

Unit 4: The Power of Pollinators

WEEK 5 Day 5



Text Talk
Comparing Folktales
Cuckoo, The Little Hummingbird, and “The Vain Bat”

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	What makes a plant and a pollinator a good match?
Content Objective	I can compare the different folktales we have read. (R.5.2.a, R.11.2.a, R.11.2.b)
Language Objective	With the support of my classmates, I can recount and discuss key similarities and differences in three folktales. (SL.1.2)
Vocabulary	<p>central: important, dominant</p> <p>pattern: things that repeat in the same way</p> <p>phenomena: things that are observable and make an impression</p> <p>pursuit: seeking to get</p> <p>shame: to make feel embarrassed</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Cuckoo</i>, Lois Ehlert ● <i>The Little Hummingbird</i>, Michael Nicoll Yahgulanaas ● “The Vain Bat,” one printed copy ● Elements of a Folktale chart, from Day 4 ● Discussion Prompts chart ● highlighters or markers ● Folktale Endings text excerpts, one set for each pair of children ● Folktale Endings sheet, one copy for each child <p>On the whiteboard, write two sets of questions: How is each folktale the same or different?</p>

What patterns do you see?

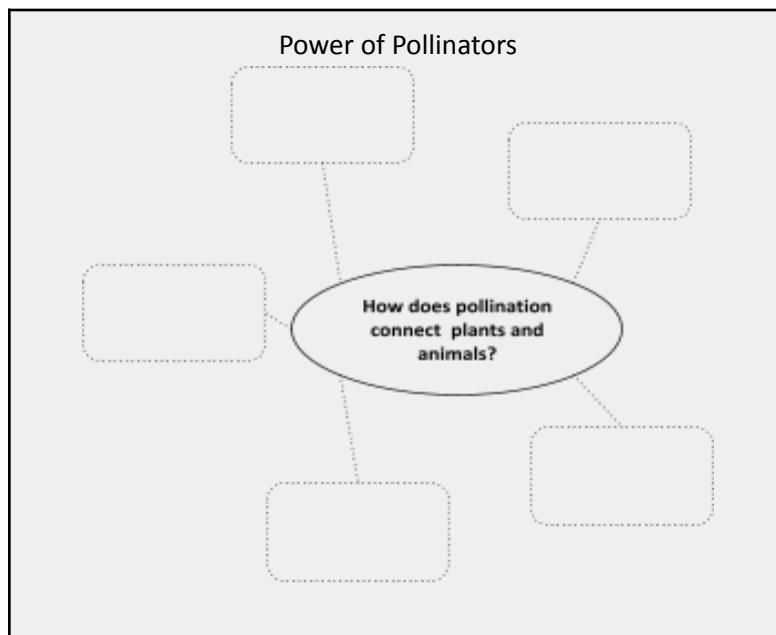
How does this folktale end?

Does it have a central message?

Does it explain something in the world?

Children will read and take notes together. Assign pairs strategically. Also plan for pairs to join to form groups of four for Numbered Heads Together.

- Weekly Question charts from Weeks 1-5
Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Bees Are Essential Pollinators (but do not write these on the chart). Before the lesson, post the Weekly Question charts so that they are all visible for the whole group.
- chart paper
Create the following Power of Pollinators chart. In the center of the paper, write the unit question: How does pollination connect plants and animals?



Note: the number of boxes will be determined by the whole group conversation. Plan for about 5-8 boxes on the chart. There are six big ideas in the unit, and the boxes might or might not correspond to these.

Opening

We have read three folktales as we have been studying pollinators.

Text Talk U4 W5 D5

<p>1 minute</p>	<p><i>Today we will compare the folktales to find patterns. We'll also look closely at the endings to see how the folktales present the central message, lesson, or explanation of phenomena.</i></p>
<p>Text and Discussion 8 minutes</p>	<p>Have children turn and talk with a partner to recall each folktale. As useful, hold up each text and turn to particular pages to show important illustrations.</p> <p><i>What do we remember was the gist of Cuckoo? What about The Little Hummingbird? And "The Vain Bat"?</i></p> <p>Harvest a few ideas.</p> <p><i>Now, as we look at the chart, think about what patterns you notice.</i></p> <p>Read the chart aloud.</p> <p><i>With a partner, you'll discuss the elements of each folktale— the beginning, middle, and end, as well as the presence of mystical beings.</i></p> <p><i>How is each folktale the same or different in these areas? What are some patterns that you see? [Refer to the questions on the board.]</i></p> <p><i>After you talk with your partner, you'll join another pair to form a small group to share your ideas.</i></p> <p>Refer to the class established Discussion Prompts to encourage respectful, reciprocal conversation.</p> <p>Have children discuss in pairs, and then signal them to move into groups of four. Remind them to each assign themselves a number, 1-4.</p> <p>After about five minutes, bring the whole group back together.</p> <p>Harvest information from the groups by calling on a "Numbered Head." As children share their ideas, add to the class chart. Use one color to note patterns across folktales; use different colors to mark elements that are unique to an individual folktale.</p>
<p>Key Activity 17 minutes</p>	<p>Have the children return to their original partners. Distribute to each pair one set of the Folktale Endings text excerpts and two Folktale Endings sheets. Either</p> <p><i>With your partner, read the endings of the three folktales. When you finish reading, answer these questions together:</i></p> <p><i>How does this folktale end?</i></p> <p><i>Does it have a central message?</i></p> <p><i>Does it explain something in the world?</i></p>

	<p><i>As you discuss, you can each fill in your own Folktale Endings sheet. As children work, circulate to support them. Point them to language in the endings that helps determine the kind of ending and what defines it as such. One example of a response would be: “The Vain Bat” ends with an explanation of phenomena because it explains why bats live in caves and fly fast at night.</i></p> <p>On the back of the page, have children write to compare these endings. They can continue this work at the Writing Station.</p> <p>When children finish, bring the group back together, and ask a few children to share highlights of their writing.</p> <p>Finally, use the ideas children share to complete the final column of the Elements of a Folktale chart (central message).</p> <p>Collect the sheets.</p>
<p>Closing 3 minutes</p>	<p><i>Today we read, talked, and wrote to compare the elements of three folktales. Is there anything we can say about folktales in general?</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Read the Week 5 Weekly Question Chart. Quickly note one or two essential ideas.</p> <p>Incorporate new ideas from today’s discussions. <i>What can we learn about animal pollinators through folktales?</i></p>
<p>Unit Question Chart 8 minutes</p>	<p><i>We’ve been thinking about the power of pollination for a few weeks now. Let’s look back at some of the ideas we’ve had so far and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart.</p> <p><i>Today we are going to work on a new chart to help us think about all our ideas about the power of pollination. Let’s see if we can find patterns in our thinking and if they can help us answer a big question: How does pollination connect plants and animals? Animals includes humans.</i></p> <p>Model synthesizing ideas. Refer to ideas that have been marked with similar colors.</p> <p><i>These three ideas are all about how bees' bodies help them pollinate. We can rephrase that: Bees survive through the process of pollination. I’ll write that sentence in a box on our chart.</i></p> <p>On the Power of Pollinators chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p>

	<p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the Power of Pollinators chart.</p> <p>This chart will be added to in Week 8.</p>
Standards	<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.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>Note children’s contributions to the small group and large group conversations. Review children’s Folktale Endings sheets.</p> <p>What patterns and connections do children find?</p> <p>What do children understand about folktales?</p> <p>How do they apply and extend their knowledge of pollination in thinking about these folktales?</p> <p>How do they record their ideas in writing?</p> <p>Make copies to have documentation of each child’s thinking.</p>

Notes