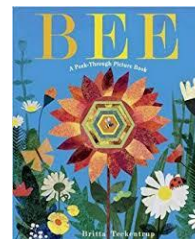


Unit 4: The Power of Pollinators



WEEK 7 Days 2-3

Text Talk
Bee

Big Ideas	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 Objectives	I can describe how words and phrases supply meaning in a poem. (R.7.2.a) I can connect my learning and compare a read aloud with other unit texts. (R.11.2.c, R.11.2.d)
Language Objective	I can use unit context and other strategies to help me understand key words in the text. (L.4)
Vocabulary	<p>bud: small, rounded part of a plant containing the beginning of leaves and flowers</p> <p>bur: rough, prickly case around a seed</p> <p>dense: close together</p> <p>foxglove: a plant with purple or white flowers</p> <p>gleam: a flash of light</p> <p>hedgerow: row of bushes</p> <p>hue: a particular variation of a color; shade</p> <p>intent: purpose</p> <p>meadow: an area of grassland</p> <p>thyme: a low herb plant</p> <p>trace: a small amount or mark left behind</p> <p>trail: to drag behind</p> <p>weeping willow: a tree with drooping branches</p>

	<p>woodland: area covered with trees</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Bee</i>, Britta Teckentrup Pre-mark the pages in the book. Page 1 begins, “Dawn is breaking on a brand-new day...” ● <i>Bee</i> excerpts, one copy (set of 3) for each group of three children Cut the strips apart. ● <i>Flight of the Honey Bee</i>, Raymond Huber, 2 copies ● <i>Amazing Bees</i>, Sue Unstead, 2 copies ● “Apples and Bees” informational text, 2 copies <p>On the whiteboard, write:</p> <p>What does this part of the text mean?</p> <p>What vocabulary is familiar? What is new?</p> <p>What other texts would support this information? How?</p> <p>Do you agree or disagree with how this part of the poem presents the information? Cite evidence.</p>
<p>Day 1 Opening</p>	<p>Set a purpose for reading.</p> <p><i>Many sources can provide us with information. Sometimes we read informational texts. Sometimes we watch video clips. Yesterday we looked at images. We can also learn about scientific topics through poetry. Today we’ll read Bee by Britta Teckentrup. It is an illustrated poem.</i></p> <p><i>While we read, think about what information you can gather about bees and pollination, or what details in the poem support what you already know. Also, think about what information might not be accurate because this is a poem, not an informational text.</i></p> <p><i>At the same time, we’ll listen to the language of the text. Using our knowledge of the topic, we might be able to figure out some unknown words.</i></p>
<p>DAY 2 Text and Discussion</p>	<p>Read through page 6.</p> <p><i>“Visiting flowers of every hue...” What could hue mean? The poem talks about the bee knowing where to go. We know that bees are attracted by colors; we can guess that “hue” means “color.” Thumbs up if you agree.</i></p> <p><i>Let’s predict. Based on what we already know about bees, what is this bee’s special job? How is this bee the same or different from</i></p>

	<p><i>Scout in Flight of the Honey Bee?</i> [Show the cover of <i>Flight of the Honey Bee.</i>]</p> <p>Read the next page, and affirm and/or correct predictions. Continue reading.</p>
page 12	<p>Turn and talk.</p> <p><i>From texts we've read so far and from this context, what do you think trace means here? How do the illustrations support your thinking?</i></p> <p>Finish reading the text and discuss.</p>
<p>DAY 2 Key Discussion and Activity 20 minutes</p>	<p>Organize children in groups of three to discuss information that may be new or reinforced by <i>Bee</i>. Distribute sets of text strips to each group. <i>Read all three of your text excerpts. Then talk about what you understand from each one, based on information in this book and other books we've read.</i></p> <p>Refer to the questions on the board as guidance for children's discussions. Show the available texts.</p> <p>As children discuss, help to circulate the texts among the groups so children can reference them specifically. Push children's thinking, and take notes about how they make connections between texts and how they defend their ideas. Encourage children to note any new or interesting vocabulary.</p> <p>Regroup and have 2 or 3 groups share responses to the prompts.</p>
<p>Closing 1 minute</p>	<p><i>Today we thought critically about information presented in a poem, comparing the information from the poem to the information from other texts. We also described the meaning that certain words and phrases gave to the poem.</i></p>
<p>Standards</p>	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</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>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p>

Ongoing assessment	<p>Note how children discuss the texts in their small groups.</p> <ul style="list-style-type: none">How do children respond to the prompts?What connections do they make from text to text?Do they access unit content and use related vocabulary for their discussions?Do they accurately describe and explain Unit content?Do they approach the information in the poem critically, accurately agreeing or disagreeing with how it presents information? (For example, do they explain whether or not bees have “calm intent, ” citing evidence?) <p>Look for evidence of children’s critical thinking as they synthesize information from multiple, related texts.</p>
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Notes
