
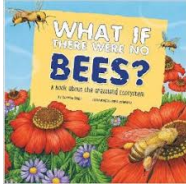



<p>Weekly Question: Why is pollination important to people and other animals?</p>		
<p>Texts</p>   	<p>Vocabulary and Language</p> <p>Days 1 & 2: Introduce Weekly Words: <i>critical, damage, evolve, extinct, food chain, legislation, nourishment, pesticide</i></p> <p>Day 3: Changing Nouns to Verbs</p> <p>Day 4: Changing Verbs to Nouns</p> <p>Day 5: Answering a Weekly Question</p>	
	<p>Text Talk</p> <p>Day 1: “Disappearance of Bees: What’s the Impact?” (video)</p> <p>Day 2: Pollinator Project Introduction and Planning</p> <p>Day 3: <i>What If There Were No Bees?</i>, Read 1 of 3</p> <p>Day 4: <i>What If There Were No Bees?</i>, Read 2 of 3</p> <p>Day 5: <i>What If There Were No Bees?</i>, Read 3 of 3, and MA Legislation</p>	
	<p>Stations</p> <p>Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (“Bats Are Pollinators”)</p> <p>Science Literacy: How have our classroom plants changed?</p> <p>Vocabulary: Choose 3!, Talk About It</p> <p>Word Work: select from activities</p> <p>Writing: follows from Text Talk Week 6, Day 1 and Day 5</p>	
	<p>Science and Engineering (3 days)</p> <p>Lesson 1: Quadrat Study 8 (final)</p> <p>Lessons 2 & 3: Properties of Materials for Designing Hand Pollinators</p>	<p>Studios (2 days)</p> <p>Work on the Pollinator Project begins. Studios are flexible and open for children to access and use any materials and processes explored thus far.</p>
	<p>Writing: Argument</p> <p>Day 1: Deconstruction and Joint Construction: Reasons</p> <p>Day 2: Deconstruction and Joint Construction: Collecting Evidence</p> <p>Day 3: Deconstruction and Individual Construction: Media</p> <p>Day 4: Individual Construction: Planning and Writing</p> <p>Day 5: Individual Construction</p>	