

Unit 4: The Power of Pollinators



WEEK 8 Day 1

Text Talk
“Classroom Hives” (interview)

Big Idea	Animals, including humans, benefit from and depend on pollination.
Weekly Question	How do I and how do we contribute to our communities?
Content Objective	I can identify the key ideas of specific paragraphs within a text. (R.4.2, R.5.2.b)
Language/SEL Objective	While discussing a text with partners, I can listen to my partner with care, take turns speaking, and add ideas. (SL.1.2.a, SL.1.2.b, Relationship Skills)
Vocabulary	<p>communicate: to share information</p> <p>contribute: to give to help achieve a goal (* Unit 1, Week 7)</p> <p>exhibit: an object or collection of objects displayed in a public space for people to look at</p> <p>function: a person’s or object’s purpose</p> <p>observation: the purpose of understanding the environment through one’s senses</p> <p>pane: a sheet (of glass)</p> <p>purpose: the reason for doing or creating something</p> <p>sandwich (v): to place something in between two other things</p> <p>symbol: letter, marking, or design used to represent something else</p> <p>wild: living in its natural environment, without the help of humans</p>
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper Prepare the Weekly Question Chart. ● Weekly Word card for “contribute,” from Unit 1 ● sticky notes, one for each child ● writing tools ● clipboards or other writing surfaces

	<ul style="list-style-type: none"> ● crayons for Matching Crayons (groups of three children) ● Classroom Hives slides ● projector and screen ● “Classroom Hives” informational text, Melissa Tonachel, one copy for each child ● Annotations chart, from previous weeks <p>On the whiteboard, write the following questions.</p> <p style="padding-left: 40px;">According to the text, how does a classroom hive function?</p> <p style="padding-left: 40px;">How can an observation hive contribute to a classroom community?</p> <p>Leave additional space on the board to record children’s questions.</p>
<p>Opening and Weekly Question Chart 6 minutes</p>	<p style="text-align: center;"><i>We are beginning our final week with “The Power of Pollinators.” It’s also the final week with our curriculum, Focus on Second! Let’s begin today by looking at our final Weekly Question Chart.</i></p> <p>Refer to the Weekly Question Chart.</p> <p style="padding-left: 40px;"><i>This week, we will explore this question, How do I and how do we contribute to our communities?</i></p> <p>Underline the word “contribute.”</p> <p style="padding-left: 40px;"><i>What does this word mean?</i></p> <p>Recall use of this word from previous units and experiences (how we can contribute to each other’s learning (Unit 1), how immigrants contribute to our communities (Unit 3), etc.)</p> <p>Read the Weekly Question again.</p> <p style="padding-left: 40px;"><i>This is a big question to answer! Take a moment to remember what we have learned about pollinators. Consider the work we are putting into our project. What ideas do you have about how you and we can contribute to our community? Write down one or two ideas on separate sticky notes.</i></p> <p>Distribute sticky notes, pencils, and writing surfaces.</p> <p>While children write, distribute crayons. After a minute or two, have children move into small groups to exchange notes and discuss their ideas.</p> <p>Bring the group back together. As children share their ideas, collect their sticky notes and add them to the Weekly Question Chart, grouping similar or related ideas. Highlight any recurring themes [telling friends about the importance of bees; reminding family members to not use pesticides in the garden]</p>

	<p>Introduce the text and purpose for reading.</p> <p><i>Today we will read an informational text about a beekeeper who is making a special contribution to our understanding of bees, titled “Classroom Hives.”</i></p> <p><i>We will read the text once all together on slides, thinking about two questions.</i></p> <p>Read the questions on the board.</p> <p><i>Then you’ll read and annotate the text with a partner.</i></p>
<p>Text and Discussion 15 minutes</p> <p>slide 2</p>	<p>Show slide 1, the title slide.</p> <p><i>Jeff Murray is a real beekeeper who lives in Cambridge, Massachusetts.</i></p> <p><i>A beehive inside a classroom! Already this author makes me want to find out more.</i></p>
slide 3	<p>Think, Pair, Share.</p> <p><i>What do you see in these photographs?</i> <i>What questions do you have ?</i></p> <p>Harvest questions, recording a few of them on the whiteboard.</p> <p><i>This hive is described as an “observation hive.” What do you think that means?</i></p>
slide 4	<p><i>A pane of glass is a sheet of glass.</i></p> <p><i>What does Jeff mean when he says, “We are beekeepers, but the bees don’t know they are being kept.” Why is this important?</i></p> <p><i>Let’s look at the photos of observation hives once more. [Click back to slide 3.] What do we understand now?</i></p>
slide 5	<p><i>This part of the text is an interview with Jeff. Let’s see what he tells us.</i></p> <p>Read the slide, pausing to define vocabulary. Revisit any questions on the board that can be answered.</p> <p><i>According to Jeff Murray, what’s the difference between a regular hive and an observation hive?</i></p>
slides 6-7	<p>Continue reading, pausing to recall and define vocabulary.</p> <p>Think, Pair, Share.</p>

	<p><i>What dance is Jeff Murray referring to? In what other texts have we learned about the dance? What does it mean?</i></p> <p>Facilitate a whole group discussion.</p> <p><i>When you think of "wild animals," what do you think of?</i></p> <p><i>Here, Jeff refers to bees as wild animals. Remember that he also says, "We are beekeepers, but the bees don't know they are being kept." What does he mean by this?</i></p>
<p>Key Activity 12 minutes</p>	<p>Refer to the Annotations chart.</p> <p><i>Now you'll read with a partner. As you read, you can organize your thinking by annotating the text.</i></p> <p><i>Put an exclamation point next to ideas you think are interesting. Use a question mark to mark a word you don't know or a question you have so you can discuss them with your partner.</i></p> <p>Distribute the text, and have pairs work around the room in spaces that are comfortable for them. Provide children with 5-10 minutes to read, annotate, and talk together. Circulate to support them.</p> <p>Call the attention of the whole group, with children staying where they are.</p> <p><i>What have you marked so far?</i></p> <p>Have just a couple of pairs share an interesting detail or new word or question they have marked.</p> <p><i>Now, try to identify and underline ideas in the text that relate to our questions. [Reread the questions on the board.]</i></p> <p>Continue to circulate to support children's work. Encourage children to be thoughtful about their annotations, and ask them to explain their thinking: how does this detail support the question(s)? Prompt children to talk to one another about what is important, interesting details, and the questions that arise.</p>
<p>Closing 2 minutes</p>	<p>Bring children back to the whole group to share what they have found in the article that answers the questions. Encourage them to refer to the text.</p> <p>Circle back to answer questions that surfaced at the beginning of the lesson.</p>
<p>End of Unit Assessment 5 minutes</p>	<p><i>This is the last week of our unit of study, The Power of Pollinators. I want to find out more about what you have been learning. Today you'll begin an assessment at the Writing Station. Let's look at the</i></p>

	<p><i>assessment together.</i></p> <p>Walk through the assessment. Emphasize that children will first read “Powerful Pollinators” and then answer the questions using evidence from the text. Remind children to use the POP! guidance for multiple-choice questions. Answer any clarifying questions.</p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</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>
Ongoing assessment	<p>Circulate while children work in pairs.</p> <p>How do children approach reading and annotating?</p> <p>How do they make sense of the text?</p> <p>Do children identify and discuss the key ideas?</p> <p>Do children engage in two-way discussions?</p>

Notes