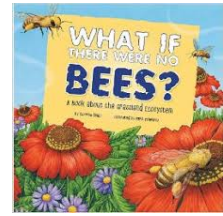


Unit 4: The Power of Pollinators

WEEK 6 Day 3



Text Talk:
What If There Were No Bees
 Read 1 of 3

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 use text and images to identify the author’s main point and the reasons that support it. (R.11.2.c, R.11.2.d, R.10.2.a)
Language Objectives	I can combine information I already know with new details from a text read aloud. (SL.2.2.a) I can use what I know about the meaning of individual words to predict the meaning of compound words. (L.4.2.d)
SEL Objective	I can evaluate the impact the extinction of bees would have on our world. (Decision Making)
Vocabulary	blanketing: covering chain reaction: a series of events in which the result of one event becomes the cause of the event that follows * critical: very important dart: to move quickly from one place to another ecosystem: a group of animals and plants living in one place and impacting each other (*Week 4) * extinct: having no living examples, such as an animal or plant * food chain: a series of organisms, each dependent on the next as a source of food

	<p>grassland: a large area that is mostly made up of grass, plants, trees</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>What If There Were No Bees? A Book about the Grassland Ecosystem</i>, Suzanne Slade ● Weekly Word card for “ecosystem” ● <i>What If There Were No Bees</i> slides, pages 4-5 ● projector and screen <p>Write the following discussion questions on the board, with space left above the first question and between the pairs of questions.</p> <p style="padding-left: 40px;">What is the author’s main point? What is one reason that supports the author’s point?</p> <p style="padding-left: 40px;">What types of dangers do bees face? How would humans be affected if there were no bees?</p>
<p>Opening 3 minutes</p>	<p>Introduce the text.</p> <p style="padding-left: 40px;"><i>Today we will read the book What If There Were No Bees? A Book about the Grassland Ecosystem. An ecosystem is a group of plants and animals that live together in a certain place and impact each other. [Revisit Weekly Word card]</i></p> <p style="padding-left: 40px;"><i>We already know a lot about bees.</i></p> <p>Think, Pair, Share.</p> <p style="padding-left: 40px;"><i>What do you think would happen if there were no bees?</i></p> <p>Harvest a few ideas, and write them at the top of the whiteboard.</p> <p>Set a purpose for reading.</p> <p style="padding-left: 40px;"><i>With this title, What If There Were No Bees?, we can already guess that the author, Suzanne Slade, is making an argument about bees. Today as we read we will identify the main point the author makes and the reasons she gives to support her thesis.</i></p> <p>For this lesson, skip the text boxes.</p> <p style="padding-left: 40px;"><i>Like other informational texts we have read, this book includes text boxes. We won’t read them today, but we’ll come back to them.</i></p>
<p>Text and Discussion 20 minutes</p> <p>page 3</p>	<p>Read through page 3.</p> <p style="padding-left: 40px;"><i>“Grassland” is a compound word; what are its parts? We have seen this word before, when we studied erosion. Look closely at the illustration. What does “grassland” mean?</i></p> <p style="padding-left: 40px;"><i>Here’s another figure of speech [reread the sentence]: “Bees do the work of giants!”</i></p>

	<p><i>Turn and talk: what do you think this means? As part of her argument, Suzanne Slade tells us how important bees are, despite their size.</i></p>
slide 2 pages 4-5	<p>Show slide 2. Give children time to look at the illustration before reading.</p> <p><i>These pages provide us with a lot of information, through both words and the diagram by the illustrator, Carol Schwartz. The diagram, with arrows, shows several food chains.</i></p> <p>Use the Weekly Word card to revisit the definition.</p> <p>Point to the bee. <i>The bee is here, at the center of it all. The many arrows show us different food chains. For instance, let's follow the yellow arrows. The bee is eaten by a wasp. Then the wasp is eaten by a skunk, and the skunk is eaten by an owl.</i></p> <p>Think, Pair, Share. <i>Describe one other food chain that the bee is part of.</i></p> <p>Be sure to highlight the flower nectar and honeycomb and their roles in the food chains. <i>Based on the information on these pages, what might Suzanne's Slade's main point, or thesis, be?</i></p>
page 10	<p>Point out the missing bee in the illustration. <i>Why do you think the bee is missing in this illustration? How does this illustration support the author's point?</i></p>
page 19	<p>Engage children's experience to define the word "blanketing."</p>
page 20	<p>Read through page 20. <i>Now that we have read the full text, what do you think is Suzanne's Slade's main point?</i></p>
page 21	<p><i>Here's a simple map of the world.</i></p> <p>Point to the key. <i>The key indicates that yellow areas of the map are where we find grasslands. What do you notice? How does this map help us to better understand the author's main point?</i></p>
Key Discussion 15 minutes	<p>Move children into groups of four for the Numbered Heads Together routine. Read the two sets of questions on the board. Have children discuss the first question, drawing on the text to support their answers.</p>

	<p>Pose the discussion questions and remind children to use evidence from the text in their responses.</p> <p>Harvest children’s thinking by calling on one “numbered head” and giving other children an opportunity to respond or make connections.</p> <p>Repeat this process with the second set of questions and a different “numbered head.”</p>
<p>Closing 2 minutes</p>	<p><i>Let’s revisit our original ideas about what would happen if there were no bees.</i></p> <p>Review the initial ideas recorded on the whiteboard. <i>What can we add now?</i></p> <p>Record any new ideas on the Weekly Question chart.</p>
<p>Standards</p>	<p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p> <p>R.10.2.a Describe how reasons support specific points the author makes in a text.</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>L.4.2.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>SEL.Decision Making</p>
<p>Ongoing assessment</p>	<p>Listen in on children’s discussions.</p> <p>Do children articulate the author’s main point and reasons that support this belief?</p> <p>Do children use text and images to support their inferences about the author’s main point?</p> <p>Do children use knowledge of individual words to predict the meaning of compound words?</p>

Notes