their learning and describe the central message?</p>

Notes