



WEEK 2 Day 2

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

Big Ideas	The parts of an organism have specific functions. Pollination is a result of animal behavior.
Weekly Question	What do plants need to reproduce?
Content Objective	I can explain how diagrams and images help me to better understand the pollination process. (R.11.2.c, R.11.2.c)
Language Objective	I can determine the meaning of unknown words through context and diagrams. (L.4)
SEL Objective	I can collaborate with my partner to craft a response and respectfully listen to others' responses. (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>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>What is Pollination?</i>, Bobbie Kalman ● <i>From Seed to Plant</i>, Gail Gibbons Flag page 5 (diagram of a flower).

	<ul style="list-style-type: none"> ● Parts of a Flower poster ● <i>What is Pollination?</i> excerpts slides, from Day 1 Note: This lesson uses slides 5-10. Prepare to project the slide onto the whiteboard or chart paper, to model annotating ● markers, for paper or whiteboard ● <i>What is Pollination?</i> text excerpt, pages 6-7, one for each child ● <i>What is Pollination?</i> sheet, one copy for each pair of children ● writing and drawing tools ● writing surfaces ● Writing Station Response: <i>What Is Pollination?</i>, 1 copy On the whiteboard, write the Writing Station prompt. <p>Children will work in pairs to annotate and discuss the text. Consider having them work with the same partners as in the previous lesson.</p>
<p>Opening 1 minute</p>	<p><i>Today we'll continue to think about our Weekly Question, What do plants need to reproduce? Let's look again at the informational text What is Pollination? by Bobbie Kalman.</i></p> <p>Set a purpose for reading.</p> <p><i>As you noticed last time, this text includes informational text features such as a table of contents and captions; it also includes diagrams and images. We will look closely at two diagrams and think about how this informational text feature helps us to better understand the text.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 6, slides 5-6</p>	<p>Show slide 5.</p> <p><i>This page includes a diagram of a flower. Let's look more closely.</i></p> <p>Show slide 6, including the diagram only.</p> <p><i>We've encountered diagrams before. A diagram is a drawing that includes labels. We saw a similar diagram in From Seed to Plant [show the page] and on our Parts of a Flower poster [show the poster].</i></p> <p><i>Take a quiet look at these three diagrams...</i></p> <p><i>What do you notice?</i></p> <p>Harvest a few observations.</p>
<p>page 6, slide 7</p>	<p><i>Let's read this section titled "What is pollination?" I'll read it twice. First, just listen.</i></p> <p>Show and read slide 7.</p> <p><i>Think for a moment about what did and did not make sense by just reading the text.</i></p>
<p>page 6,</p>	<p><i>This time as I read, let's use the diagram to help us better</i></p>

<p>slide 8</p>	<p><i>understand the text.</i></p> <p>Show slide 8. Read slowly, pointing to and marking the text, as follows:</p> <ul style="list-style-type: none"> ● Point the parts of the flower as they are named in the text. ● Underline the words “stigma” and “ovary.” Circle the stigma in the diagram. ● Make a series of dots to represent the stigma taking in pollen. Draw arrows to signify pollen traveling down the style. <p>Think, Pair, Share.</p> <p><i>Why do you think Bobbie Kalman and Gail Gibbons included a diagram of a flower in their texts? How does this diagram help us to better understand this page?</i></p> <p>If not raised by children, explain that the diagram helps to clarify and illustrate essential vocabulary words (those in bold).</p>
<p>page 7 slides 9-10</p>	<p>Show slide 9.</p> <p><i>Let’s look quietly at the diagram on the next page. What do you notice?</i></p> <p>Make sure children see that the three drawings depict the same plant. Additionally, if children do not do so, point out the captions and labels as features of informational text.</p> <p>Show slide 10, and read the text.</p> <p>Think, Pair, Share.</p> <p><i>What do you understand about what the author is communicating with the text and diagrams?</i></p>
<p>Key Activity 20 minutes</p>	<p><i>Why are diagrams helpful for understanding informational texts?</i></p> <p>Gather a few ideas from the group.</p> <p><i>Now you’ll read these pages with a partner. If it is helpful, you may mark up the flower diagram as you read, like we did together.</i></p> <p>Show a text excerpt.</p> <p><i>When you are finished reading, you can work on this sheet together.</i></p> <p>Show the What is Pollination? sheet. Read the prompt aloud.</p> <p><i>You are explaining pollination to someone who has never heard of it. You need to give precise information. Look at the text, including the diagram, when crafting your response. If you draw as part of your response, it will be important to include labels and details.</i></p> <p>Distribute the <i>What is Pollination?</i> excerpt and <i>What is Pollination?</i> sheets. Send children to work. Circulate to support children as they read and write with partners. Remind children to refer to the text and diagrams</p>

	<p>as they write and/or draw their responses.</p> <p>As they are ready, invite sets of partners to join together and present their responses to each other.</p>
<p>Closing 3 minutes</p>	<p>Bring children back to the whole group with their work. Invite a few pairs of children to share their work.</p> <p>Ask other children to reflect on what they heard and saw: <i>How did they communicate information about pollination?</i> <i>Why was this an effective way to share this information?</i></p> <p>For a whole group reflection, ask, <i>What do we understand now about how diagrams help readers to better understand pollination?</i></p> <p>Add any new ideas from today’s discussion to the Weekly Question chart.</p>
<p>Writing Station Prompt 1 minute</p>	<p>Introduce the Writing Station. <i>We have been talking and reading about pollination. At the Writing Station, you will use the pages we have read so far in What is Pollination? to answer the prompt.</i></p> <p>Show the sheet, read the prompts, and clarify children’s questions about the prompt.</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>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> <p>SEL.Relationship Skills</p>
<p>Ongoing assessment</p>	<p>Reflect on small and whole group discussions, and review children’s writing.</p> <p>Do children refer to the text and/or details from the diagrams when explaining their thinking?</p> <p>Do children articulate the benefits of diagrams in an informational text?</p> <p>Do children collaborate to craft a cohesive response?</p> <p>Do children actively listen and respectfully respond to their peers?</p>