

Unit 4: The Power of Pollinators



WEEK 7 Day 1

Text Talk
“Boston Local Pollinators” (brochure)

Big Ideas	Organisms in an ecosystem are interdependent. The parts of an organism have specific functions. Pollination is a result of animal behavior.
Weekly Question	Why is pollination important to people and other animals? (continues from Week 6)
Content Objectives	I can identify important text features of a brochure. (R.8.2.b) I can explain how the images in the brochure clarify the text. (R.11.2.c, R.11.2.d) I can explain the author’s purpose in writing a brochure about Boston Local Pollinators instead of a different kind of text. (R.9.2.b)
Language / SEL Objective	I can talk about an informational brochure by linking my comments to those of my classmates. (SL.1.2.b, Relationship Skills)
Vocabulary	bill: beak burrow: to make a hole or tunnel in the ground by digging curve: bending line corridor: long passageway leg basket: the part of a bee’s leg that carries pollen milkweed: a plant specially matched for providing food for and pollination by the Monarch butterfly Monarch butterfly: a familiar North American butterfly * wildflower: flower that grows without planting or care by people
Materials and Preparation	<ul style="list-style-type: none"> ● “Boston Local Pollinators” brochure, Theresa Vilcapoma ● “Boston Local Pollinators” brochure, one black and white copy for

	<p>each child</p> <ul style="list-style-type: none"> ● other unit texts, for reference ● brochure pages, a variety of panel options for each child ● writing and drawing tools ● Weekly Question chart, begun in Week 6 <p>On the whiteboard, write:</p> <p style="text-align: center;">What text features make a brochure unique? Why did the author write this text as a brochure?</p>
<p>Opening 1 minute</p>	<p>Introduce the text, and set the purpose for reading.</p> <p><i>Today we are going to closely read the “Boston Local Pollinators” brochure. We have looked at this text previously during Writing. We can consider these pollinators in our area, too.</i></p> <p><i>We are going to look at it as readers and ask ourselves: What text features make a brochure unique? and: Why did Theresa Vilcapoma write the text this way—as a brochure instead of as a book?</i></p>
<p>Text and Discussion 18 minutes</p> <p>butterflies</p>	<p><i>In Writing, we talked about where the brochure starts and how the information flows on the page. That will help us read the brochure now. We know that the brochure starts on the cover; I will read first about butterflies, then hummingbirds and bees. You can follow along with me in your brochure.</i></p> <p>Distribute brochures to each child.</p> <p>Read aloud the section on Butterflies. Think, Pair, Share.</p> <p><i>What do we learn about butterflies from this section? According to this text, how do butterflies pollinate flowers?</i></p> <p><i>Talk with your partner: What are some specific details you notice about the features of the brochure? Is there anything surprising or new about how the text and images are situated on the page?</i> [there are multiple images on the page with captions; the text is written in one long column, or panel]</p>
<p>hummingbirds</p>	<p><i>Now let’s read about hummingbirds.</i></p> <p>Read aloud the section on hummingbirds. Think, Pair, Share.</p> <p><i>What do we learn about hummingbirds from this section? According to the text, how do hummingbirds pollinate flowers?</i></p>
<p>bees</p>	<p><i>The section on bees is laid out differently. Let’s read it.</i></p> <p>Read the section.</p>

	<p><i>What text features are unique here? What features help us read this section? [The text and images spread over two columns, or panels, of the brochure. You need to open the brochure to read across. The captions of the flowers are all immediately beneath the images.]</i></p> <p>Think, Pair, Share. <i>Why do you think the author chose to write this information as a brochure instead of as a book or other informational format?</i></p> <p>Facilitate a brief whole group discussion. <i>If you were to add something more to this brochure, what would you write? What information would you include? How would you arrange the information on the page?</i></p>
<p>Key Activity 18 minutes</p>	<p>Distribute brochure pages. <i>Now you can write your ideas. Think about another single panel of a brochure about pollinators. It could be about butterflies, bees, or hummingbirds, or it could be about another pollinator we have been studying, like bats. It doesn't have to be a local pollinator. Think about how you would arrange the information and what features of brochures you would include—maybe bold headings, particular layout choices, images with captions, or bolded words. As you are writing, talk to your classmates about questions or ideas that are coming up, if that is helpful.</i></p> <p>Send children to write, and circulate to support them. Ask them to name the brochure text features they are including as well as which pollinator they are choosing and what they will convey in the brochure panel. Encourage them to use images to support their text. Children may refer to unit texts, or they may complete the panels from memory.</p> <p>Come back together as a group to share the panels.</p>
<p>Closing 1 minute</p>	<p>Introduce the Writing Station. <i>Today in the Writing Station you can continue to work on your brochure panels.</i></p> <p><i>Today we looked closely at the “Boston Local Pollinators” brochure. Theresa Vilcapoma wrote this text as a brochure to teach people about local pollinators and to try to convince them to support pollination.</i></p>

<p>Weekly Question Chart 2 minutes</p>	<p>Reintroduce the Weekly Question Chart.</p> <p><i>This week we are continuing to think about this question: Why is pollination important to people and other animals?</i></p> <p><i>Today we considered different pollinators. We also tried to convey this information in a brochure page that will create connections with community gardeners. What can we add to our chart?</i></p>
<p>Standards</p>	<p>R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently.</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.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SEL. Relationship skills.</p>
<p>Ongoing assessment</p>	<p>Collect and review the brochure pages. Listen in to partner and group conversations about text features, the pollinators they are choosing, and the particular ways that a brochure can provide information.</p>

Notes