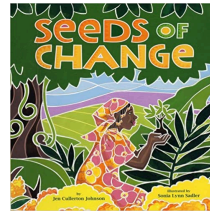


Unit 4: The Power of Pollinators



WEEK 8 Day 3

Text Talk
Seeds of Change: Planting a Path to Peace
 Read 2 of 2
 and
“Disappearance of Bees: What’s the Impact?” (video)

Big Idea	Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.
Weekly Question	How do I and how do we contribute to our communities?
Content Objectives	I can compare the most important ideas in a book and a video about interdependence and identify how people can positively impact their communities. (R.11.2.c, R.11.2.d) I can locate where Kenya and the South Sichuan Province are on a map. (2.T2.1)
Language Objective	I can recount key ideas from a text and video. (SL.2.2.a)
Vocabulary	ancestor: a person who lived in an earlier generation beckon: to ask to come blanketing: covering chain reaction: a series of events in which the result of one event becomes the cause of the event that follows dart: to move quickly from one place to another ecosystem: a group of animals and plants living in one place and impacting each other (*Week 4) * extinct: having no living examples, such as an animal or plant (*Week 6)

	<p>food chain: a series of organisms, each dependent on the next as a source of food (*Week 6)</p> <p>foreign: having to do with a country that is not one's own; unfamiliar (*U3, W1)</p> <p>grassland: a large area that is mostly made up of grass, plants, trees</p> <p>government: leadership of a country, state, or town (*U1, W4)</p> <p>hand pollinate: to use a tool to transfer pollen from the stamen of one flower to the pistil of another to aid pollination</p> <p>pesticide: a substance used to destroy insects that are harmful to plants (*Week 6)</p> <p>seedling: a young plant, sprouted from a seed</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Seeds of Change: Planting a Path to Peace</i>, Jen Cullerton Johnson ● video: Disappearance of Bees: What's the Impact? (https://mass.pbslearningmedia.org/resource/vt107.la.rv.text.beesdisap/disappearance-of-the-bees-whats-the-impact/#.WvCY6NMvzBJ) Cue the video to begin at 0:38. ● projector and screen ● world map <p>On the whiteboard, write the following questions.</p> <p>How are the impacts of Wangari's actions and the South Sichuan hand pollinators' actions similar? How are their impacts different?</p> <p>How do both of these situations show that organisms in ecosystems are interdependent?</p> <p>Children will work in small groups for Numbered Heads Together. Assign children to groups of four.</p>
<p>Opening 4 minutes</p>	<p><i>We have been thinking about ways that we contribute to our communities.</i></p> <p><i>The book <i>Seeds of Change: Planting a Path to Peace</i> and the video "Disappearance of Bees: What's the Impact" both describe how people contribute to the growth of trees and fruits in their communities. These two texts take place in different countries and continents.</i></p> <p>Revisit the locations of Kenya and the South Sichuan Province in China, and name their corresponding continents.</p> <p><i>Today, we will reread a few pages from <i>Seeds of Change</i> and watch parts of the video "Disappearance of Bees: What's the Impact?" to compare how they describe the idea of interdependence.</i></p>

<p>Text and Discussion 25 minutes</p> <p><i>Seeds of Change</i> pages 1-6</p>	<p>Read <i>Seeds of Change</i> through page 6. <i>What is Wangari learning about her people’s relationship to trees?</i></p>
<p>video 0:38-1:34</p>	<p><i>Now, as we watch a minute of the video, think about the people in the South Sichuan Province’s relationship to pear trees.</i></p> <p>Play the clip. Think, Pair, Share. <i>What is the relationship the people in the South Sichuan Province have to pear trees? How is this similar to the relationship Wangari’s community has to trees?</i></p>
<p><i>Seeds of Change</i> page 22</p>	<p><i>What is the cause of the destruction of the forests in Wangari’s community?</i></p>
<p>video 1:35-2:31</p>	<p><i>What is the cause of the disappearance of the bees in the South Sichuan Province?</i></p>
<p><i>Seeds of Change</i> page 23</p>	<p><i>What is Wangari’s plan?</i></p>
<p>video 2:32-3:04</p>	<p><i>How do farmers prepare to “play the role of honeybee”?</i></p> <p>Turn and Talk. <i>How are the people’s goals similar in both communities? How are they different?</i></p>
<p><i>Seeds of Change</i> pages 25-30</p>	<p><i>In what ways does Wangari help her community?</i></p>
<p>video 3:24-4:51</p>	<p><i>How do the farmers who hand pollinate help their community?</i></p>
<p>Key Discussion 15 minutes</p>	<p>Arrange children into groups of four for the Numbered Heads Together routine. Chorally read each prompt on the whiteboard.</p> <ul style="list-style-type: none"> • <i>How are the impacts of Wangari’s actions and the South Sichuan</i>

	<p><i>hand pollinators’ actions similar? How are their impacts different?</i></p> <ul style="list-style-type: none"> • <i>How do both of these situations show that organisms in ecosystems are interdependent?</i> <p>Give children time to discuss the first prompt, and then call on two “numbered heads” to share their groups’ responses. Repeat the routine for the second prompt, and call on the other two “numbered heads” to share their groups’ responses.</p>
<p>Closing 1 minute</p>	<p><i>Today we thought more about people who started movements to help their communities, ensuring that their trees and fruits continue to grow. This week, as we finish up our unit and reflect on our learning from second grade, we will continue to think about ways that we can positively contribute to our communities.</i></p> <p>Add any relevant ideas to the Weekly Question Chart.</p>
<p>Standards</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.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.T2.1 On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Listen in to children’s conversations in small and whole group discussions.</p> <p>Do children identify the cause of tree destruction in Kenya?</p> <p>Do children identify the cause of bees’ disappearance in this community in China?</p> <p>Do children identify how people’s actions help each community?</p>

Notes