

Unit 4: The Power of Pollinators

WEEK 7 At a Glance

<p>Weekly Question: Why is pollination important to people and other animals? (continues from Week 6)</p>			
<p>Texts</p>   	<p>Vocabulary and Language</p> <p>Days 1 & 2: Introduce Weekly Words: <i>commitment, local, organization, plot, public, restore, trace, wildflower</i></p> <p>Day 3: Sentence Types</p> <p>Day 4: Sentence Types</p> <p>Day 5: Making and Using New Words</p>		
	<p>Text Talk</p> <p>Day 1: “Boston Local Pollinators” (brochure)</p> <p>Days 2-3: <i>Bee</i></p> <p>Days 4-5: <i>Are We Still Friends?</i></p>		
	<p>Stations</p> <p>Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (<i>What if There Were No Bees?</i>)</p> <p>Science Literacy: How have our classroom plants changed?</p> <p>Vocabulary: Choose 3!, Talk About It</p> <p>Word Work: select from activities</p> <p>Writing: continuing work on brochures</p>		
<p>Mentor text</p> 	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering</p> <p>Lessons 1 and 2: Designing Hand Pollinators</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios</p> <p>Children continue contributing to the Pollinator Project, according to the class Project Plan.</p> <p>In Research, children may look more closely at a class resource to find examples of how pollinators impact food production and supply.</p> </td> </tr> </table>	<p>Science and Engineering</p> <p>Lessons 1 and 2: Designing Hand Pollinators</p>	<p>Studios</p> <p>Children continue contributing to the Pollinator Project, according to the class Project Plan.</p> <p>In Research, children may look more closely at a class resource to find examples of how pollinators impact food production and supply.</p>
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	<p>Writing: Argument</p> <p>Day 1: Joint Construction and Deconstruction: Adjectives</p> <p>Day 2: Individual Construction</p> <p>Days 3-4: Individual Construction; Individual/Small Group/Whole Group instruction</p> <p>Day 5: Peer-to-Peer Feedback</p>		