

Unit 4: The Power of Pollinators

WEEK 5 Day 3



Text Talk

“Bats Are Pollinators” (informational texts)

Big Ideas	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.
Weekly Question	What makes a plant and a pollinator a good match?
Content Objective	I can use a variety of strategies to identify the key details and big ideas of specific paragraphs within a text. (R.4.2, R.5.2.b, R.8.2.b)
Language Objective	I can identify key details in a text and discuss why they are important. (SL.2.2.a)
SEL Objective	I can communicate effectively and work as a team to identify big ideas in a complex text. (Relationship Skills)
Vocabulary	cactus: a kind of succulent plant collect: to gather depend: to rely on, to trust (*Week 2) garlic: a strong-smelling bulb used for cooking match: a person or thing that relates to another as an equal in a particular way (*Week 4) produce: to make rotten: decaying and foul
Materials and Preparation	<ul style="list-style-type: none">● “Bats Are Pollinators” slides● projector and screen● “Bats Are Pollinators” informational text, one copy for each pair of

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	<p>children</p> <ul style="list-style-type: none"> ● “Bats Are Pollinators” Important Ideas sheet, one copy for each child ● Text Talk Notebooks ● writing tools ● Annotations chart, from previous weeks <p>On the whiteboard, write the following questions.</p> <p style="text-align: center;">What are the most important ideas of each section? What do I want to teach my classmates?</p> <p>There are four sections of text. Children will first read one assigned section with a partner. Then children will separate from their partners and reform groups of four (one child who has read each section) to discuss the text as “experts” in the Jigsaw routine. Consider the number of children in the class and children’s varying needs for support to plan these groups and to assign specific sections of text. (The first two pages of the text are simpler than the last two.)</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose for reading.</p> <p><i>Today we will read “Bats Are Pollinators,” an informational text. First, you will read one section of the text with a partner. Then you will share the most important ideas of your section with a small group.</i></p> <p><i>Remember we have done a Jigsaw before. In a Jigsaw, you read and become an expert in one section of the text. Then you share your section with a small group and listen to other experts summarize their sections. In the end, you will understand the whole text better.</i></p>
<p>Text and Discussion 30 minutes</p>	<p><i>In a moment, you will read your part of the text with a partner. As you read, gather important ideas and record them on your sheet.</i></p> <p>Refer to the questions on the whiteboard, and read them aloud.</p> <p><i>What are the most important ideas of each section? What do I want to teach my classmates?</i></p> <p>Show slide 2.</p> <p><i>Here’s the first page of the text. Let’s read and think about the second full paragraph all together.</i></p> <p>Click the animation to show the paragraph in larger font.</p> <p><i>To think about what’s critical in the paragraph, we can look at the heading.</i></p> <p>Click the animation to underline the heading, and read it aloud.</p> <p><i>This might give us some clues about what the paragraph is about.</i></p>

	<p><i>Then we can read the paragraph carefully.</i> Read the paragraph aloud, tracking the print.</p> <p><i>When you read, you will write the most important ideas on this notes sheet [show the sheet]. You might also want to annotate your copy of the text to support your thinking.</i> Refer to the annotation chart.</p>
	<p>Distribute the text, sheets, writing tools, writing surfaces. Have partners sit together in spaces that are comfortable for them. Children will read their assigned sections and pause to discuss and write notes about important ideas. Children will share the text, and each child will take notes on an individual sheet.</p> <p>Circulate to support children’s reading, discussion, and identifying and writing important details; refer them to the questions on the board. Use the following questions to guide their work.</p> <p><i>Which details in the text are very important?</i> <i>Which details are less important?</i> <i>How do informational text features (headings, photographs, glossary) support the big idea?</i></p> <p>Encourage reciprocal discussion; model listening and responding.</p> <p><i>I agree with you because...</i> <i>Say more. How do you know that?</i> <i>Let’s look closely at that part one more time.</i></p> <p>Bring the class back together to form new groups.</p> <p><i>Now that you have read one section, you’ll have a chance to teach other readers about it. The person who read the first page will share information first, then the person who read the second page, and so on. Listen carefully to each other and ask questions.</i></p> <p>Reorganize children into new groups. Have these groups move to different areas of the classroom.</p> <p>As they work, encourage children to refer to their note sheets. Support their conversations, and ask prompting questions. Provide signals throughout to make certain that each child has time to share.</p> <p>Bring children back to the whole group.</p> <p><i>What are the important ideas of each section of the text?</i> <i>How did the Jigsaw help you to better understand the whole text?</i></p>
<p>Key Activity 8 minutes</p>	<p>Distribute Text Talk notebooks.</p> <p><i>Take a few minutes to write two important ideas from the whole text, and describe how you know these ideas are important.</i></p>

	Give children examples of how they can identify important ideas, as needed, such as by quoting the text, mentioning an informational text feature, or pointing out a supporting photograph, for example.
Closing 1 minute	<i>Today we read a new informational text, "Bats Are Pollinators." We gathered the important ideas from each section and heard from each other about important ideas from other sections. By doing this, we identified important ideas from the whole text and described what we learned and how.</i>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently.</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. Relationship Skills</p>
Ongoing assessment	<p>During the lesson, note how the children approach reading and the Jigsaw.</p> <p>How do children approach reading their assigned sections?</p> <p>Do they identify big ideas?</p> <p>Do they articulate what clues lead them to those ideas?</p> <p>Listen in on children's discussion.</p> <p>Do children discuss the ideas and surface the important ideas?</p> <p>Do they engage in reciprocal discussions respectfully, with partners and in a group?</p> <p>Do children piece together all the parts of the text?</p> <p>After the lesson, collect and review children's Important Ideas sheets.</p>

Notes