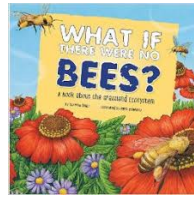


Unit 4: The Power of Pollinators



WEEK 6 Day 5

Text Talk:
What If There Were No Bees?
 Read 3 of 3
 and
Legislation to Protect Pollinators

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| 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 identify and compare the main idea and purpose of texts. (R.5.2.b, R.9.2.b, R.11.2.c, R.11.2.d) |
| Language Objective | In small and large groups, I can describe key ideas and make connections between texts and a real-life dilemma. (SL.1.2, SL.1.2.c, SL.2.2.a) |
| SEL Objective | I can identify ways that I and others can help protect bees in our community. (Decision Making) |
| Vocabulary | <p>absorb: to soak up</p> <p>bill: a proposed law that has not been voted on</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>* 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>* legislation: the process of passing laws</p> |

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| | <p>legislator: someone who makes laws</p> <p>permission: being allowed</p> <p>present: existing</p> <p>replace: to put in place of</p> <p>training: instruction and practice to prepare for a specific activity, such as a job or sport</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 ● Legislation to Protect Pollinators slides ● Legislation child-friendly text, one copy for each pair of children Determine which pairs of children will read the House and Senate versions, matching readers to the length and complexity of each text. ● Text Talk Notebooks ● writing tools ● Ways We Can Help Protect Bees chart, from Day 1 ● marker ● Writing Station Response: Legislation to Protect Pollinators, 1 copy <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">Why did the author write <i>What If There Were No Bees?</i></p> |
| <p>Opening 1 minute</p> | <p>Reintroduce the text. Set a purpose for reading.</p> <p style="padding-left: 40px;"><i>Today we will look again at some pages in What If There Were No Bees?: A book about the Grassland Ecosystem to discuss the author’s purpose: why did Suzanne Slade write this text?</i></p> <p style="padding-left: 40px;"><i>Then, we will consider some legislation that leaders in the state of Massachusetts have proposed to protect bees in their community. We can learn from this work</i></p> <p>Revisit the Weekly Word card for “legislation.”</p> |
| <p>Text and Discussion 14 minutes pages 2-3</p> | <p style="padding-left: 40px;"><i>We will read only a few pages from What If There Were No Bees?</i></p> <p>Read page 3. Think, Pair, Share.</p> <p style="padding-left: 40px;"><i>Why do you think the author wrote What If There Were No Bees?</i></p> |
| <p>pages 8-9</p> | <p>Skip to pages 8-9. Read the text, including the text box. Think, Pair, Share.</p> <p style="padding-left: 40px;"><i>Now why do you think the author wrote What If There Were No Bees?</i></p> |

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| <p>pages 18-20</p> | <p>Skip to page 18, and read through page 20. Facilitate a whole group discussion. <i>Why did the author write What If There Were No Bees?</i> <i>What can readers learn from this book?</i></p> |
| <p>Legislation slides and child-friendly text 10 minutes</p> | <p><i>In her book, Suzanne Slade describes several dangers to bees. On the last page, she names a couple of things people can do to protect them. What is being done about this locally, where we live?</i></p> <p><i>In the state near us, in Massachusetts, many legislators—people who make laws— are concerned about pollinators, too, and they want to set rules about what chemicals farmers may and may not use. A bill is a proposal for a law that has not been fully voted on yet; legislators are still making arguments to each other about whether these bills should become laws, and why.</i></p> <p>Show slide 2. <i>Many community and state organizations have been working for a long time to convince lawmakers to protect pollinators. [Name the organizations on the slide.]</i></p> <p>Show slide 3. <i>There are two bills being considered at their State House now: House Bill 896, “An Act to protect Massachusetts pollinators” and Senate Bill 528, “An Act protecting pollinators by eliminating harmful products.” Both of them address a specific kind of pesticides, called neonicotinoids, or “neonics.”</i></p> <p>Show slide 4. <i>This is what the House bill looks like. We can see the names of all the legislators who support this bill, who want it to become a law.</i></p> <p>Briefly show slide 5. <i>Here’s the rest of the bill. It is very specific. Let’s read a more child-friendly version of the bill.</i></p> <p>Show and read the text on slides 6-8. Inviting children to make connections, and answering their clarifying questions. <i>What is the purpose of this bill?</i></p> <p>Show slide 9. <i>Here is the Senate bill.</i></p> <p>Show and read slide 10. Turn and talk. <i>How is the purpose of the Senate bill similar to the purpose of the House bill? How is it different?</i></p> |

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| <p>Key Activity 10 minutes</p> | <p>Have children turn to work with partners. Distribute Legislation child text (to each pair), with Text Talk Notebooks, and writing tools. Direct children to read House Bill 896 or Senate Bill 528, as planned.</p> <p><i>Read and annotate the legislation with your partner. Then, in your notebooks, write and draw to answer this question: What are the leaders doing to protect pollinators? How might we learn from them?</i></p> <p>As children work with their assigned text, circulate to support them to understand vocabulary and each section of text; to annotate with underlining, exclamation points, and question marks; to discuss what they understand; and to cite the text as they write.</p> <p>Bring children back together and invite them to share their thoughts and writing about the legislation they have read. Facilitate a discussion to compare the two bills and what they aim to accomplish.</p> <p><i>After discussing this legislation, Is there something you would like to say to our legislators?</i></p> |
| <p>Closing 2 minutes</p> | <p><i>What connections do you make among the book What if There Were No Bees?, the video “Disappearance of the Bees: What’s the Impact,” and this legislation?</i></p> <p>Add children’s thinking to the Ways We Can Help Protect Bees chart (children may suggest contacting legislators to convince them to make these bills into law).</p> <p><i>We’ll keep all of these ideas in mind as we work on our Pollinator Project.</i></p> |
| <p>Weekly Question Chart 2 minutes</p> | <p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: Why is pollination important to people and other animals?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge.</p> <p><i>We’ll continue to think about this same question next week.</i></p> <p>Save this chart for use in Weeks 7 and 8.</p> |
| <p>Writing Station Prompt 1 minute</p> | <p>Introduce the Writing Station prompt.</p> <p><i>At the Writing Station, you’ll write down what you might say to convince legislators to protect pollinators.</i></p> <p>Read the prompts and clarify children’s questions.</p> |

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| <p>Standards</p> | <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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>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>SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</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>SEL. Decision Making</p> |
| <p>Ongoing assessment</p> | <p>Listen in and observe as children work with partners. Review children’s Text Talk notebooks.</p> |

Notes