

Unit 4: The Power of Pollinators

WEEK 6 Day 5

Vocabulary & Language
Answering a Weekly Question

Weekly Questions	<p>Week 5: What makes a plant and a pollinator a good match?</p> <p>Week 6: Why is pollination important to people and other animals?</p>
Language Objective	<p>I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)</p>
Vocabulary: Week 5	<p>disperse (n: dispersal): to scatter</p> <p>essential: necessary, needed</p> <p>locate (n: location): to find the position or place of</p> <p>mutual: done by each for the other; having the same relationship toward each other</p> <p>slurp: to noisily suck food or drink</p> <p>species: a group of living things (that can mate with one another but not with those of other groups)</p> <p>spread: to scatter or send out</p> <p>transfer: to move or carry from one place to another</p>
Week 6	<p>critical: very important</p> <p>damage (n): harm that makes something less valuable; (v): to do harm</p> <p>evolve: to develop over time</p> <p>extinct: having no living examples, such as an animal or plant</p> <p>food chain: a series of organisms, each dependent on the next as a source of food</p> <p>legislation: the process of passing laws</p> <p>nourishment: food or other substances needed for health and growth</p> <p>pesticide: a substance used to destroy insects that are harmful to plants</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Week 6 Answering a Weekly Question sheets, one for each small group ● pencils, one or two for each small group ● Weekly Questions for Weeks 5 and 6, printed or projected ● Weekly Words cards for Weeks 5 and 6

	<ul style="list-style-type: none"> • chart paper and markers (2 different colors) <p>Strategically assign children to groups of four, and plan where each group will work around the classroom.</p>
Opening	<i>This week we will use the Answer a Weekly Question routine. After you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i>
Key Activity	Facilitate the Answering a Weekly Question routine, as established in even weeks since Unit 1.
Closing	<i>You have really packed words into your answers to the Weekly Questions!</i>
Standards	<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> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>
Ongoing assessment	<p>Listen to children's conversations as they work.</p> <p>How accurately do children use words in context?</p> <p>What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children's interactions in small groups.</p> <p>How effectively do children work in their groups?</p> <p>What roles do they take on?</p> <p>Reflect on the whole group sharing of one group's response.</p> <p>What more was revealed about children's understanding and application of words?</p> <p>Review each sheet. Use children's answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.</p>