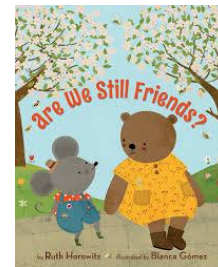


Unit 4: The Power of Pollinators

WEEK 7 Days 4-5



**Text Talk**  
***Are We Still Friends?***

<b>Big Ideas</b>	Organisms in an ecosystem are interdependent. Animals, including humans, benefit from and depend on pollination.
<b>Weekly Question</b>	Why is pollination important to people and other animals?
<b>Content Objective</b>	I can explain how the author uses dialogue to add meaning and humor to the story. (R.9.2.a)
<b>Language / SEL Objective</b>	I can discuss key events and particular language by building on my classmates' comments. (SL.2.2.b, Relationship Skills)
<b>Vocabulary</b>	<p><b>apple butter:</b> apples cooked down to make a spread</p> <p><b>bellow:</b> to shout in a loud voice</p> <p><b>croak:</b> to speak with voice that is low and hoarse</p> <p><b>dialogue:</b> talk between characters</p> <p><b>insult:</b> to say something to hurt feelings</p> <p><b>irate:</b> very angry</p> <p><b>mass:</b> group of things collected together</p> <p><b>mishmash:</b> random collection</p> <p><b>mutter:</b> to complain in a low tone; grumble</p> <p><b>ripen:</b> to grow to become ripe or ready</p> <p><b>snarl:</b> to speak with anger</p> <p><b>splutter:</b> to speak with spit and emotion</p> <p><b>squeal:</b> high-pitched sound or cry</p> <p><b>startled:</b> scared</p> <p><b>teetering:</b> about to fall</p>

	<b>yammer:</b> to speak in a foolish way
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Are We Still Friends?</i>, Ruth Horowitz Pre-mark the pages in the book. Page 1 begins, “Beatrice and Abel lived side by side...”</li> <li>• chart paper and markers Title the paper, Interesting Vocabulary.</li> <li>• Weekly Question Chart, from Weeks 6-7</li> </ul>
<b>DAY 1 Opening</b>	<p><i>Today we will read a fictional story called Are We Still Friends? by Ruth Horowitz. In this book, a bear named Beatrice, or Bea, keeps bees, and a mouse named Abel grows apple trees. Bea and Abel are best friends.</i></p> <p><i>What do you remember about pollination of apple trees by bees? Harvest a few responses.</i></p> <p>Share the purpose for reading. <i>This book is full of fun and sometimes silly dialogue. <b>Dialogue</b> is when characters speak to each other. Today we will read to see how the dialogue propels the story forward.</i></p>
<b>Text and Discussion</b>	<p><i>What is happening so far in the story?</i></p> <p>Think, Pair, Share. <i>How does this story add to or reinforce information we already know about pollination of apple trees by bees? Is there any new information?</i> <i>How does the story show the interdependence of bees and trees?</i></p>
page 8	
page 9	<p><i>Ruth Horowitz uses some interesting words in this story, especially to describe how the characters speak. Let’s list these words as we find them. We might like to use these sometime in our own writing to describe how people talk!</i></p> <p>Add “yampered” to the chart and talk about its meaning. As reading continues, add words to the list that children identify as “interesting vocabulary,” especially those describing speech (bellowed, spluttered, muttered, etc.)</p>
page 14	<p><i>Dialogue is when characters speak to each other. Dialogue often helps characters communicate their feelings and thoughts.</i></p> <p>Think, Pair, Share. <i>What is the function of the dialogue here? Why did the author</i></p>

	<i>include it? [Abel is talking to himself, revealing his feelings.]</i>
page 15	<p>Read page 15, and then turn back to page 14.</p> <p><i>The author also includes some figures of speech that describe how Abel and Beatrice are feeling [on page 14]: “There sat Abel, his hurt ripening like a big, round apple.” And [on page 15], “And there sat Beatrice, her anger buzzing like an irate insect.”</i></p> <p><i>What do these figures of speech make you think of? Why would the author describe the characters’ feelings in this way in this text?</i></p>
page 24	<p>Think, Pair, Share.</p> <p><i>How did misunderstandings in the dialogue propel the plot of the story forward?</i></p> <p>Read to the end, adding interesting vocabulary to the chart as the story progresses.</p>
<b>DAY 2 Key Discussion</b>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Why is dialogue important in this book?</i></p> <p>Prompt 2: <i>How does pollination create connections in this book?</i></p> <p>Facilitate a whole group discussion. Encourage children to use established classroom discussion prompts as they respond to each other.</p>
<b>Closing</b>	<i>Today we read a fictional book that helped us think about how authors use dialogue to reveal how characters feel and to move the story forward. Look for dialogue when you read!</i>
<b>Weekly Question Chart</b> 5 minutes	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have continued 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. Some themes might be: Pollination can help farmers and gardeners grow food and farmers and gardeners can plant in order to support the survival of pollinators.</p> <p>Save this chart for use in Week 8.</p>
<b>Standards</b>	<p><b>R.9.2.a</b> Acknowledge differences in the points of view of characters.</p> <p><b>SL.2.2.b</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SEL.</b> Relationship Skills</p>

