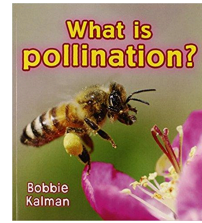


Unit 4: The Power of Pollinators



WEEK 2 Day 1

Text Talk
What is Pollination?
 Pages 4-7, Read 1 of 2

Big Ideas	Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. The parts of an organism have specific functions.
Weekly Question	What do plants need to reproduce?
Content Objective	I can identify key details to describe what plants need to reproduce. (R.4.2, R.6.2.b)
Language Objective	With different partners, I can describe important ideas relating to what plants need to reproduce. (SL.2.2.a)
SEL Objective	I can use discussion prompts to respectfully engage in conversations with my peers. (Relationship Skills)
Vocabulary	<p>petal: the colored parts of a flower that surround the stamen and stigma</p> <p>pistil: female part of the flower, made up of style, stigma, and ovary</p> <p>pollen sac: where bees collect pollen</p> <p>pollination: when pollen is moved from a stamen to a stigma in order for a plant to reproduce</p> <p>pollinator: animal that moves pollen from one flower to another</p> <p>reproduce: to make more of something</p> <p>stamen: male part of the plant that makes pollen</p> <p>stigma: top part of the pistil that receives the pollen</p> <p>style: tube that pollen travels through to the ovary</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● children's Collecting Notes and Questions: “The Beauty of Pollination” video sheets, from Week 1, Day 3 ● <i>What is Pollination?</i>, Bobbie Kalman ● <i>What is Pollination?</i> excerpts slides Note: This lesson uses slides 1-4. ● projector and screen ● Informational Text Features Chart, from Unit 2 ● Annotations chart, from previous units If necessary, recreate the chart as follows. <div data-bbox="539 583 1318 961" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Annotations</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; text-align: center;">Mark</th> <th style="text-align: center;">What it means</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u> </u></td> <td>key details related to a question or idea</td> </tr> <tr> <td style="text-align: center;">!</td> <td>a surprising event</td> </tr> <tr> <td style="text-align: center;"> </td> <td> </td> </tr> <tr> <td style="text-align: center;"> </td> <td> </td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> ● <i>What is Pollination?</i> text excerpt, pages 4-5, one for each child ● writing tools (in color, if possible), one for each child ● chart paper and markers <p>Prepare the Weekly Question chart.</p> <p>Children will work in pairs to annotate and discuss the text. Assign pairs strategically.</p>	Mark	What it means	<u> </u>	key details related to a question or idea	!	a surprising event				
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<p>Opening 3 minutes</p>	<p>Introduce the text.</p> <p><i>Last week, we read From Seed to Plant and focused on why seeds are important. This week, we will explore the parts of a plant and consider what plants need to reproduce, or make new plants. When we watched the video “The Beauty of Pollination,” we recorded questions about pollinators and pollination; perhaps we will address some of those questions with our new text, What is Pollination?, written by Bobbie Kalman.</i></p> <p>Distribute children’s video note taking sheets, and give them a moment to review their questions.</p> <p>Set a purpose for today’s read.</p> <p><i>We will read the first four pages of this book together. Then you will read part of the text with a partner and identify important details. Today, we will gather information to answer this question:</i></p>										

	<p><i>What do plants need to reproduce?</i> [Refer to the Weekly Question, printed or on the Weekly Question chart.]</p>								
<p>Text and Discussion 20 minutes</p> <p>cover, slide 2</p>	<p>Show the front cover and slide 2.</p> <p><i>What do you notice in the photograph?</i> <i>What do you predict we might learn in this text?</i> <i>Why do you think that?</i></p>								
<p>contents, slide 3</p>	<p>Show the contents page. Refer to the Informational Text Features chart to recall the purpose of the table of contents.</p> <p><i>Remember that one feature of informational text is a table of contents. This lists subtopics of the text and helps readers to know on what pages to find certain information. Today we will read two sections, “What is pollen?” and “What is pollination?” We can use the contents to see that these sections start on page 4 and page 6. [Point to the text.]</i></p>								
<p>pages 4-7, slide 4</p>	<p>Read pages 4-7 with minimal interruptions.</p>								
<p>annotation chart</p>	<p><i>Let’s pause here. We have annotated sections of text before—we made marks on the page to help us organize our thinking as we read.</i></p> <p>Refer to the Annotations chart.</p> <p><i>We recorded what different annotation marks might mean.</i></p> <p>Review the chart so far. Then, with the children, add to the chart, as suggested below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Annotations</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Mark</th> <th style="text-align: center;">What it means</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>Underline</u></td> <td>key details related to a question or idea</td> </tr> <tr> <td style="text-align: center;">!</td> <td>a surprising event, something interesting</td> </tr> <tr> <td style="text-align: center;">?</td> <td>questions</td> </tr> </tbody> </table> </div>	Mark	What it means	<u>Underline</u>	key details related to a question or idea	!	a surprising event, something interesting	?	questions
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<p>pages 4-5</p>	<p><i>Now you’ll work alongside a partner.</i> <i>Read the text together, aloud. Think about our Weekly Question, What do plants need to reproduce?</i></p>								

	<p><i>As you annotate your text to help you think about this question, talk with your partner about what marks you are using and why.</i></p> <p>Project slide 4 so children can refer to the photographs in color as they work. Distribute copies of the text and writing tools, and send children to tables with partners.</p> <p>Circulate to support children as they work. Encourage them to identify key details or questions, rather than marking the entire text. Facilitate discussion between partners, prompting them to talk to one another about why they marked a particular word or phrase and how it addresses the question, What do plants need to reproduce?</p>
<p>Key Discussion and Weekly Question Chart</p> <p>15 minutes</p>	<p>Invite children back to the whole group with their excerpts. Invite two or three pairs of children to respond to these questions:</p> <p><i>What are some details you identified that answer our question?</i> <i>What surprised you? Why?</i> <i>What questions do you have?</i></p> <p>Think, Pair, Share.</p> <p><i>Based on your reading and our discussion, what do plants need to reproduce? How do you know?</i></p> <p>Add children’s ideas to the Weekly Question chart.</p>
<p>Closing</p> <p>1 minute</p>	<p><i>Tomorrow we will read more from this book, What is Pollination? and think more about our question, What do plants need to reproduce? We’ll learn about the different parts of a plant that are important for pollination.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect.</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>SEL.Relationship Skills</p>
<p>Ongoing assessment</p>	<p>Circulate and note how children are working in pairs and the conversations they are having.</p> <p>How do children approach the task of annotating? What questions do they ask? What ideas are children discussing with their classmates? Do children engage in conversations respectfully?</p>