

Unit 4: The Power of Pollinators



WEEK 2 Day 5

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

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| 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 identify the big ideas of specific paragraphs within a text. (R.5.2.b) |
| Language Objective | I can identify key details in a text and discuss why they are important. (SL.2.2.a) |
| SEL Objective | I can engage in a respectful and productive two-way discussion. (Relationship Skills) |
| Vocabulary | * 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● “Apples and Bees” informational text, one copy for each child |

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| | <ul style="list-style-type: none"> ● “Apples and Bees” Important Ideas sheet, one copy for each child ● writing tools ● Weekly Question Chart <p>On the whiteboard, write the following questions. How are bees and apples interdependent? [leave a space]</p> <p>What are the most important ideas of each section? What do I want to teach my classmates?</p> <p>Children will use the Jigsaw routine to discuss the text. There are four sections. Children will first partner read one assigned section. Then children will reform new groups of four to discuss the text. With the children’s needs in mind and the number of children in the class, plan how to divide the text.</p> |
| <p>Opening 1 minute</p> | <p>Reintroduce the text and set a purpose for reading. <i>Today we will continue with the informational text, “Apples and Bees,” thinking more about how bees and apples are interdependent. [Refer to the first question on the board.]</i></p> <p><i>Today, you will read one section of the text with a partner and identify the important ideas. Then you will share the most important ideas of your section with a small group.</i></p> <p>Review, as needed, how the Jigsaw routine works.</p> |
| <p>Text and Discussion 14 minutes slide 2</p> | <p><i>As you read with your partner, remember to identify important ideas.</i></p> <p>Read aloud the second and third questions on the board: <i>What are the most important ideas of each section? What do I want to teach my classmates?</i></p> <p>Show slide 2. <i>To get ready for this work, let’s think about the first paragraph all together.</i></p> <p>Track the text with a finger or pointer. After reading, think aloud. <i>Even a heading gives important information about a paragraph or section. “A special apple.” This gives us a clue about what the paragraph is about.</i></p> <p>Show and distribute the “Apples and Bees” Important Ideas sheet. <i>As you read, record the most important ideas on this sheet.</i></p> |

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| | <p>Have partners sit together. Guide children to read their assigned sections, and then to pause to discuss and write notes about important ideas.</p> <p>Circulate to support children’s reading and discussion. Refer them to the questions on the board. Use the following questions.</p> <p><i>Which details in the text are important?</i></p> <p><i>How do informational text features (headings, photographs, glossary) support the big idea?</i></p> <p>Encourage back and forth discussion, careful listening, and respectful responding.</p> <p><i>Do you agree with your partner? Do you have anything to add?</i></p> <p><i>What else can you tell your partner? What evidence do you have to support that?</i></p> <p><i>You might disagree. You can say, “I respectfully disagree with you because...”</i></p> <p><i>Hmmm. Your partner isn’t sure. Look closely at that part together.</i></p> |
| <p>Key Discussion 20 minutes</p> | <p>Bring children back to the whole group. Put them together with different classmates to form new groups.</p> <p><i>Now that you have read one section, you’ll have a chance to teach other children about that part. In the order of the text, you will exchange the information you read about. Listen carefully to each other and ask questions!</i></p> <p>Get children settled in their new small groups. Encourage them to refer to their note sheets for support. Circulate to support their conversations, and offer prompting questions. Provide timing signals throughout to make certain that each child has had enough time to share.</p> <p>Bring children back to the whole group.</p> <p><i>How did the Jigsaw routine feel to you? How did talking with others about different sections help you to better understand the text?</i></p> |
| <p>Closing 5 minutes</p> | <p>Bring the Weekly Question chart to the whole group space. Invite children to sit with their original partners in a circle.</p> <p>Facilitate a discussion about the Weekly Question, What do plants need to reproduce? Prompt children to draw from the text and from discussions throughout the week. Record any new ideas on the Weekly Question Chart.</p> <p>Pose a few guiding questions to prompt further discussion, such as:</p> <p><i>What makes particular organisms interdependent?</i></p> <p><i>What can we understand about how organisms benefit each other?</i></p> |

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| | <i>It seems like many of you are interested in bees. During our next Text Talk, we will explore bees in much more detail!</i> |
| Standards | <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</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> |
| Ongoing assessment | <p>How do children approach reading the text?</p> <p>Do they surface important ideas?</p> <p>Do children engage in two-way discussions?</p> <p>Do children piece together all the parts of the text?</p> |

Notes