



WEEK 6 Day 1

Text Talk:
“Disappearance of Bees: What’s the Impact?” (video)

Big Ideas	Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.
Weekly Question	Why is pollination important to people and other animals?
Content Objective	I can ask and answer questions to demonstrate my understanding about the impact of the disappearance of bees in the South Sichuan Province of China. (R.4.2, 2.T2.4)
Language/SEL Objective	In small and large groups, I can make and discuss connections between a real-life dilemma and how it connects to my community. (SL.1.2, Social Awareness)
Vocabulary	<p>conjure: to do or produce out of imagination</p> <p>* critical: very important</p> <p>ecosystem: a group of animals and plants living in one place and impacting each other (*Week 4)</p> <p>hand pollinate: to use a tool to transfer pollen from the stamen of one flower to the pistil of another to aid pollination</p> <p>harvest: the gathering of crops, or the season in which crops are gathered</p> <p>impact: to have a strong effect on someone or something (*Unit 2, Week 3)</p> <p>* pesticide: a substance used to destroy insects that are harmful to plants</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Disappearance of Bees: What’s the Impact? video (https://mass.pbslearningmedia.org/resource/vt107.1a.rv.text.beesdisap/disappearance-of-the-bees-whats-the-impact/#.WvCY6NMvzBJ) ● world map ● “Disappearance of the Bees” Notes sheet, one for each child

	<ul style="list-style-type: none"> ● writing tools ● clipboards or other writing surfaces ● Weekly Word cards for (<i>critical, pesticide</i>) ● chart paper, 2 pieces <p>At the top of one sheet of chart paper, write the title, Ways We Can Help Protect Bees.</p> <p>On the other piece, prepare the Weekly Question Chart.</p> <ul style="list-style-type: none"> ● Writing Station Response: “Disappearance of Bees: What’s the Impact?”, 1 copy
<p>Opening 2 minute</p>	<p><i>Today’s text is a video titled “Disappearance of Bees: What’s the Impact?” We’ll watch just part of it, where we’ll learn about a real-life dilemma: a place with no bees. The video takes place in China, in the South Sichuan Province, although this dilemma exists in other places, as well.</i></p> <p>Show where the South Sichuan Province is on the map. Invite children to share any knowledge or connections they have.</p> <p><i>As we watch, we’ll stop to discuss and take notes. And after we watch, we will think about how this dilemma connects to our own community.</i></p> <p>Distribute Notes sheets, writing tools, and clipboards.</p>
<p>Text and Discussion 20 minutes 0:00-2:06</p>	<p><i>You’ll notice a few voices in this video: the farmers speak in Mandarin, another voice translates into English, and another voice narrates.</i></p> <p>Affirm children’s linguistic cultures and knowledge.</p> <p>Show the video from the beginning, and stop at 2:06.</p> <p><i>What dilemma does the video describe? Confirm your idea with a partner, and then write it in the first box on your sheet.</i></p> <p>Harvest several ideas.</p> <p><i>We have watched only a small part of this video. What questions do you have so far? [If children need prompting, suggest a question, such as <i>What do farmers do if there are now no bees to pollinate the pear trees?</i>]</i></p> <p>Pass out Text Talk Notebooks for children to take a Note Break. Have children write questions or current reactions/thoughts.</p> <p><i>Write down one question in the next box, and then share it with your partner.</i></p> <p>After they write, invite a few children to share their own or their partners’</p>

	<p>questions.</p> <p>Use the Weekly Word card to define or review the definition of “pesticide,” and revisit the term “hand pollination,” which children will encounter in depth during Science and Engineering Lesson 2.</p>
2:07-4:10	<p>Return to the video, and watch through 4:10.</p> <p><i>How are people addressing this dilemma? What are they doing in response to the problem of having no bees? Confirm your idea with a partner, and then write it in the next box on your sheet.</i></p> <p>Harvest several ideas.</p> <p><i>How did the farmer conjure, or create, a hand pollinator? Why are these details important?</i></p> <p>Provide time for children to talk with partners and add new ideas to their sheets under the second question.</p>
4:10 - 5:31	<p>Preview challenging vocabulary, such as “substitute” and “sustainable.” Play the video to 4:39.</p> <p><i>Did you hear that?! We learn here that one hive of bees can pollinate up to 3 million flowers in a day. Compare this to a human, who can pollinate about 30 trees in a day!</i></p> <p>Play the remainder of the video.</p> <p><i>Why are scientists worried that hand pollination is not sustainable?</i></p>
Key Discussion 13 minutes	<p><i>How are bees critical—very important—to this community? Confirm your idea with a partner, and then write it in the first box on your sheet.</i></p> <p>Harvest several ideas.</p> <p><i>Let’s think about how this connects to our community. With your partner, talk about some ways we can help to protect bees here. Write or draw a few ideas as you talk.</i></p> <p>Circulate to support children as they talk and record their ideas.</p> <p>Bring the group back together. Invite children to share their own and their partners’ ideas. Record these ideas on the chart, Ways We Can Help Protect Bees. Keep this chart for Day 5.</p>
Closing 1 minute	<p><i>We have learned more about how people in a particular community are addressing a pollination problem.</i></p>

<p>Weekly Question 3 minutes</p>	<p>Introduce the Weekly Question Chart. <i>Throughout this week, we will be asking and answering this question: Why is pollination important to people and other animals? Today’s video text already has us thinking about this. What can we write on our chart?</i></p> <p><i>We’ll add to this chart over this week and next.</i></p>
<p>Writing Station Prompt 1 minute</p>	<p>Introduce the Writing Station prompt. <i>At the Writing Station, you’ll write and draw more about ways we can protect bees.</i></p> <p>Read the prompts and clarify children’s questions.</p> <p>Invite children to close their eyes and make a movie in their head, imagining what it would be like to hand pollinate.</p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why. 2.T2.4 Explain and describe human interaction with the physical world (the environment). 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. SEL. Social Awareness.</p>
<p>Ongoing assessment</p>	<p>Review the Notes sheets.</p> <p>Do children accurately identify the dilemma? Do children identify how the dilemma was addressed? Do children make connections to the importance of bees in our community? Do children engage in collaborative conversations with their peers?</p>

Notes