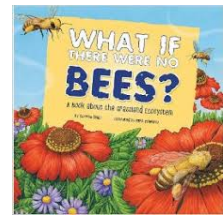


Unit 4: The Power of Pollinators

WEEK 6 Day 4



Text Talk:
What If There Were No Bees
 Read 2 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 key details from the text to describe a chain reaction that would occur if bees became extinct. (R.6.2.b)
Language Objective	I can participate in partner discussions by listening and speaking one at a time. (SL.1.2.a)
SEL Objective	I can determine the chain reaction that would occur if bees became extinct. (Decision Making)
Vocabulary	<p>blanketing: covering</p> <p>chain reaction: a series of events in which the result of one event becomes the cause of the event that follows</p> <p>* critical: very important</p> <p>dart: to move quickly from one place to another</p> <p>ecosystem: a group of animals and plants living in one place and impacting each other (*Week 4)</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>grassland: a large area that is mostly made up of grass, plants, trees</p> <p>keystone species: a family of living organisms upon which other organisms depend</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, 2 copies Flag pages 4 and 10-19 of each book. ● <i>Soccer Star</i>, Mina Javaherbin, from Unit 3 Flag page 23 (“My sister runs to my teammates...”). ● chart paper and marker Prepare the following chart. <table border="1" data-bbox="540 510 1330 892"> <tr> <th colspan="2">Organisms that would be affected if bees became extinct</th> </tr> <tr> <td style="width: 50%; height: 150px; vertical-align: top;">Animals</td> <td style="width: 50%; height: 150px; vertical-align: top;">Plants</td> </tr> </table> <ul style="list-style-type: none"> ● <i>What If There Were No Bees?</i> Chain Reaction sheet, one copy for each child ● writing and drawing tools ● <i>What If There Were No Bees?</i> Chain Reaction slides ● projector and screen 	Organisms that would be affected if bees became extinct		Animals	Plants
Organisms that would be affected if bees became extinct					
Animals	Plants				
<p>Opening 4 minutes</p>	<p>Reintroduce the text. <i>We will read What If There Were No Bees?: A book about the Grassland Ecosystem again today. Yesterday, we discussed Suzanne Slade’s main point. What is the important message she wants her readers to understand?</i> Harvest and affirm several responses.</p> <p>Set a purpose for reading. Show page 4. <i>Bees are a part of many food chains. Today we will think more deeply about Suzanne Slade’s argument and think about chain reactions. A chain reaction is a series of events that are caused one by another. Here’s an example.</i></p> <p>Show <i>Soccer Star</i>. Open to page 23. <i>Maria really wants to play on the team. [Turn the page.] When the other team’s player kicks the ball, Jose jumps. [Turn the page.] When he jumps, he falls, and when he falls, he hurts his wrist. When he can’t play, the team needs another player... and Maria gets to play!</i></p>				

	<p><i>That's a chain reaction—one event is caused by the event before it.</i></p>
<p>Text and Discussion 15 minutes page 11</p>	<p>Return to <i>If There Were No Bees?</i>. On page 11, first read the text box. <i>Many organisms depend on bees.</i></p> <p>Read the heading and main text. <i>According to this page, what plants would suffer if bees became extinct?</i></p> <p>List the plants on the chart.</p> <p>Turn to pages 12-13. Pause to look at the illustration. <i>What's happening in the illustration? What's missing now?</i></p> <p>Read the main text, and add to the chart. <i>What is the chain reaction so far?</i> [Having no bees causes there to be no strawberries along with other fruits and vegetables.]</p> <p>Read the text box.</p>
<p>page 15</p>	<p><i>Look carefully at the illustration while I read.</i></p> <p>Read the text on page 14. Add plants and animals to the chart.</p> <p>Read the text box. Add to the chart. <i>The text and illustrations describe a series of related events, a chain reaction.</i></p> <p>If helpful, flip back through the previous few pages to retell the chain reaction.</p> <p>Read to the end of the text.</p>
<p>Key Activity 20 minutes</p>	<p><i>We learned in a text box that bees are a keystone species. Many species would be affected if bees became extinct.</i></p> <p><i>Now you'll work with a partner to talk, write, and draw about a chain reaction that would occur if there were no bees.</i></p> <p>Show the sheet. Indicate the available resources: copies of the book with pages flagged, the chart, and slides. Send children to work in pairs at tables or with clipboards, as is comfortable.</p> <p>As children work, circulate the books and click through the slides, as useful. Encourage children to think about the relationships from one event to the next. Support them to include important details in their drawings and to add labels.</p> <p>Bring the group back together. Invite a few pairs to share their work and others to respond with “Me, too” or other signals to indicate connections.</p> <p>Facilitate a whole group discussion. <i>What makes certain plants and animals interdependent?</i></p>

	<i>What do we understand now about how organisms benefit each other?</i>
Closing 1 minute	<i>Today we read, thought, talked, wrote, and drew about what would happen if bees became extinct. Tomorrow, we will revisit this text and find out what some leaders in our State are doing to help protect bees in our community.</i>
Standards	<p>R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect.</p> <p>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SEL.Decision Making</p>
Ongoing assessment	<p>Note how children approach the work of identifying and representing a chain reaction.</p> <p>Do children discuss and note a logical chain reaction?</p> <p>What questions do children ask?</p> <p>Review children’s sheets.</p>

Notes