

Unit 4: The Power of Pollinators



WEEK 5 Day 2

**Text Talk**  
**“Wings of Life”** (video)

<b>Big Ideas</b>	Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.
<b>Weekly Question</b>	What makes a plant and a pollinator a good match?
<b>Content Objectives</b>	I can identify important information and ask questions about bats and cacti. (R.4.2)
<b>Language Objective</b>	I can participate in group discussions of a video. (SL.1.2, SL.2.2.b)
<b>SEL Objective</b>	I can communicate well with my partner about an inspiring video. (Relationship Skills)
<b>Vocabulary</b>	<p><b>alliance:</b> association based on a mutual relationship</p> <p><b>arid:</b> dry</p> <p><b>attract:</b> to interest, to draw closer (*Week 2)</p> <p><b>beckon:</b> to lure</p> <p><b>blistering:</b> extremely hot</p> <p><b>cactus:</b> a kind of succulent plant (plural: cacti)</p> <p><b>central:</b> important, dominant</p> <p><b>fertilized:</b> able to reproduce</p> <p><b>intersection:</b> crossing or connection</p> <p><b>nourishment:</b> something needed for life and growth</p> <p><b>nurture:</b> to feed and protect</p> <p><b>nursing:</b> being nourished by a breast / mother</p> <p><b>realm:</b> an area or field of something</p>

	<p><b>regenerate:</b> to regrow, to bring into existence again</p> <p><b>reproduce:</b> to produce more individuals of an organism</p>						
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● video: <a href="https://vimeo.com/63694877">Disney Nature: Wings of Life - Bats</a> (https://vimeo.com/63694877)</li> <li>● Collecting Notes and Questions: “Wings of Life - Bats” video sheet, one copy for each pair of children</li> <li>● writing tools</li> <li>● clipboards or other writing surfaces</li> <li>● chart paper and marker</li> </ul> <p>Prepare the following chart.</p> <table border="1" data-bbox="506 667 1334 1178"> <tr> <th colspan="2" data-bbox="506 667 1334 737">“Wings of Life - Bats” video</th> </tr> <tr> <th data-bbox="506 737 928 863"><b>Notes</b> What information is important here? Why is it important?</th> <th data-bbox="928 737 1334 863"><b>Questions</b> What would we like to find out?</th> </tr> <tr> <td data-bbox="506 863 928 1178"></td> <td data-bbox="928 863 1334 1178"></td> </tr> </table> <p>Assign pairs of children to work together.</p>	“Wings of Life - Bats” video		<b>Notes</b> What information is important here? Why is it important?	<b>Questions</b> What would we like to find out?		
“Wings of Life - Bats” video							
<b>Notes</b> What information is important here? Why is it important?	<b>Questions</b> What would we like to find out?						
<p><b>Opening</b> 2 minutes</p>	<p>Introduce the video and the purpose for watching.</p> <p><i>Today we’ll watch a video. It’s made by Louie Schwartzberg. We watched his video called “The Beauty of Pollination.” This video is about an important pollinator: bats. We have read a bit about bats already. What is something we have learned?</i></p> <p><i>As we watch today, we’ll pause along the way to talk and take notes. We are watching to be inspired, to identify what is important, and to ask questions about bats and cacti.</i></p>						
<p><b>Text and Discussion</b> 22 minutes</p>	<p><i>This video is about six minutes long. We’ll start by watching the video all the way through once. The second time we’ll stop along the way to talk and collect our thoughts on paper.</i></p> <p>Show the video once through.</p>						

	<p>For the second viewing, have children sit so that they can both watch the video and turn to take notes with a partner as the video is shown. The children should take turns writing. Distribute writing surfaces, writing tools, and sheets. Read the parts of the table together.</p> <p>Stop the video at the following places for children to talk and take notes. At each stop, ask the questions, <i>What seems important here? What are your questions?</i> Give children time to talk together and write down their notes. Circulate to support note taking and conversation. After each stop, harvest a few notes and questions from pairs of children and record them on the class chart.</p> <p style="padding-left: 40px;">Stop at 1:00 Cacti with crows Stop at 2:04 Cacti flowers opening - “and we wait” Stop at 3:37 Bat hanging down licking after eating Stop at 5:08 Bat with face covered in pollen</p> <p>Play to end.</p>
<p><b>Key Discussion</b>  15 minutes</p>	<p>After watching the video the second time, facilitate a class discussion, focusing on these questions:</p> <p style="padding-left: 40px;"><i>How do bats pollinate cacti?</i> <i>How do the bats get nourishment?</i> <i>How does the video communicate about the topic?</i> <i>Why do you think “Wings of Life” was chosen as the title for this video?</i></p> <p>For further discussion, draw on the following questions. Add to the chart as important ideas and/or questions arise.</p> <p style="padding-left: 40px;"><i>What does this video show? What is it about?</i> <i>What impact does the music have on the viewers’ experience?</i> <i>What impact does the narration have on the viewers’ experience?</i> <i>How are bats and cacti interdependent?</i> <i>What other organisms—plants or animals—might be affected by the relationship between bats and cacti?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we watched to be inspired, to identify what is important, and to ask questions about the topic of bats as pollinators of cactus plants. We have recorded our ideas and some questions. Let’s see if some of our questions are answered this week.</i></p>
<p><b>Standards</b></p>	<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>SL.2.2.b</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SEL.</b> Relationship Skills</p>
<p><b>Ongoing assessment</b></p>	<p>Collect and review the sheets to assess children’s understanding.</p> <p>Do children identify key details from the video, asking and answering questions?</p> <p>Do they make inferences about the interdependence of bats and cacti?</p> <p>Take note of how the particular pairs of children worked together.</p>

**Notes**