



WEEK 2 Day 4

Text Talk
“Apples and Bees” (informational text)
 Read 1 of 2

Big Ideas	Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.
Weekly Question	What do plants need to reproduce?
Content Objective	I can answer questions such as who, what, why, and how to demonstrate my understanding of the importance of interdependence. (R.4.2)
Language Objective	I can use context to support my understanding of a word or phrase. (L.4.2.a)
Vocabulary	<ul style="list-style-type: none"> * benefit: something positive, an advantage colony: a group of people or animals consumer: someone who buys and uses products and services * depend: to rely on, to trust * interdependent: relying on each other produce: to make store: to keep something aside to use in the future
Materials and Preparation	<ul style="list-style-type: none"> ● “Apples and Bees” slides ● projector and screen ● Weekly Word cards: depend, interdependent ● Text Talk notebooks ● writing tools ● “Apples and Bees” informational text, one copy for each child <p>On the whiteboard write, How are bees and apples interdependent?</p>

<p>Opening 3 minutes slide 1</p>	<p>Introduce the text, activating background knowledge. <i>Today we will read a new informational text titled “Apples and Bees.” I bet many of you already know something about this topic. What experience do you have with apples, bees, or both?</i></p> <p>Set a purpose for reading. <i>We will spend two days with this text. Today, we will read it all together to consider how bees and apples are interdependent. We’ll discuss some of the new words in the text. Tomorrow, you will read different sections of the text with a partner and in small groups.</i></p>
<p>Text and Discussion 26 minutes slide 2</p>	<p>Refer to the question on the whiteboard. <i>Keep this question in your mind as we read: How are bees and apples interdependent? Interdependent means relying on each other. [Show the Weekly Word cards “depend” and “interdependent.”] Let’s think about how bees and apples depend on one another.</i></p> <p>Show slide 2. <i>Here is the first section of the text. Notice that some words are written in bold print. What might this indicate?</i></p> <p>Affirm children’s knowledge that these words can be found defined in the glossary at the end of the text, a feature of informational text. <i>Glossaries define important words. You will have more time to explore the words in bold and the glossary when you work with your partners tomorrow.</i></p> <p>Distribute the text to pairs of children. <i>Let’s read this copy of the text together. As we read, remember to consider how bees and apples are interdependent.</i></p> <p>Read slide 2. Allow children to make connections to Roxbury. <i>It sounds like the apple changes as it is stored. What does it mean to store something?</i></p>
<p>slide 3</p>	<p>Read slide 3. <i>Apple trees produce apples. Produce means to make or to grow something.</i></p> <p>Think, Pair, Share. <i>What might we produce with strawberries?</i></p> <p><i>We learned about self-pollination and cross-pollination yesterday. It looks like apple trees cross-pollinate. Let’s look at the different</i></p>

	<p><i>possibilities!</i></p> <p><i>From what we already know, how might pollen travel from one apple tree to another?</i></p> <p>Harvest a few ideas.</p>
slides 4-5	<p>Read slide 4, then show the photographs on slide 5.</p> <p><i>Let's consider the idea of interdependence.</i></p> <p>Think, Pair, Share.</p> <p><i>What might it mean for farmers to depend on honeybees?</i></p> <p>Read the second paragraph again.</p> <p><i>What might a "colony" of bees be? Let's look for clues in the sentence to figure this out. A farmer sets up beehives, places where bees live. The word "large" tells us that this refers to a lot of bees. So we can infer that the word "colony" describes a large group of bees where they live.</i></p> <p><i>Why might farmers plant apple trees close to each other?</i></p> <p>Harvest a few ideas.</p>
slides 6-7	<p>Read slides 6 and 7.</p> <p>Consumers are people who buy apples and honey (and other goods).</p> <p><i>The text tells us that honey bee farmers benefit from busy bees. This means they gain something from the bees. [Show the Weekly Word card.]</i></p> <p><i>Thumbs up if you enjoy honey! This is one way we all benefit from bees!</i></p>
Key Discussion 10 minutes	<p><i>Let's think more about this question: How are bees and apples interdependent?</i></p> <p>Distribute Text Talk notebooks and pencils. Distribute printed copies of the text to partners or small groups.</p> <p><i>On a fresh page of your notebooks, write and draw at least one way bees and apples are interdependent. Remember to use words and information from the text.</i></p> <p>Circulate as children write in their Text Talk notebooks. (Children might continue this writing at the Writing Station, if needed.)</p> <p>Think, Pair, Share.</p> <p><i>Share one way that bees and apples are interdependent. Why is</i></p>

	<p><i>this interdependence important?</i></p> <p>Add any new ideas to the Weekly Question Chart.</p>
<p>Closing 1 minute</p>	<p><i>This informational text has lots of interesting information. Tomorrow we will read the text again, with a partner and with a small group.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why. L.4.2.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p>Ongoing assessment</p>	<p>Listen into children’s conversations and review their writing. How do children respond to the text? Do children articulate what’s critical about the relationship between apples and bees? How do children approach new vocabulary? Do they incorporate the vocabulary into their writing and/or discussions?</p>

Notes