

Unit 4: The Power of Pollinators

WEEK 5 At a Glance

<p>Weekly Question: What makes a plant and a pollinator a good match?</p>			
<p>Texts</p>     <p>Mentor texts</p>    	<p>Vocabulary and Language</p> <p>Days 1 & 2: Introduce Weekly Words: <i>disperse, essential, locate, mutual, slurp, species, spread, transfer</i></p> <p>Day 3: Adjectives</p> <p>Day 4: Nouns and Adjectives</p> <p>Day 5: Making and Using New Words</p> <hr/> <p>Text Talk</p> <p>Day 1: <i>The Little Hummingbird</i>, Read 2</p> <p>Day 2: “Wings of Life” (video)</p> <p>Day 3: “Bats are Pollinators” (informational text)</p> <p>Day 4: “The Vain Bat” (folktale)</p> <p>Day 5: Comparing Folktales (“The Vain Bat,” <i>The Little Hummingbird</i>, <i>Cuckoo/Cucú</i>)</p> <hr/> <p>Stations</p> <p>Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (“Bees Are Not the Only Pollinators...”)</p> <p>Science Literacy: How have our classroom plants changed?</p> <p>Vocabulary: Choose 3!, Talk About It</p> <p>Word Work: select from activities</p> <p>Writing: follows from Text Talk Week 5, Day 5</p> <hr/> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: Ecosystems: Observing and Dissecting Flowers</p> <p>Lesson 2: Ecosystems: Looking for Evidence of Insects</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios</p> <p>Work continues from Week 4: Children choose familiar media to explore diverse pollinators.</p> </td> </tr> </table> <hr/> <p>Writing: Argument</p> <p>Day 1: Pre-Assessment</p> <p>Day 2: Deconstruction: Argument Purpose and Stages</p> <p>Day 3: Deconstruction: Argument Stages</p> <p>Day 4: Deconstruction and Joint Construction: Audience</p> <p>Day 5: Deconstruction and Joint Construction: Thesis</p>	<p>Science and Engineering</p> <p>Lesson 1: Ecosystems: Observing and Dissecting Flowers</p> <p>Lesson 2: Ecosystems: Looking for Evidence of Insects</p>	<p>Studios</p> <p>Work continues from Week 4: Children choose familiar media to explore diverse pollinators.</p>
<p>Science and Engineering</p> <p>Lesson 1: Ecosystems: Observing and Dissecting Flowers</p> <p>Lesson 2: Ecosystems: Looking for Evidence of Insects</p>	<p>Studios</p> <p>Work continues from Week 4: Children choose familiar media to explore diverse pollinators.</p>		

Unit 4: The Power of Pollinators

WEEK 5 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What makes a plant and a pollinator a good match?
Language Objectives	I can talk with my classmates about words. (SL.1.2) I can define and use new words. (L.5) I can connect words to my own real-life experiences. (L.5.2.a)
Vocabulary	disperse (n: dispersal): to scatter essential : necessary, needed locate (n: location): to find the position or place of mutual : done by each for the other; having the same relationship toward each other slurp : to noisily suck food or drink species : a group of living things (that can mate with one another but not with those of other groups) spread : to scatter or send out transfer : to move or carry from one place to another
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none">● Week 5 Weekly Words cards● Week 5 Weekly Words slides● chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
Opening Day 1	<i>This week we are learning about certain plants and the animals that pollinate them are an especially good match. Our Weekly Words are ones we can use to talk about this. Today’s words are: _____, _____, _____, and _____.</i>

	<p>As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom, remarking on parts of speech and morphology and affirming children’s word knowledge.</p> <p>As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.</p>
Day 2	<p><i>Let’s continue learning our words for this week. Today’s words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p>disperse (verb) Elaboration: <i>A milkweed seed pod dries and pops open at the end of the summer. When it does, the wind picks up the seeds and disperses them all over.</i></p> <p>Think, Pair, Share prompt: <i>If you were going to disperse seeds over a large area, how might you do it?</i></p> <hr/> <p>essential (adjective) Elaboration: <i>A toothbrush is essential for healthy teeth. We can’t have healthy teeth without brushing them.</i></p> <p>Think, Pair, Share prompt: <i>Explain why pollination is essential.</i></p> <hr/> <p>locate (verb) Elaboration: <i>This map helps people locate community gardens. People can figure out where the gardens are by using the map.</i></p> <p>Think, Pair, Share prompt: <i>How would you locate a library in your neighborhood? What tools would you use?</i></p> <hr/> <p>mutual (adjective) Elaboration: <i>Pen pals have a mutual agreement to write letters to each other and develop a long distance friendship. They both benefit from this mutual agreement.</i></p>

	<p>Think, Pair, Share prompt: <i>How is pollination a mutual relationship for both plants and pollinators?</i></p>
	<p>slurp (verb) Elaboration: <i>Have you ever been told not to slurp? It is sometimes considered rude to make a loud noise while sipping a drink.</i></p> <p>Think, Pair, Share prompt: <i>How is a person slurping with a straw like an insect slurping with a proboscis?</i></p>
	<p>species (noun) Elaboration: <i>All of these insects are beetles, but they are each from a different species, a different kind of beetle.</i></p> <p><i>Notice that this noun ends in -ies. This is how we say both the singular and plural noun: one species, many species.</i></p> <p>Think, Pair, Share prompt: <i>With your partner, see how many different species of animals or species of plants you can name. How do you know that each one is a different species?</i></p>
	<p>spread (verb) Elaboration: <i>“Spread” is a synonym of “disperse” and “scatter.” Miss Rumphius is a book about a person who walks all around her community spreading flower seeds to make the world more beautiful.</i> (Note that <i>Miss Rumphius</i> is by Barbara Cooney, the author/illustrator of <i>Roxaboxen</i>, which children may know from Kindergarten.)</p> <p>Think, Pair, Share prompt: <i>What other meanings of the word “spread” do you know? [to lay, such as butter on toast; a bedcover; a layout of food] Now use the word in a sentence with this meaning: What kinds of seeds would you like to spread around our community or in gardens around our community?</i></p>
	<p>transfer (verb) Elaboration: <i>Here is a kind of silly image to illustrate “transfer”: goldfish</i></p>

	<p><i>transferring from one bowl to another. That does not really happen, but it's a good illustration!</i></p> <p>Think, Pair, Share prompt: <i>With your partner, describe how pollination involves the action of transferring.</i></p>
Closing	<p><i>This week we are learning about how certain plants and pollinators make a good match. The words we're studying this week will help us to talk about this, our texts, and other experiences we're having together.</i></p>
Standards	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Ongoing assessment	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged? Do children connect words to personal experiences? What connections do children make between words they are learning and familiar words? How do children integrate learning from phonics lessons and other developing morphological knowledge? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Keep a list to follow each child's vocabulary growth over time.</p>



disperse

verb

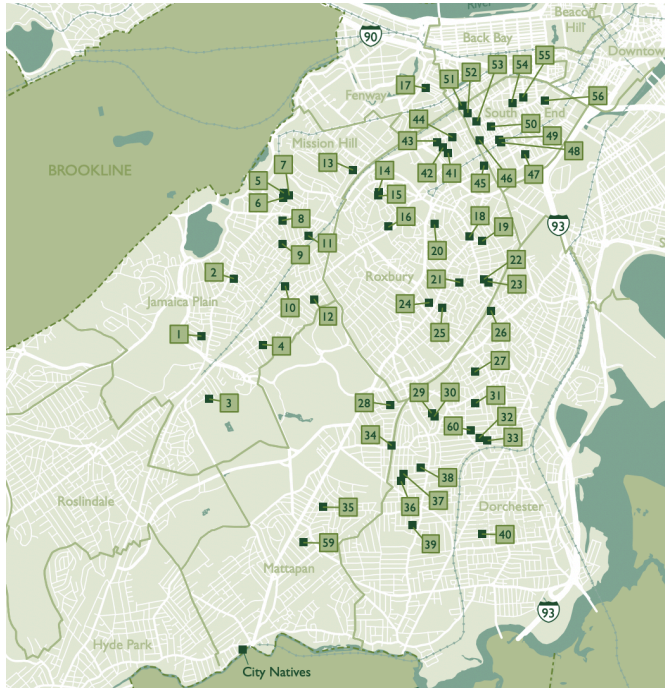


essential

adjective

<https://dienamics.com.au/blog/toothbrush-overview-design-process/>,

Weekly Words U4 W5



locate

verb

mutual

adjective



slurp

verb



species

noun

<https://www.nytimes.com/wirecutter/reviews/best-reusable-straws/>,
<http://the-butterfly675.blogspot.com/2008/06/the-butterfly-proboscis.html>

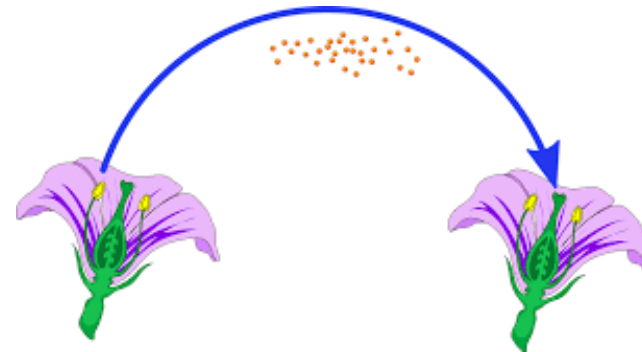


spread

verb

Illustration from the book *Miss Rumphius* by Barbara Cooney

<https://www.sciencenewsforstudents.org/article/scientists-say-species>



transfer

verb

<https://www.fastweb.com/college-search/articles/is-it-worth-it-6-reasons-to-transfer>,
<https://pixabay.com/vectors/flowers-pollination-pollen-transfer-5617774/>

Weekly Words U4 W5

Weekly Words

Unit 4, Week 5

disperse

verb

to scatter



essential

adjective

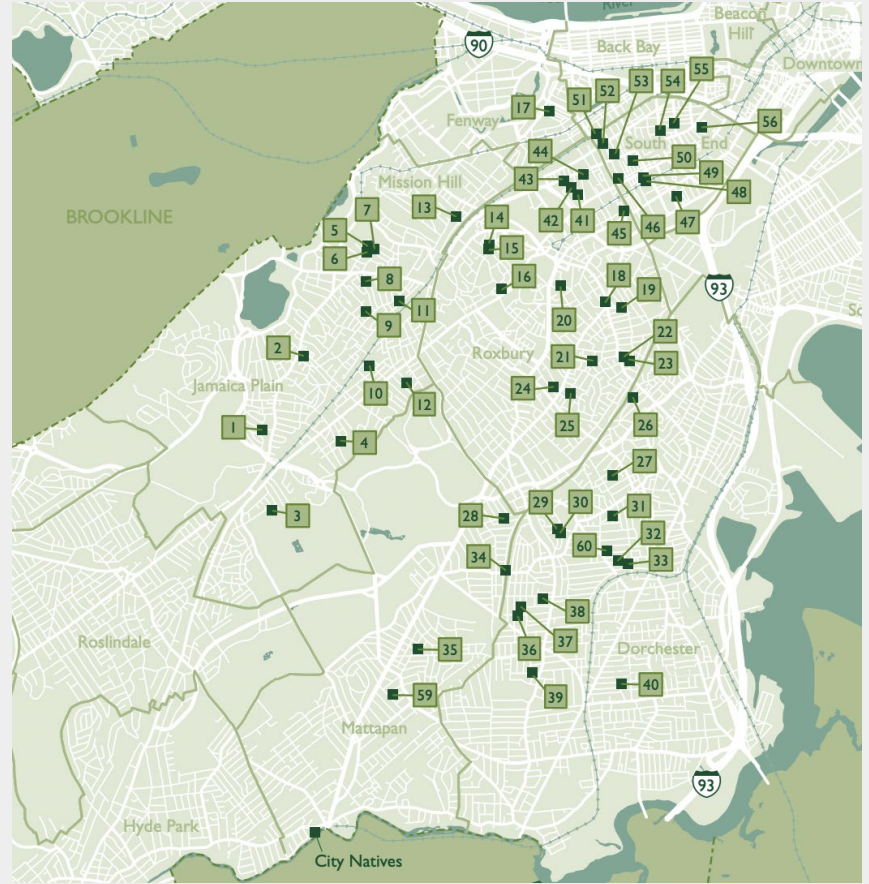
necessary, needed



locate

verb

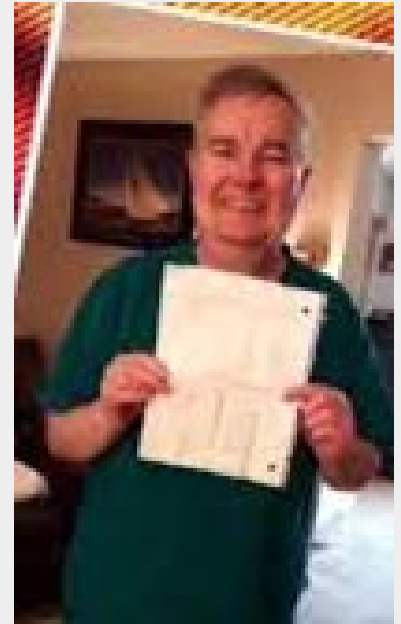
to find the position or place of



mutual

adjective

done by each for the other;
having the same relationship
toward each other



slurp

verb

to noisily suck food or drink



species

noun

a group of living things that can
mate with one another but not
with those of other groups



spread

verb

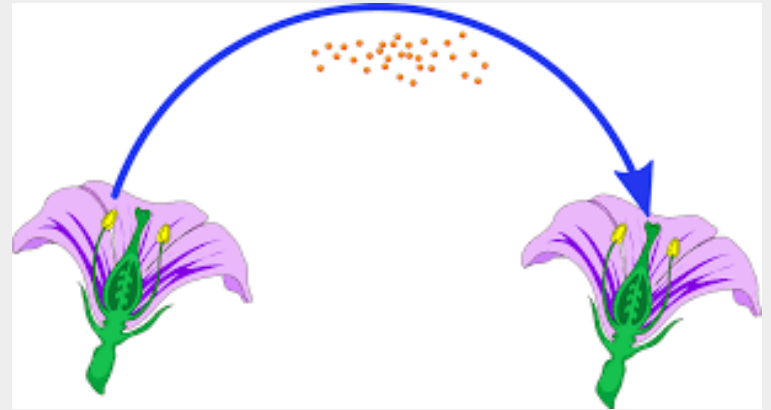
to scatter or send out



transfer

verb

to move or carry from one place
to another



Unit 4: The Power of Pollinators

WEEK 5 Day 3

Vocabulary & Language
Adjectives

Weekly Question	What makes a plant and a pollinator a good match?
Language Objective	I can identify adjectives. (L.1.2.e)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea noun: a word that names a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none"> Adjectives slides Note: This lesson uses slides 1-7.
Opening	<i>This week we are talking about what makes a plant and pollinator a good match. In our language lessons we will identify and use adjectives that describe the features that make them a good match.</i>
Discussion	<i>Remember, an adjective is a word that describes, or tells about, a noun—a person, place, thing, or idea. Adjectives often come before nouns in a sentence.</i>
slide 2	
slide 3	<i>This page from Amazing Bees describes bees' features. Let's read the first caption.</i>
slide 4	<i>Two nouns on this page are "body" and "face." The adjective "hairy" describes what the body and face are like.</i> Click the animation to show the noun and adjectives.
slide 5	<i>A noun on this page is "eyes."</i> Click the animation to show the noun. <i>What adjectives are used to describe the eyes?</i> Solicit one or two ideas, and then click the animation to show the adjectives.
slide 6	<i>Let's reread another page. Listen carefully to see if you hear any</i>

	<i>adjectives.</i>
slide 7	<p><i>What is the noun in this sentence?</i> Click the animation to show the noun.</p> <p><i>What adjective is used to describe “tongue”?</i> Click the animation to show the adjective.</p>
slide 8	<p><i>A noun on this page is “baskets.”</i> Click the animation to show the noun.</p> <p>Click the animation to show the first adjective question. <i>What are the baskets like?</i> Click the animation to show the adjective.</p> <p>Click the animation to show the second adjective question. <i>What kind of baskets are they?</i> Click the animation to show the adjective.</p>
Closing	<p><i>Today you identified adjectives that describe bees’ features.</i> <i>Tomorrow we will use adjectives in sentences.</i></p>
Standards	L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding adjectives.</p> <p>Do they identify the adjectives that describe the identified noun? Do they understand that adjectives provide more information about nouns?</p>

Notes

Adjectives

Vocabulary & Language Week 5, Days 3-4

Adjectives

Adjectives describe nouns.

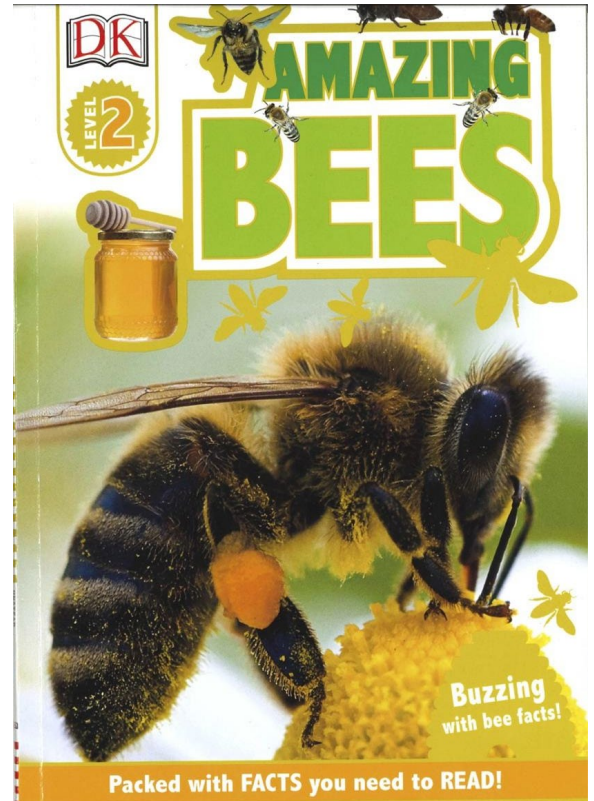
They answer these questions:

How many/much?

What kind?

What like?

Which ones? Whose?



Close-up View

Let's **ZOOM** in close.

A bee has
a hairy body
and face.



8

It has two
big eyes
and three
little ones.

It has a
very, very
long tongue.



On its back legs,
there are little
baskets to
collect **pollen**.

All these features
help a bee do its job.

9

Adjectives

What? **body, face**

What like?
hairy

A bee has
a hairy body
and face.



Adjectives

What? **eyes**

How many?

two

three

What like?

big

little



It has two
big eyes
and three
little ones.

Adjectives

What? **tongue**

What like?
long

It has a
very, very
long tongue.



Adjectives

What? **baskets**

What like?

little

What kind?

to collect pollen



On its back legs,
there are little
baskets to
collect **pollen**.

Your Turn!

1. Choose a pollinator and plant pair.
2. Think about what makes them a good match.
3. Write one sentence about the pollinator that includes an adjective to describe one of its features.
4. Write one sentence about the plant that includes an adjective to describe one of its features.
5. In each sentence, underline the noun and circle the adjective.



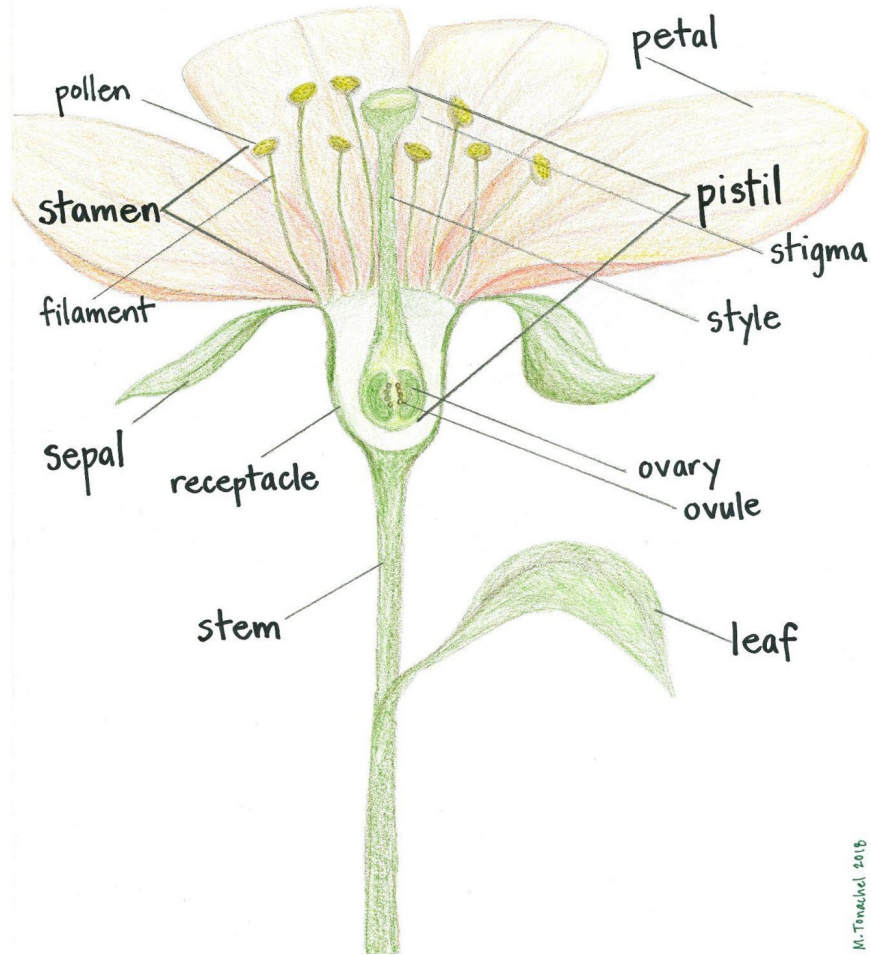
Sword Hummingbird and Trumpet Datura



bat and Saguaro cactus



honey bee and apple flower



Unit 4: The Power of Pollinators

WEEK 5 Day 4

Vocabulary & Language

Nouns and Adjectives

Weekly Question	What makes a plant and a pollinator a good match?
Language Objective	I can identify and use nouns and adjectives. (L.1.2.a, L.1.2.b, L.1.2.c, L.1.2.e, L.2.1)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea noun: a word that names a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none">● Adjectives slides, from Day 3● paper and pencil, one for each child
Opening	<i>Yesterday we identified adjectives in sentences that described bees' features. Today you will write sentences that include adjectives and that demonstrate what makes a plant and pollinator a good match.</i>
Discussion	Review the instructions on the slide.
slide 8	
slide 9	<i>Choose one of these plant and pollinator pairs to write about.</i>
slide 10	<i>You can use the Parts of a Flower poster to identify a plant feature you want to write about.</i> As children write, circulate to support them with getting their ideas on paper and identifying nouns and adjectives. As useful, refer back to slide 2 as children generate adjectives.
	Bring the class back together. Invite a child to share their sentence. Ask them to identify one noun and at least one adjective to describe the noun. Discuss how the adjectives describing pollinator and plant features demonstrate that they are a good

	<p>match. Repeat the process with another child, as time allows.</p>
Closing	<p><i>Today you wrote sentences with adjectives that demonstrate what makes a plant and pollinator a good match.</i></p>
Standards	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2.a Use collective nouns (e.g., group). L.1.2.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.1.2.c Use reflexive pronouns (e.g., myself, ourselves). L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
Ongoing assessment	<p>Review children’s sentences. Do the sentences demonstrate what makes a plant and pollinator a good match? Do children identify the nouns in their sentences? Do they add adjectives? Which questions do children’s adjectives answer? (How many/much? What kind? What like? Which ones? Whose?)</p>

Notes

Unit 4: The Power of Pollinators

WEEK 5 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	What makes a plant and a pollinator a good match?
Language Objective	I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.2, L.4.2.c)
Vocabulary	disperse (n: dispersal): to scatter essential : necessary, needed locate (n: location): to find the position or place of slurp : to noisily suck food or drink spread : to scatter or send out transfer : to move or carry from one place to another
Materials and Preparation	<ul style="list-style-type: none">• Week 5 Making and Using New Words sheets, one for each small group• pencils, one or two for each small group• Week 5 Weekly Words cards• chart paper and markers (2 different colors)
Opening	<p><i>This week we are using the Making and Using New Words routine, using both suffixes and prefixes.</i></p> <p>Recall that suffixes change the end of a word, and prefixes change the beginning of a word.</p>
Key Activity	Facilitate the Making and Using New Words routine, as established in odd weeks since Unit 1.
Closing	<p><i>We can see that changing a word's ending changes its meaning and how it's used.</i></p>
Standards	SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

	<p>L.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s conversations as they work. What knowledge do children demonstrate about parts of words? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions. How effectively do children work in their groups? What roles do they take on?</p> <p>Reflect on the whole group sharing of one group’s response. What more was revealed about children’s understanding of how words’ meanings change according to their parts?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, revisiting words, prefixes, and suffixes, and informal conversations with individual children.</p>

Notes

Names: _____

Choose one Weekly Word. Underline the base word. Make new words by adding or changing prefixes or suffixes. Write the words. Check to make sure they make sense. What do the new words mean?

Weekly Words	Prefixes	Suffixes		New Words
disperse	un -	- s	- ful	
essential	re -	- ed	- ment	_____
locate	mis -	- ing	- ness	_____
slurp	dis -	- es	- less	_____
spread	trans -	- er	- able	_____
transfer	non -	- est	- ly	_____
			- y	_____

Write a sentence with one of the new words.

Unit 4: The Power of Pollinators

WEEK 5 Day 1



Text Talk
The Little Hummingbird
 Read 2 of 2

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	What makes a plant and a pollinator a good match?
Content Objectives	I can describe how the main character responds to major events and describe the central message of the folktale. (R.5.2.a, R.6.2.a) I can compare the major events and central messages of two folktales. (RL.2.9)
Language Objective	With a partner, I can recount and write about key events and the message of the folktale. (SL.2.2.a)
SEL Objective	I can reflect on a time when I did what I could to make a situation better. (Decision Making)
Vocabulary	abandon: to leave; to give up on something central: important, dominant ferocious: intense, fierce huddle: a group gathered closely together rage: to continue with great force
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Little Hummingbird</i>, Michael Nicoll Yahgulanaas ● <i>Cuckoo/Cucú</i>, Lois Ehlert, for reference ● <i>Seeds of Change: Planting a Path to Peace</i>, Jen Cullerton Johnson, for reference ● Text Talk Notebooks ● writing tools

	<ul style="list-style-type: none"> ● “I Will Be a Hummingbird” slides, with video (https://www.youtube.com/watch?v=IGMW6YWjMxw) ● projector and screen ● Elements of a Folktale chart, from Week 4 Day 5 ● children’s Elements of a Folktale: <i>The Little Hummingbird</i> sheets in process, from Week 4, Day 5 ● clipboards or other writing surfaces <p>On the whiteboard, write:</p> <p>What does the Little Hummingbird do? Is it similar to or different from how the other animals react to the fire? In what ways is it similar or different? What is the central message? What do you think of the ending?</p> <p>The lesson includes reading the book’s ending message from Wangari Maathai, subject of <i>Seeds of Change</i> (Unit 1). <i>Focus on First</i> includes a text titled <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>. If possible, borrow this text from a colleague to support children with making these connections.</p> <ul style="list-style-type: none"> ● chart paper and marker <p>Prepare the Weekly Question Chart. Place it in the whole group meeting area.</p>
<p>Opening 1 minute</p>	<p>Reintroduce the book and the purpose for reading.</p> <p><i>We will read The Little Hummingbird, by Michael Nicoll Yahgulanaas, again. Today, we’ll zoom in on how the Little Hummingbird responds to the story’s events and think about what this tells us about the folktale’s central message. We will continue to capture our thoughts on the Elements of a Folktale chart and your own sheets.</i></p> <p>Refer to the Elements of a Folktale chart, indicating each part. Recall the central message of <i>Cuckoo</i>.</p>
<p>Text and Discussion 20 minutes</p> <p>page 3</p>	<p>Begin reading. Pause on page 3.</p> <p><i>“Interdependent” is another way to say relying on each other. How might animals and the forest be interdependent?</i></p> <p>Harvest a few ideas.</p> <p><i>How are the animals reacting to the fire?</i></p>
<p>page 6</p>	<p><i>What is Little Hummingbird’s immediate response to the fire?</i></p> <p>Harvest a few ideas.</p>

<p>page 9</p>	<p><i>How does Little Hummingbird respond to this fire?</i></p> <p>Turn and talk. <i>How is this similar to or different from how Cuckoo reacts to the fire in that story?</i></p> <p>Open the book to relevant pages as children talk.</p>
<p>page 12</p>	<p><i>How do the other animals react to the fire?</i></p> <p>Harvest a few ideas.</p>
<p>page 16</p>	<p>Use the Inner Circle, Outer Circle routine to answer the first set of questions on the board.</p> <p><i>What does the Little Hummingbird do?</i> <i>Is it similar to or different from how the other animals react to the fire?</i> <i>In what ways is it similar or different?</i></p>
<p>Key Discussion and Activity 16 minutes slides</p>	<p>Bring the group back together, and distribute Text Talk notebooks and writing tools. <i>Let's take a Note Break. What do you think is the central message of The Little Hummingbird?</i></p> <p>Give children a few minutes to jot down their initial thoughts.</p> <p>Show slide 2, the image of Wangari Maathai. <i>Wangari Maathai was an important woman who strongly believed in protecting our environment. She is the subject of Seeds of Change, remember? You might also have read a story about her in first grade, Mama Miti.</i></p> <p><i>Let's watch a video of Wangari Maathai talking about The Little Hummingbird and what the central message of the story means to her.</i></p> <p>Show the video on slide 3.</p> <p>Take a second Note Break. <i>After listening to Wangari Matthai, what can you add to your understanding of The Little Hummingbird's central message?</i></p> <p>Give children a few minutes to add to their notes.</p> <p>Facilitate a discussion about the book's central message. <i>Let's add the central message to our Folktales Chart. You can add the central message to your sheets at the same time</i></p> <p>After recording the central message, continue the discussion.</p>

	<p><i>How is this message similar to the central message in Cuckoo?</i> Harvest several ideas.</p> <p><i>What is an example of a time that you did what you could to make a situation better?</i> Harvest a few ideas.</p>
<p>Closing 1 minute</p>	<p><i>Today we read The Little Hummingbird again to find out how the main character responds to a big problem and how this creates a central message. When you read stories on your own, you can keep track of important events and the main character’s response to them; you might then find the central message of a story.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What makes a plant and a pollinator a good match? Today’s reading doesn’t give us information about this. Is there anything you’d like to add that we have already explored?</i></p> <p><i>We’ll add to the chart over the week.</i></p>
<p>Standards</p>	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</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.Decision Making</p>
<p>Ongoing assessment</p>	<p>During the Inner Circle, Outer Circle routine, observe the quality of conversation about the major events of the story and the main character’s response.</p> <p>Collect and make notes of children’s Note Breaks. Do they respond to the ending to synthesize their learning and describe the central message?</p>

Notes

I Will Be a Hummingbird

Text Talk Week 5, Day 1





Unit 4: The Power of Pollinators



WEEK 5 Day 2

Text Talk
“Wings of Life” (video)

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 makes a plant and a pollinator a good match?
Content Objectives	I can identify important information and ask questions about bats and cacti. (R.4.2)
Language Objective	I can participate in group discussions of a video. (SL.1.2, SL.2.2.b)
SEL Objective	I can communicate well with my partner about an inspiring video. (Relationship Skills)
Vocabulary	<p>alliance: association based on a mutual relationship</p> <p>arid: dry</p> <p>attract: to interest, to draw closer (*Week 2)</p> <p>beckon: to lure</p> <p>blistering: extremely hot</p> <p>cactus: a kind of succulent plant (plural: cacti)</p> <p>central: important, dominant</p> <p>fertilized: able to reproduce</p> <p>intersection: crossing or connection</p> <p>nourishment: something needed for life and growth</p> <p>nurture: to feed and protect</p> <p>nursing: being nourished by a breast / mother</p> <p>realm: an area or field of something</p>

	<p>regenerate: to regrow, to bring into existence again</p> <p>reproduce: to produce more individuals of an organism</p>						
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● video: Disney Nature: Wings of Life - Bats (https://vimeo.com/63694877) ● Collecting Notes and Questions: “Wings of Life - Bats” video sheet, one copy for each pair of children ● writing tools ● clipboards or other writing surfaces ● chart paper and marker <p>Prepare the following chart.</p> <table border="1" data-bbox="506 667 1334 1178"> <tr> <th colspan="2" data-bbox="506 667 1334 737">“Wings of Life - Bats” video</th> </tr> <tr> <th data-bbox="506 737 928 863">Notes What information is important here? Why is it important?</th> <th data-bbox="928 737 1334 863">Questions What would we like to find out?</th> </tr> <tr> <td data-bbox="506 863 928 1178"></td> <td data-bbox="928 863 1334 1178"></td> </tr> </table> <p>Assign pairs of children to work together.</p>	“Wings of Life - Bats” video		Notes What information is important here? Why is it important?	Questions What would we like to find out?		
“Wings of Life - Bats” video							
Notes What information is important here? Why is it important?	Questions What would we like to find out?						
<p>Opening 2 minutes</p>	<p>Introduce the video and the purpose for watching.</p> <p><i>Today we’ll watch a video. It’s made by Louie Schwartzberg. We watched his video called “The Beauty of Pollination.” This video is about an important pollinator: bats. We have read a bit about bats already. What is something we have learned?</i></p> <p><i>As we watch today, we’ll pause along the way to talk and take notes. We are watching to be inspired, to identify what is important, and to ask questions about bats and cacti.</i></p>						
<p>Text and Discussion 22 minutes</p>	<p><i>This video is about six minutes long. We’ll start by watching the video all the way through once. The second time we’ll stop along the way to talk and collect our thoughts on paper.</i></p> <p>Show the video once through.</p>						

	<p>For the second viewing, have children sit so that they can both watch the video and turn to take notes with a partner as the video is shown. The children should take turns writing.</p> <p>Distribute writing surfaces, writing tools, and sheets. Read the parts of the table together.</p> <p>Stop the video at the following places for children to talk and take notes. At each stop, ask the questions, <i>What seems important here? What are your questions?</i> Give children time to talk together and write down their notes. Circulate to support note taking and conversation. After each stop, harvest a few notes and questions from pairs of children and record them on the class chart.</p> <p style="padding-left: 40px;">Stop at 1:00 Cacti with crows Stop at 2:04 Cacti flowers opening - “and we wait” Stop at 3:37 Bat hanging down licking after eating Stop at 5:08 Bat with face covered in pollen</p> <p>Play to end.</p>
<p>Key Discussion</p> <p>15 minutes</p>	<p>After watching the video the second time, facilitate a class discussion, focusing on these questions:</p> <p style="padding-left: 40px;"><i>How do bats pollinate cacti?</i> <i>How do the bats get nourishment?</i> <i>How does the video communicate about the topic?</i> <i>Why do you think “Wings of Life” was chosen as the title for this video?</i></p> <p>For further discussion, draw on the following questions. Add to the chart as important ideas and/or questions arise.</p> <p style="padding-left: 40px;"><i>What does this video show? What is it about?</i> <i>What impact does the music have on the viewers’ experience?</i> <i>What impact does the narration have on the viewers’ experience?</i> <i>How are bats and cacti interdependent?</i> <i>What other organisms—plants or animals—might be affected by the relationship between bats and cacti?</i></p>
<p>Closing</p> <p>1 minute</p>	<p><i>Today we watched to be inspired, to identify what is important, and to ask questions about the topic of bats as pollinators of cactus plants. We have recorded our ideas and some questions. Let’s see if some of our questions are answered this week.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p>

	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SEL. Relationship Skills</p>
<p>Ongoing assessment</p>	<p>Collect and review the sheets to assess children’s understanding.</p> <p>Do children identify key details from the video, asking and answering questions?</p> <p>Do they make inferences about the interdependence of bats and cacti?</p> <p>Take note of how the particular pairs of children worked together.</p>

Notes

Names: _____ Date: _____

Collecting Notes and Questions: "The Wings of Life - Bats" video	
Notes What information is important here? Why is it important?	Questions What would we like to find out?

Unit 4: The Power of Pollinators



WEEK 5 Day 3

Text Talk
“Bats Are Pollinators” (informational texts)

Big Ideas	Organisms in an ecosystem are interdependent. The parts of an organism have specific functions. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.
Weekly Question	What makes a plant and a pollinator a good match?
Content Objective	I can use a variety of strategies to identify the key details and big ideas of specific paragraphs within a text. (R.4.2, R.5.2.b, R.8.2.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 communicate effectively and work as a team to identify big ideas in a complex text. (Relationship Skills)
Vocabulary	<p>cactus: a kind of succulent plant</p> <p>collect: to gather</p> <p>depend: to rely on, to trust (*Week 2)</p> <p>garlic: a strong-smelling bulb used for cooking</p> <p>match: a person or thing that relates to another as an equal in a particular way (*Week 4)</p> <p>produce: to make</p> <p>rotten: decaying and foul</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Bats Are Pollinators” slides ● projector and screen ● “Bats Are Pollinators” informational text, one copy for each pair of

	<p>children</p> <ul style="list-style-type: none"> ● “Bats Are Pollinators” Important Ideas sheet, one copy for each child ● Text Talk Notebooks ● writing tools ● Annotations chart, from previous weeks <p>On the whiteboard, write the following questions.</p> <p style="text-align: center;">What are the most important ideas of each section? What do I want to teach my classmates?</p> <p>There are four sections of text. Children will first read one assigned section with a partner. Then children will separate from their partners and reform groups of four (one child who has read each section) to discuss the text as “experts” in the Jigsaw routine. Consider the number of children in the class and children’s varying needs for support to plan these groups and to assign specific sections of text. (The first two pages of the text are simpler than the last two.)</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose for reading.</p> <p><i>Today we will read “Bats Are Pollinators,” an informational text. First, you will read one section of the text with a partner. Then you will share the most important ideas of your section with a small group.</i></p> <p><i>Remember we have done a Jigsaw before. In a Jigsaw, you read and become an expert in one section of the text. Then you share your section with a small group and listen to other experts summarize their sections. In the end, you will understand the whole text better.</i></p>
<p>Text and Discussion 30 minutes</p>	<p><i>In a moment, you will read your part of the text with a partner. As you read, gather important ideas and record them on your sheet.</i></p> <p>Refer to the questions on the whiteboard, and read them aloud.</p> <p><i>What are the most important ideas of each section? What do I want to teach my classmates?</i></p> <p>Show slide 2.</p> <p><i>Here’s the first page of the text. Let’s read and think about the second full paragraph all together.</i></p> <p>Click the animation to show the paragraph in larger font.</p> <p><i>To think about what’s critical in the paragraph, we can look at the heading.</i></p> <p>Click the animation to underline the heading, and read it aloud.</p> <p><i>This might give us some clues about what the paragraph is about.</i></p>

	<p><i>Then we can read the paragraph carefully.</i> Read the paragraph aloud, tracking the print.</p> <p><i>When you read, you will write the most important ideas on this notes sheet [show the sheet]. You might also want to annotate your copy of the text to support your thinking.</i> Refer to the annotation chart.</p>
	<p>Distribute the text, sheets, writing tools, writing surfaces. Have partners sit together in spaces that are comfortable for them. Children will read their assigned sections and pause to discuss and write notes about important ideas. Children will share the text, and each child will take notes on an individual sheet.</p> <p>Circulate to support children’s reading, discussion, and identifying and writing important details; refer them to the questions on the board. Use the following questions to guide their work.</p> <p><i>Which details in the text are very important?</i> <i>Which details are less important?</i> <i>How do informational text features (headings, photographs, glossary) support the big idea?</i></p> <p>Encourage reciprocal discussion; model listening and responding.</p> <p><i>I agree with you because...</i> <i>Say more. How do you know that?</i> <i>Let’s look closely at that part one more time.</i></p> <p>Bring the class back together to form new groups.</p> <p><i>Now that you have read one section, you’ll have a chance to teach other readers about it. The person who read the first page will share information first, then the person who read the second page, and so on. Listen carefully to each other and ask questions.</i></p> <p>Reorganize children into new groups. Have these groups move to different areas of the classroom.</p> <p>As they work, encourage children to refer to their note sheets. Support their conversations, and ask prompting questions. Provide signals throughout to make certain that each child has time to share.</p> <p>Bring children back to the whole group.</p> <p><i>What are the important ideas of each section of the text?</i> <i>How did the Jigsaw help you to better understand the whole text?</i></p>
<p>Key Activity 8 minutes</p>	<p>Distribute Text Talk notebooks.</p> <p><i>Take a few minutes to write two important ideas from the whole text, and describe how you know these ideas are important.</i></p>

	Give children examples of how they can identify important ideas, as needed, such as by quoting the text, mentioning an informational text feature, or pointing out a supporting photograph, for example.
Closing 1 minute	<i>Today we read a new informational text, "Bats Are Pollinators." We gathered the important ideas from each section and heard from each other about important ideas from other sections. By doing this, we identified important ideas from the whole text and described what we learned and how.</i>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently.</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>During the lesson, note how the children approach reading and the Jigsaw.</p> <p>How do children approach reading their assigned sections?</p> <p>Do they identify big ideas?</p> <p>Do they articulate what clues lead them to those ideas?</p> <p>Listen in on children's discussion.</p> <p>Do children discuss the ideas and surface the important ideas?</p> <p>Do they engage in reciprocal discussions respectfully, with partners and in a group?</p> <p>Do children piece together all the parts of the text?</p> <p>After the lesson, collect and review children's Important Ideas sheets.</p>

Notes

Names: _____

Bats are Pollinators

Bats are pollinators. Many bats eat nectar and fruit, making them good pollinators. Pollination by bats is called **chiropterophily** (*ker OP ter o fill ee*).

What makes bats good pollinators?

Bees have hairy bodies that pick up pollen, but bats' bodies are covered with fur. Lots of pollen gets stuck in this fur and is then moved to other plants.

Bats fly long distances. They can carry pollen from one flower to another flower far away. This is important for plants that don't grow close to each other. Bats can pollinate hundreds of flowers in just one night.



Bats have very long tongues! They can suck nectar that is deep inside a flower. That also means that they pick up pollen that other animals can't get to. A Tube-lipped Nectar bat's tongue is longer than its whole body!



How do bats find flowers at night?

Some flowers need to be pollinated at night. Many of the flowers that bats pollinate, like the Saguaro cactus, open only at night and close up during the day.

In the dark, bats use their sense of smell to find what they are looking for. Scientists have found that bats like the **odors** of garlic, mushrooms, and rotten cabbage. Some flowers produce odors like these to **attract** pollinators, and bats follow their noses to fly to them.

Bats also use their sense of sight to find flowers. Some flowers are white, so bats can see them clearly. Other flowers are not bright. Other animals cannot see them so they are saved for the bats to pollinate.



Echolocation is a way of finding or locating things by sound. This is useful in the dark. The bat makes a noise, and that noise bounces off something else. Some flowers are bell-shaped. The shape of the flower makes a strong *echo* sound for the bat to hear.

Why is pollination by bats important?

More than 500 species of plants depend on bats to pollinate their flowers.

Bats pollinate many fruits, including banana, mango, papaya, and guava. Bats are also pollinators for vanilla and cacao plants. Cacao fruit is what chocolate is made of!



bat eating from a banana flower



cacao flower



cacao pods (fruit)



vanilla flower



mango



guava

Some plants are *only* pollinated by bats. These plants are important parts of **ecosystems**. An ecosystem is a community of plants and animals that depend on each other. For example, Saguaro cactus plants provide food and water for many animals in the dry desert. They



also provide shelter and protection for birds that build their nests in the cactus.

How are some bats and plants interdependent?

Bats and plants depend on each other. Two **species** of bats, the Lesser Long-nosed bat and the Mexican Long-tongued bat, **migrate** each spring to find plants with just the right nectar. They travel a thousand miles or more from Mexico to Arizona, New Mexico, and Texas in the United States.

The bats **hover** to **slurp** up nectar from cactus flowers. The Lesser Long-nosed bat's face is perfectly shaped to fit into the cactus blossoms. As pollen collects on the bats' fur, it is carried from flower to flower. Some of that pollen is left over on the bats' faces. They use their long tongues to clean their faces for extra **nutrition**. The bats come back to the cacti when the fruit is ripe to eat that, too.



Different animals are a good match for pollinating different plants.

Glossary

chiropterophily: pollination by bats, pronounced *ker OP ter o fill ee*

odors: smells

attract: to cause something or someone to be interested

echolocation: finding or locating things by sound

ecosystem: a community of plants and animals that depend on each other, and their environment

species: a kind of something

migrate: to move from one area to another

hover: to stay in one place in the air

slurp: to make a sucking noise while eating or drinking something

nutrition: healthy food

Written by Melissa Tonachel

Sources: Information and photos

<http://www.nature.sciencesource.com/merlin-tuttle-photography/>

<http://www.bedsbatgroup.org.uk/wordpress/wp-content/uploads/2011/07/2009-4-bat-pollination.pdf>

http://www.bats.org.uk/pages/why_bats_matter.html

<http://www.batcon.org/resources/media-education/news-room/the-echo/918-not-just-the-birds-and-bees-6-fast-facts-about-pollinating-bats>

<https://www.newscientist.com/article/mg14920222-400-science-bats-and-bees-love-the-sweet-smell-of-decay/>

<https://www.fs.fed.us/wildflowers/pollinators/animals/bats.shtml>

<https://www.merlintuttle.com/tag/pollinating/>

<https://www.youtube.com/watch?v=ic0tCS22RGA>

<https://www.smithsonianmag.com/science-nature/>

<http://www.meridiancacao.com/>

<https://en.wikipedia.org/wiki/Vanilla>

<https://bangaloreagrico.in/product/guava-live-plant-all-climate-bangalore-agrico-high-yield-in-3-months/>

<http://www.plantsguru.com/mango-amrapali>

<https://merlintuttle.smugmug.com/Low-Resolution/Seed-Dispersal/i-rX4r9G8/A>

http://www.panda.org/what_we_do/endangered_species/cacti/

http://avise-birds.bio.uci.edu/piciformes/picidae/melanerpes_uropygialis/index.html

<https://www.newscientist.com/article/dn10721-the-bat-with-the-incredibly-long-tongue/>

Name: _____ Date: _____

Section heading: _____

“Bats are Pollinators” Important Ideas

“Bats are Pollinators”

excerpt (page 1)

Text Talk Week 5, Day 3

Bats are Pollinators

Bats are pollinators. Many bats eat nectar and fruit, making them good pollinators. Pollination by bats is called **chiropterophily** (*ker OP ter o fill ee*).

What makes bats good pollinators?

Bees have hairy bodies that pick up pollen, but bats' bodies are covered with fur. Lots of pollen gets stuck in this fur and is then moved to other plants.

Bats fly long distances. They can carry pollen from one flower to another flower far away. This is important for plants that don't grow close to each other. Bats can pollinate hundreds of flowers in just one night.

Bats have very long tongues! They can suck nectar that is deep inside a flower. That also means that they pick up pollen that other animals can't get to. A Tube-lipped Nectar bat's tongue is longer than its whole body!



Bats fly long distances. They can carry pollen from one flower to another flower far away. This is important for plants that don't grow close to each other. Bats can pollinate hundreds of flowers in just one night.

Unit 4: The Power of Pollinators



WEEK 5 Day 4

Text Talk
“The Vain Bat” (folktale)

Big Ideas	Organisms in an ecosystem are interdependent. The parts of an organism have specific functions.
Weekly Question	What makes a plant and a pollinator a good match?
Content Objective	I can retell the story and explain its central message. (R.5.2.a)
Language Objective	I can explain the meaning of figurative language in a text. (L.5)
SEL Objective	I can appreciate other cultures and my own. (Social Awareness)
Vocabulary	admiration: a feeling of wonder and approval cardinal: a species of red bird cradle: a small rocking bed for a baby disdainful: showing scorn or displeasure enemy: someone or something that harms or threatens insulting: offensive, acting in a way that hurts feelings iridescent: full of shiny colors kingfisher: a brilliant-colored bird with a big head luxuriant: having more than enough pursuit: seeking to get shame: to make feel embarrassed toucan: a tropical, brightly colored bird tuft: a bunch of feathers sticking together

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● “The Vain Bat, a Taíno Legend,” one copy for each child ● clipboards or other writing surfaces ● pencils ● “The Vain Bat” slides ● Elements of a Folktale chart, from Weeks 1 and 4 (including <i>Cuckoo/Cucú</i> and <i>The Little Hummingbird</i>) <p>Add “The Vain Bat” in the title column.</p> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">“The text says... but I think the author really means...”</p> <p>Before the lesson, make sense of the figures of speech:</p> <p style="padding-left: 40px;">when time was yet in the cradle the sun feather that burns in the breast of the toucan dumb with admiration rainbow was born of the echo of his flight enemy of the light</p> <p>During this lesson, the text is presented on slides while children simultaneously follow along on and annotate their own copies of the text. Consider children’s facility with moving between the two texts while also managing materials and stopping to annotate and discuss. Some children may work most successfully in pairs, while others will best focus solely on the slides, for example.</p>
<p>Opening 5 minutes</p> <p>slide 2</p>	<p>Distribute writing tools, clipboards, and copies of the text to each child. Project the text.</p> <p>Introduce the text. Read the brief introduction about the Taíno people. <i>Thumbs up if you have a connection to the Taíno people. What connection do you have to this introduction?</i></p> <p>Introduce the folktale. <i>Today we will read another folktale. It’s called “The Vain Bat.” We will read it first to consider all the figurative language in this version of the legend. Figurative language is language that uses special groups of words, or figures of speech, so that the text has more of an impact. Figures of speech go beyond the basic meanings of the words to help us imagine the story in our minds.</i></p> <p><i>After we look at this special language, we’ll read the folktale a second time to identify what happens at the beginning, middle, and end of the story, and whether or not there are mystical characters. We will read and analyze the book’s central message, or what the</i></p>

	<p><i>folktale is trying to tell us. We'll add to our folktales chart as we collect our thoughts.</i></p>
<p>Text and Discussion 26 minutes</p> <p>slides 3-4, paragraphs 1-3</p>	<p><i>As we read and look for figurative language, let's underline phrases we are not sure of. We can try to understand their meanings together. They might make more sense as we read the folktale a second time.</i></p> <p>Show slide 3. Read the first sentence, and pause. <i>The second half of this sentence is about the bat being ugly. But the meaning of "time to be in its cradle" is less clear—it definitely doesn't mean that time is actually sitting in a baby's bed! We'll have to read the story more to figure it out. Let's underline it.</i></p> <p>Show slide 4 to show this phrase underlined. Here and at other pauses to underline text, invite children to underline the phrase on their own sheets.</p> <p>Continue reading. Pause after paragraph 2 to check for comprehension. <i>What is wrong with the bat? What does he want?</i></p> <p>Read the third paragraph (one sentence).</p>
<p>slides 5-7, paragraphs 4-5</p>	<p>Continue reading through "the sun feather that burns in the breast of the toucan." Pause. <i>Here is another bit of figurative language. We can tell that it isn't literal, or straightforward—the words don't say what they usually mean.</i></p> <p>Show slide 6 to show this phrase underlined. Invite children to underline the phrase on their own sheets. <i>Because of the context of this phrase, we might be able to figure it out.</i> <i>The bat has received a lot of colorful feathers. What do you imagine this "sun feather" could look like?</i></p> <p>Turn and Talk. Refer to the prompt on the board. <i>You might say to your partner, "The text says 'the sun feather that burns in the breast of the toucan,' but I think the author really means..."</i></p> <p>Read paragraph 5. Show slide 7 to show two phrases underlined ("dumb with admiration" and "rainbow was born of the echo of his flight"). <i>Let's come back to these two.</i></p>
<p>slides 8-10, paragraphs 6-9</p>	<p>Read paragraph 6, and pause. <i>How is the bat acting now?</i></p>

	<p>Read through the end of the text (marked by illustration). Turn and Talk. <i>What happens to the bat at the end of the tale?</i></p> <p>Show slide 10 to show the phrase ““enemy of the light” underlined. Ask children to think about this, connecting to their knowledge of bats’ behavior: <i>From what we already have learned about bats, what do you think it means that the bat is naked? What does it mean that the bat is the “enemy of the light?”</i></p> <p>Harvest a few responses.</p>
slides 11-16 Full text	<p><i>Let’s go back to the beginning and read the folktale again. This time we’ll see if we can complete our chart, and we’ll see if any of the other figures of speech become more clear. Reading a text multiple times helps get to all of the levels of meaning.</i></p> <p>Read the full text through, stopping to fill out the class chart and individual sheets. As needed, pause to explain and discuss figures of speech not explained during the first read.</p>
Key Discussion 8 minutes	<p>Think, Pair, Share, and Write. <i>What is the central message of the Vain Bat?</i> [explains why bats live in caves and come out at night.]</p> <p>Have children fill out this section on their sheets.</p> <p>As a group, review the chart and add anything that is missing.</p>
Closing 1 minute	<p><i>Today we read and re-read to understand some of the figurative language in this folktale, to make the text come alive for us. We also identified the folktale’s central message and other elements.</i></p>
Standards	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. SEL. Social Awareness</p>
Ongoing assessment	<p>Note children’s responses to encountering figurative language. Pay attention to participation in the discussion. How do children explain the central message of the text?</p>

“The Vain Bat,” A Taíno Legend

The Taíno people, part of the Arawak tribe, lived in the Caribbean, on the land now known as Cuba, Jamaica, Haiti, the Dominican Republic, and Puerto Rico for thousands of years. Words from the Taíno’s native language include canoe, hurricane, barbecue and hammock.



1	When time was yet in the cradle, there was no uglier creature in the world than the bat.
2	The bat went up to the sky to look for Creation Spirit. He didn’t say, “I’m bored with being hideous. Give me colored feathers.” No. He said, “Please give me feathers, I’m dying of cold.” But Creation Spirit had not a single feather left over.
3	“Each bird will give you a feather,” Creation Spirit decided.
4	Thus the bat got the white feather of the dove and the green one of the parrot, the iridescent one of the hummingbird, the pink one of the flamingo, the red of the cardinal’s tuft, the blue of the kingfisher’s back, the clayey one of the eagle’s wing, and the sun

	feather that burns in the breast of the toucan.
5	The bat, luxuriant with colors and softness, moved between earth and clouds. Wherever he went, the air became pleasant and the birds dumb with admiration. Some said the rainbow was born of the echo of his flight.
6	Vanity puffed out the bat's chest. He acquired a disdainful look and made insulting remarks.
7	The birds called a meeting. Together they flew up to Creation Spirit. "The bat makes fun of us," they complained. "And what's more, we feel cold for lack of the feathers he took."
8	Next day, when the bat shook his feathers in full flight, he suddenly became naked. A rain of feathers fell to earth.
9	He is still searching for them. Blind and ugly, enemy of the light, he lives hidden in caves. He goes out in pursuit of the lost feathers after night has fallen and flies very fast, never stopping because it shames him to be seen.

This version of the folktale is found at [Bedfordshire Bat Group](http://www.bedsbatgroup.org.uk/wordpress/?page_id=574#taino)
(http://www.bedsbatgroup.org.uk/wordpress/?page_id=574#taino).

Illustration: <http://melanippos.deviantart.com/art/Bat-and-the-rainbow-162120591>

Text Talk U4 W5 D4

Name: _____ Date: _____

Elements of a Folktale: "The Vain Bat"

Beginning Setting, Characters, and Events	Middle Problem, Responses to the Problem	End Solution	Presence of Magical or Mystical Beings?
Central Message, Lesson, or Explanation of Phenomena			

Unit 4: The Power of Pollinators

WEEK 5 Day 5



Text Talk
Comparing Folktales
Cuckoo, The Little Hummingbird, and “The Vain Bat”

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	What makes a plant and a pollinator a good match?
Content Objective	I can compare the different folktales we have read. (R.5.2.a, R.11.2.a, R.11.2.b)
Language Objective	With the support of my classmates, I can recount and discuss key similarities and differences in three folktales. (SL.1.2)
Vocabulary	<p>central: important, dominant</p> <p>pattern: things that repeat in the same way</p> <p>phenomena: things that are observable and make an impression</p> <p>pursuit: seeking to get</p> <p>shame: to make feel embarrassed</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Cuckoo</i>, Lois Ehlert ● <i>The Little Hummingbird</i>, Michael Nicoll Yahgulanaas ● “The Vain Bat,” one printed copy ● Elements of a Folktale chart, from Day 4 ● Discussion Prompts chart ● highlighters or markers ● Folktale Endings text excerpts, one set for each pair of children ● Folktale Endings sheet, one copy for each child <p>On the whiteboard, write two sets of questions: How is each folktale the same or different?</p>

What patterns do you see?

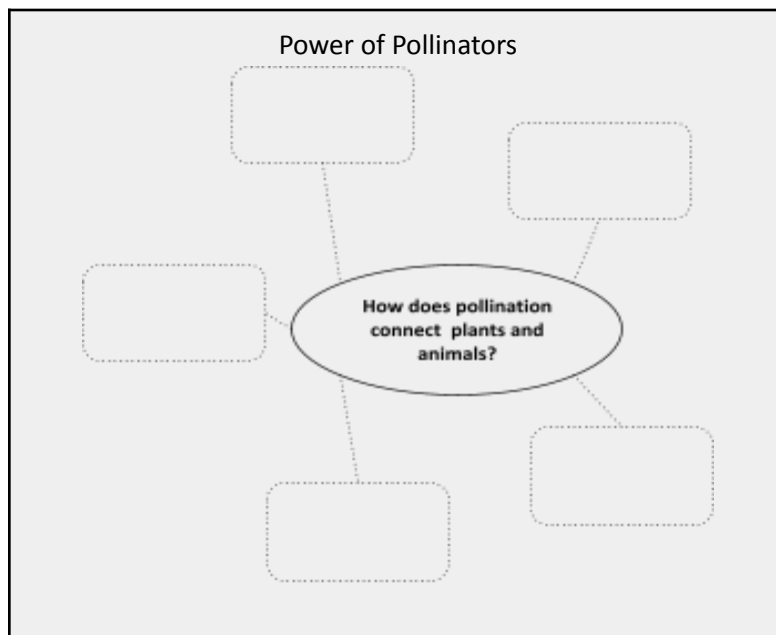
How does this folktale end?

Does it have a central message?

Does it explain something in the world?

Children will read and take notes together. Assign pairs strategically. Also plan for pairs to join to form groups of four for Numbered Heads Together.

- Weekly Question charts from Weeks 1-5
Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Bees Are Essential Pollinators (but do not write these on the chart). Before the lesson, post the Weekly Question charts so that they are all visible for the whole group.
- chart paper
Create the following Power of Pollinators chart. In the center of the paper, write the unit question: How does pollination connect plants and animals?



Note: the number of boxes will be determined by the whole group conversation. Plan for about 5-8 boxes on the chart. There are six big ideas in the unit, and the boxes might or might not correspond to these.

Opening

We have read three folktales as we have been studying pollinators.

Text Talk U4 W5 D5

<p>1 minute</p>	<p><i>Today we will compare the folktales to find patterns. We'll also look closely at the endings to see how the folktales present the central message, lesson, or explanation of phenomena.</i></p>
<p>Text and Discussion 8 minutes</p>	<p>Have children turn and talk with a partner to recall each folktale. As useful, hold up each text and turn to particular pages to show important illustrations.</p> <p><i>What do we remember was the gist of Cuckoo? What about The Little Hummingbird? And "The Vain Bat"?</i></p> <p>Harvest a few ideas.</p> <p><i>Now, as we look at the chart, think about what patterns you notice.</i></p> <p>Read the chart aloud.</p> <p><i>With a partner, you'll discuss the elements of each folktale— the beginning, middle, and end, as well as the presence of mystical beings.</i></p> <p><i>How is each folktale the same or different in these areas? What are some patterns that you see? [Refer to the questions on the board.]</i></p> <p><i>After you talk with your partner, you'll join another pair to form a small group to share your ideas.</i></p> <p>Refer to the class established Discussion Prompts to encourage respectful, reciprocal conversation.</p> <p>Have children discuss in pairs, and then signal them to move into groups of four. Remind them to each assign themselves a number, 1-4.</p> <p>After about five minutes, bring the whole group back together.</p> <p>Harvest information from the groups by calling on a "Numbered Head." As children share their ideas, add to the class chart. Use one color to note patterns across folktales; use different colors to mark elements that are unique to an individual folktale.</p>
<p>Key Activity 17 minutes</p>	<p>Have the children return to their original partners. Distribute to each pair one set of the Folktale Endings text excerpts and two Folktale Endings sheets. Either</p> <p><i>With your partner, read the endings of the three folktales. When you finish reading, answer these questions together:</i></p> <p><i>How does this folktale end?</i></p> <p><i>Does it have a central message?</i></p> <p><i>Does it explain something in the world?</i></p>

	<p><i>As you discuss, you can each fill in your own Folktale Endings sheet. As children work, circulate to support them. Point them to language in the endings that helps determine the kind of ending and what defines it as such. One example of a response would be: "The Vain Bat" ends with an explanation of phenomena because it explains why bats live in caves and fly fast at night.</i></p> <p>On the back of the page, have children write to compare these endings. They can continue this work at the Writing Station.</p> <p>When children finish, bring the group back together, and ask a few children to share highlights of their writing.</p> <p>Finally, use the ideas children share to complete the final column of the Elements of a Folktale chart (central message).</p> <p>Collect the sheets.</p>
<p>Closing 3 minutes</p>	<p><i>Today we read, talked, and wrote to compare the elements of three folktales. Is there anything we can say about folktales in general?</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Read the Week 5 Weekly Question Chart. Quickly note one or two essential ideas.</p> <p>Incorporate new ideas from today's discussions. <i>What can we learn about animal pollinators through folktales?</i></p>
<p>Unit Question Chart 8 minutes</p>	<p><i>We've been thinking about the power of pollination for a few weeks now. Let's look back at some of the ideas we've had so far and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart.</p> <p><i>Today we are going to work on a new chart to help us think about all our ideas about the power of pollination. Let's see if we can find patterns in our thinking and if they can help us answer a big question: How does pollination connect plants and animals? Animals includes humans.</i></p> <p>Model synthesizing ideas. Refer to ideas that have been marked with similar colors.</p> <p><i>These three ideas are all about how bees' bodies help them pollinate. We can rephrase that: Bees survive through the process of pollination. I'll write that sentence in a box on our chart.</i></p> <p>On the Power of Pollinators chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p>

	<p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the Power of Pollinators chart.</p> <p>This chart will be added to in Week 8.</p>
<p>Standards</p>	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Note children’s contributions to the small group and large group conversations. Review children’s Folktale Endings sheets.</p> <p>What patterns and connections do children find?</p> <p>What do children understand about folktales?</p> <p>How do they apply and extend their knowledge of pollination in thinking about these folktales?</p> <p>How do they record their ideas in writing?</p> <p>Make copies to have documentation of each child’s thinking.</p>

Notes

Name: _____ Date: _____

Folktale Endings

Folktales end with a central message, a lesson, or an explanation of phenomena. What kind of ending does each folktale have? Use details from the text to support your response.

Cuckoo ends with _____

The Little Hummingbird ends with _____

“The Vain Bat” ends with _____

Cuckoo

The birds waited for Cuckoo to land. When she told them that the seeds were safe, they all clapped their wings.

And they all agreed in the end: You can't tell much about a bird by looking at its feathers.

The Little Hummingbird

Little Hummingbird continued her work. She flew quickly, picking up more water and putting it, drop by drop, onto the burning forest.

Finally, Big Bear said, "Little Hummingbird, what are you doing?"

Little Hummingbird looked at the other animals. She said, "I am doing what I can."

"The Vain Bat"

Next day, when bat shook his feathers in full flight, he suddenly became naked. A rain of feathers fell to earth.

He is still searching for them. Blind and ugly, enemy of the light, he lives hidden in caves. He goes out in pursuit of the lost feathers after night has fallen and flies very fast, never stopping because it shames him to be seen.

Unit 4: The Power of Pollinators

WEEK 5

Stations

Station	Activities	Materials Writing tools at each station
Guided Independent Reading		<ul style="list-style-type: none"> individual book bags
Teacher groups: strategic small group instruction		
Listening & Speaking	Listen and Respond	<ul style="list-style-type: none"> audio recording and technology “Bees Are Not the Only Pollinators that Buzz” informational text “Bees Are Not the Only Pollinators that Buzz” slides conversation prompts
Science Literacy	How have our classroom plants changed?	<ul style="list-style-type: none"> Unit 4 Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 4 Weekly Words cards Recording sheets Choose 3! menu
	Talk About It: The common blossom bat in Australia is an important pollinator for these native plants. What makes them a good match?	<ul style="list-style-type: none"> Weeks 4 and 5 Weekly Words cards Week 5 image, 2 copies cut apart Week 5 sheets
Word Work <i>(align skills with literacy program)</i>	Marking double vowels (au/aw)	<ul style="list-style-type: none"> Week 5 Name It, Write It, Mark It sheets
	Choosing vowel teams (au/aw)	<ul style="list-style-type: none"> Week 5 Name It, Sort It, Write It sheets
	Writing words, using them in sentences	<ul style="list-style-type: none"> Week 5 Look Cover Write Check sheets
Writing	Prompt from Text Talk Day 5: Comparing folktales	<ul style="list-style-type: none"> Folktales Endings sheets, in process

“Bees Are Not the Only Pollinators That Buzz” Conversation Prompts: Cut apart and provide with text and audio recording.

Page 6:

There are 300 species of hummingbirds. How does the information on this page help you know which species of hummingbird you might see in Boston?

“Bees Are Not the Only Pollinators That Buzz”

Page 8:

Why do hummingbirds need to eat insects and spiders?

“Bees Are Not the Only Pollinators That Buzz”

Page 10:

What are two ways that you could lure hummingbirds to your school or community garden?

“Bees Are Not the Only Pollinators That Buzz”

I agree with you, and I would like to add ____.

I respectfully disagree with you because ____.










What evidence do you have to support that?

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Write the word. Circle and mark the double vowel.

Word Bank	auto	daughter	shawl	
paw	laundry	haunted	yawn	raw

 sawdust <small>d</small>		
		
		

Skills: Know spelling-sound correspondences for additional common vowel teams.

Name: _____

Name It	Sort It	Write It
---------	---------	----------

Name the picture. Glue it in the proper column. Write the word.

aw	au
_____ ----- _____	_____ ----- _____
_____ ----- _____	_____ ----- _____
_____ ----- _____	_____ ----- _____

aw	au
<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

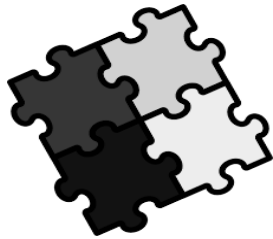
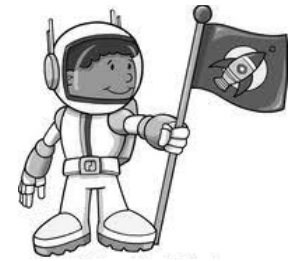
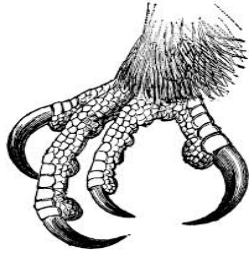
Word Bank		claw	laundry
draw	seesaw	astronaut	jigsaw
launch	straw	hawk	Paul

Skills: Know spelling-sound correspondences for additional common vowel teams.

Name It

Sort It

Write It



Name: _____

Look	Cover	Write	Check ✓
------	-------	-------	---------

August	<hr/> <hr/> <hr/>	
laugh	<hr/> <hr/> <hr/>	
daughter	<hr/> <hr/> <hr/>	

Skills: Recognize and read grade-appropriate irregularly spelled words.

Use it in a Sentence

August

laugh

daughter

Name: _____ Date: _____

Folktale Endings

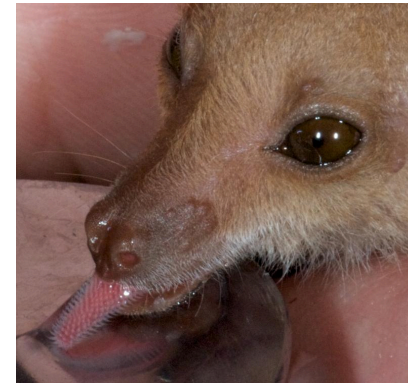
Folktales end with a central message, a lesson, or an explanation of phenomena. What kind of ending does each folktale have? Use details from the text to support your response.

Cuckoo ends with _____

The Little Hummingbird ends with _____

“The Vain Bat” ends with _____

Talk About It



<https://tolgabathospital.org/bats/blossom-bat/>, <https://www.australianplants.com/>, <https://malcolmtattersall.com.au/wp/2017/07/paperbark-blossom/>, https://commons.wikimedia.org/wiki/File:Caesia_pink_flowers.jpg, <https://www.gardenclinic.com.au/how-to-grow-article/star-of-the-season-bottlebrush>

Vocabulary Station U4 W5

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education

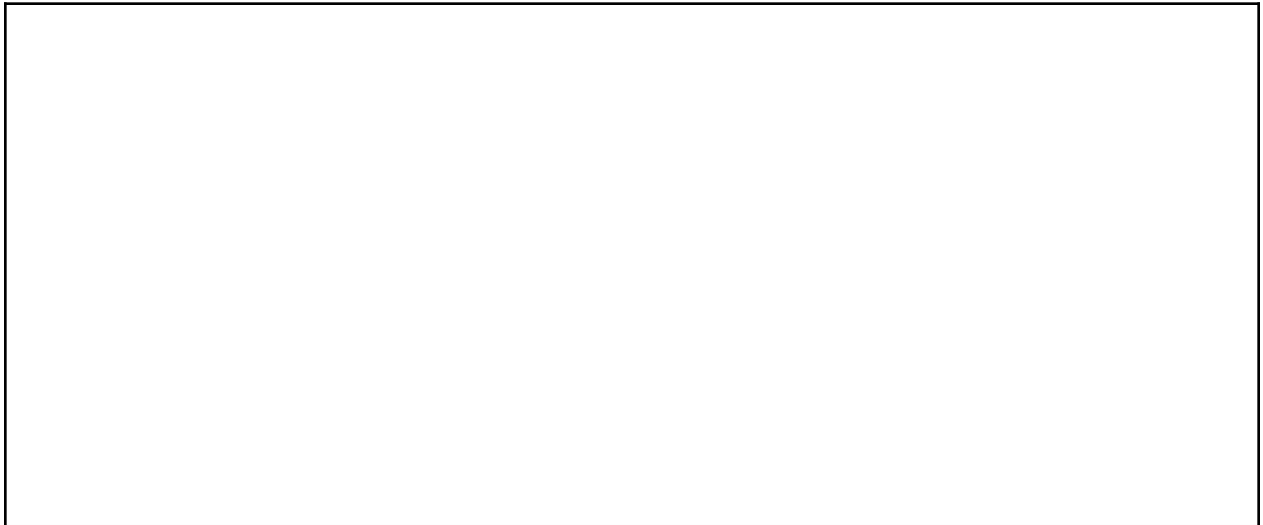
Talk About It

Name: _____ Date: _____

The common blossom bat in Australia is an important pollinator for these native plants. Look at the bat's tongue. Look at the flowers.

What makes them a good match?

Look carefully at the images. **Talk** with your partner, **draw and write** about your ideas, and then **share** your writing. Use important vocabulary words as you talk and write. **Circle** the important words you use.



Unit 4: The Power of Pollinators

WEEK 5 Lesson 1

Science and Engineering: Life Sciences
Ecosystems: Observing and Dissecting Flowers

Big Idea	The parts of an organism have specific functions.
Guiding Question	Why are the particular parts of an organism important?
Content Objective	I can use my five senses to observe a flower and to better understand its structures and their functions. (2-LS2-3(MA), Practice 6)
Language Objective	I can name important parts of a flower. (L.6.2.a)
Vocabulary	<p>anther: the part of the stamen that contains the pollen</p> <p>dissect: to open something up in order to study its inside parts</p> <p>nectar: the juice of a plant that attracts pollinators</p> <p>petal: the colored pieces of the flower that surround the stamen and stigma</p> <p>pistil: female part of the flower; made up of style, stigma, ovary</p> <p>pollen: powder in the middle of most flowers</p> <p>sepal: the part of the flower that encloses the petals before they bloom</p> <p>stamen: male part of the plant that makes pollen</p> <p>stigma: top part of the pistil that receives the pollen</p>
Materials and Preparation	<p>Children will work in small groups to share resources and discuss their observations and ideas. For each group, gather:</p> <ul style="list-style-type: none">• a selection of real flowers, such as lilies, tulips, and daffodils—flowers that are good for observation and in season (optional, recommended) Each child will draw and collaboratively dissect two different flowers. If real flowers are not available, use the flower images from the Week 1 Building Studio.• small trays or plates, 2

- Science and Engineering packets
- writing and drawing tools, including pencils, colored pencils, and erasers
- magnifiers
- Parts of a Flower poster copy, two for each small group
- *From Seed to Plant*, Gail Gibbons, two copies, for reference
If possible, borrow another copy or two from a K2 colleague so each group can reference one.

In addition, have at hand:

- Parts of a Flower poster
- images of flowers, from Building Studio Week 1, for reference
- chart paper
Prepare the following chart.

About Flowers	
We Think We Know	We Want to Know

Note: Some children may be allergic to pollen. The anther of many flowers can be removed to reduce the amount of pollen a child is exposed to. Children can also wear gloves, safety goggles, and face coverings to prevent ingestion of pollen.

Opening
5 minutes

Some of you have predicted that our plants will soon begin to produce flowers. This week we will look closely at flowers to understand their different structures and the function of each part.

Let's start by writing down what you think you know about flowers.

Think, Pair, Share with two questions:

What do you think you know about flowers?

What is the function, or job, of the flower in the life of a plant?

Record children's ideas on the chart, address misconceptions or reframe them as questions, and record other questions children pose.

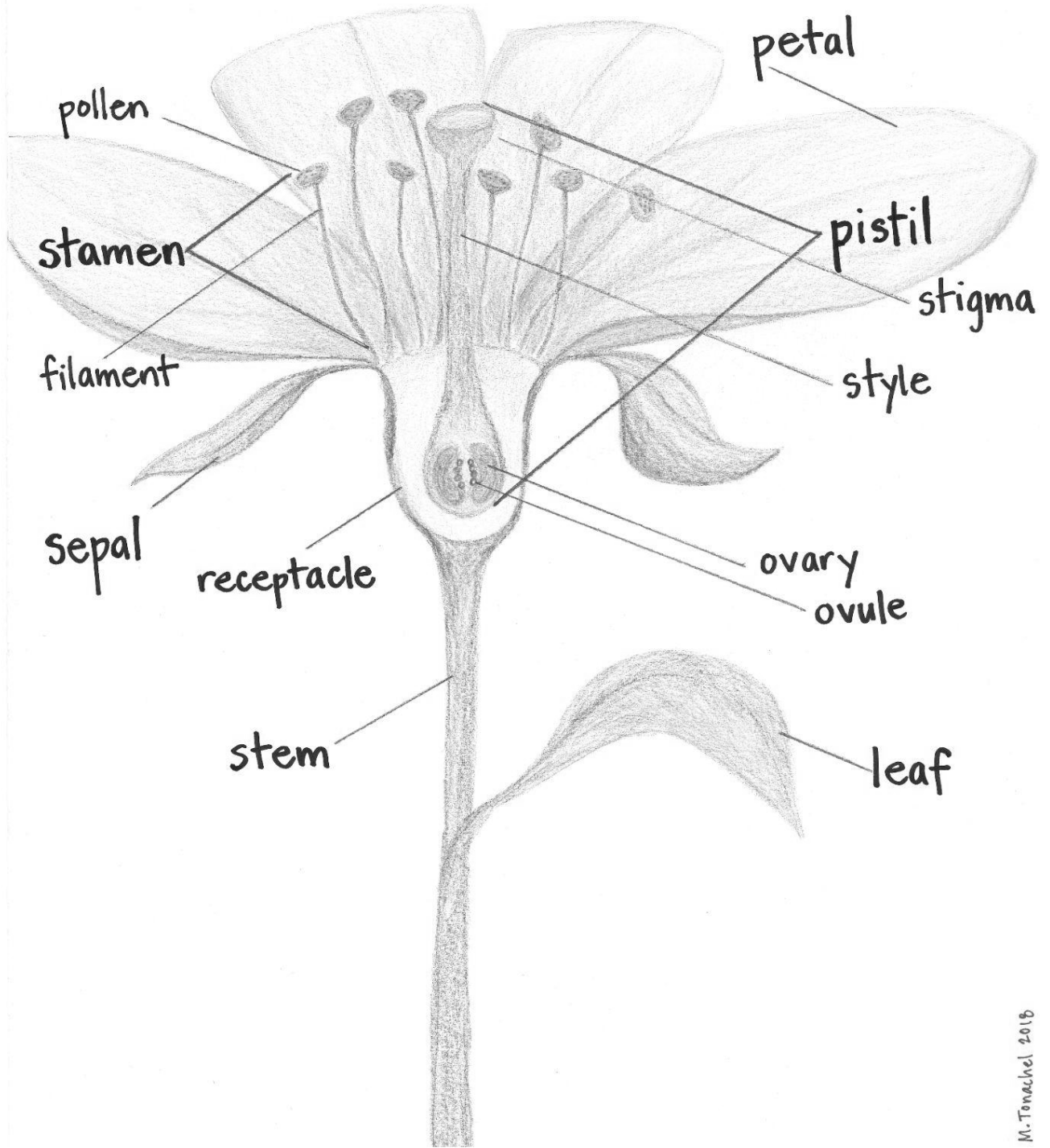
Today you will observe at least two different, real flowers with magnifiers. It is exciting to see a flower up close! After looking very

	<p><i>carefully at each flower, you will choose two to draw and label. Then, you'll look inside the flowers by dissecting them, or taking them apart. Very gently, pull your flowers apart and see all the parts on the inside. Make a detailed drawing of your flower and label the parts you find. To do this, you might refer to the Parts of a Flower poster, the book From Seed to Plant, or any other resources in the classroom.</i></p> <p><i>You'll also write some notes about the differences and similarities you notice.</i></p> <p>Show the corresponding page in a Science and Engineering packet.</p>
<p>Investigation 18 minutes</p>	<p>Distribute flowers, trays, Science and Engineering packets, and writing and drawing tools as children disperse to work. Have them arrange themselves in small groups to share resources.</p> <p>As children work, notice how they use the magnifiers and their strategies for recording details. Remind children to use their senses of touch and smell as well as sight to observe the flowers. Talk with them about common structures of the flowers as well as differences between them. Encourage children to count the number of stamens and petals, to notice shapes and variations of color.</p> <p>Support careful dissection, and talk with children about what they notice. Model use of precise vocabulary and note the vocabulary children use to name each part of the flowers and how they discuss each part's function.</p> <p>As children finish working, make sure they save the flowers on their trays. Label the trays to signify each group so that the same flowers can be used again in the next lesson.</p> <p>If possible, refrigerate the flowers in plastic bags to best preserve them.</p>
<p>Discussion 6 minutes</p>	<p>Bring the whole group back together. Ask children to share a detail they find particularly important, interesting, or surprising.</p> <p>Refer to the Parts of a Flower poster to help children identify and name the parts and to reinforce their functions. Make comparisons across types of flowers. Questions to guide the conversation include:</p> <p><i>Why does a flower need each of these structures?</i> <i>The pollen goes from the anther to the stigma; how does it get there?</i> <i>What happens next?</i> <i>Why do you think flowers are important for the plant?</i></p>

	<p><i>From what we already know and what we observe, what can we say about how pollinators and plants are interdependent? What makes a certain plant and a certain pollinator a good match?</i></p> <p>Review ideas and questions about flowers recorded on the About Flowers chart at the beginning of the lesson. Help children to revise any misconceptions they find there, based on their experience.</p> <p>If any of the class plants—particularly beans and/or arugula—have produced flowers, look at them as a group. Talk about children’s earlier predictions and current observations.</p>
<p>Closing 1 minute</p>	<p><i>Over the past few weeks we have been talking about and observing seeds, plants, and now flowers. We’ve investigated the conditions plants need to best grow and develop: water, nutrients, air, and light. We are learning to look very closely and ask questions about plants to understand how they grow and how plants and pollinators are interdependent.</i></p>
<p>Standards and Practices</p>	<p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p>
<p>Ongoing assessment</p>	<p>This lesson provides a good formative assessment opportunity, as children have already been learning about flowers in the previous weeks. Identify their understandings, misconceptions, and gaps. Notice the vocabulary children use. Use this information to guide upcoming lessons.</p>

<p>Notes</p>

Parts of a Flower



M. Tonachel 2018

Unit 4: The Power of Pollinators

WEEK 5 Lesson 2

Science and Engineering: Life Sciences

Ecosystems: Looking for Evidence of Insects

adapted from FOSS *Insects*

Big Idea	Organisms in an ecosystem are interdependent.
Guiding Question	What can we understand about how organisms benefit each other?
Content Objectives	I can collect data about the insects and other small creatures that live around our school. (2-LS2-3(MA), Practice 3) I can discuss how the organisms in an area depend on one another to survive (2-LS4-1, Practice 6)
Language Objective	I can use my observations to explain what insects and other small creatures do and how they are interdependent with plants. (SL.3.2.a)
Vocabulary	insect: a small animal whose body is divided into three parts, with three pairs of legs and usually one or two pairs of wings
Materials and Preparation	This lesson occurs outdoors. Review outside learning and safety expectations. Identify an area outdoors with a good amount of vegetation. Before the lesson, conduct a safety check of the area. <ul style="list-style-type: none">● 5 or 6 small containers with air holes● spoons● tweezers and magnifiers (optional)● Parts of a Flower poster● Science and Engineering packets● writing and drawing tools, including pencils, colored pencils, and erasers, in one or more containers to carry outdoors
Opening	<i>We have been spending a good deal of time discussing plants and</i>

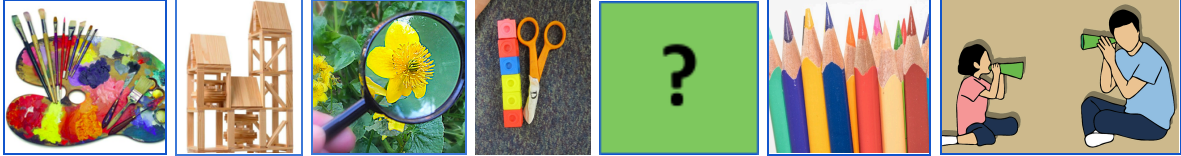
<p>2 minutes</p>	<p><i>pollinators. Today, we'll go outside to look for evidence of insects and other small creatures living around our school. An insect is an organism that has six legs, three distinct body parts, antenna, an exoskeleton, and usually wings. We might find other small creatures outside that do not have all these body parts.</i></p> <p><i>The evidence we find might be actual organisms; it could also be bites taken out of plants, or something else. When we find them, we'll collect some of these organisms by carefully scooping them into containers. If it is safe for them and for us, we can keep and observe them in the classroom for the day—then we'll bring them back to the spot where we collected them.</i></p>
<p>Investigation 20 minutes</p>	<p>Bring children outside to the chosen area. <i>Where do you think we might find some evidence of insects or small creatures out here?</i></p> <p>Gather ideas from the children. Invite children to disperse in small groups.</p> <p>Circulate among these groups as children look for evidence of insects or other small creatures. Point out a leaf that has been eaten; gently turn over a rock to see what is underneath; check under leaves and bushes; look on the sides of trees. Affirm children's discoveries and give clues for evidence they may be missing.</p> <p>Help children distinguish between insects and other kinds of organisms.</p> <p>If children find insects or other small creatures that are safe to handle, help them carefully scoop them into small containers to bring into the classroom for further observation. Remind them to include anything that the organism might need to survive, such as leaves or a spritz of water.</p> <p>Give children time to draw and write observations in their Science and Engineering packets.</p>
<p>Discussion 7 minutes</p>	<p>Bring the group back together outdoors, or move back into the classroom. Invite a few children to share their observations and anything they collected.</p> <p>Facilitate a conversation about how the organisms children observe depend on one another. Questions to guide the conversation include:</p> <ul style="list-style-type: none"> ● <i>What evidence did you see?</i> ● <i>What does this insect or small creature need to live and grow?</i> ● <i>How might this organism help the plants live and grow?</i> ● <i>Why do you think this organism lives here?</i>

	<ul style="list-style-type: none"> • <i>What might happen if we removed this plant or animal from this ecosystem?</i> • <i>What else might depend on this organism?</i> • <i>Do you think this organism is a pest? Why or why not?</i>
Closing 1 minute	<i>Looking at both plants and animals—in this case, insects—helps us understand how all the organisms in an ecosystem are interdependent.</i>
Standards and Practices	<p>SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p>
Ongoing assessment	<p>Reflect on the class discussions.</p> <p>What connections do children make among the plants and animals they observe?</p> <p>How do children describe the interdependence of organisms in an area?</p>

Notes

Unit 4: The Power of Pollinators

WEEK 5 Studios



Exploring Pollination and Pollinators (continued)
 Studios work continues from Week 4:
 Children choose familiar media to explore diverse pollinators.

Big Ideas	<p>The parts of an organism have specific functions.</p> <p>Pollination is a result of animal behavior.</p> <p>Animals, including humans, benefit from and depend on pollination.</p>
Weekly Question	<p>What makes a plant and a pollinator a good match?</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Parts of a Flower poster ● new studios prompts Cut apart and replace studios prompts. ● Unit 4 Observation Sheet <p><u>For all studios:</u></p> <ul style="list-style-type: none"> ● Replenish materials from Week 4, as needed. Add additional materials children have identified. <p><u>New for Discovery Studio:</u></p> <ul style="list-style-type: none"> ● all materials from Science Lessons for flower observation and dissection <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● Number cards 0–10 Make multiple copies. Remove the cards that show 10. ● How Close? Recording Sheet ● base 10 blocks, optional, for modeling numbers <p>Select samples of work from Week 4 to use in a brief Opening meeting.</p> <p>Decide which studios need particular attention in the opening, and</p>

prepare those studios bins for the meeting, along with the Opening Basket. Note that introduction of the Art Studio (Printmaking) may take extra time.

Have sufficient copies of the Observation Sheet on clipboards.

Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.

Opening

All of our Studios activities are continuing from last week. Let's take a look at some of the work you did last week.

Share a few examples of children's finished work and works in progress.

Now, take a moment to reflect on last week's work: will you continue something you started? Will you do something new or work with a new classmate? Or will you try something new?

Make a note in your Planning and Reflection Notebooks, share your plan with a friend, and then we'll get right to work!

Facilitation


Observe children's use of space and materials.

Observe children's interactions with each other and their habits of asking for and offering help and feedback.

Use the Studios Guiding Questions and refer to the Weekly Question to understand and extend children's thinking.

Collect samples of children's work for use during Thinking and Feedback and/or for planning purposes.




Art

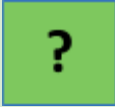



Prints Inspired by *The Little Hummingbird*
Continues from Week 4

Content Objective:
 I can follow a procedure to create prints.

Ongoing Assessment:
 Pay attention to how children are using resources for inspiration and how they are following the procedure. Notice their care in use of tools and in execution of the process. Note whether they draw on the unit content in creating images.

<p>Building</p> 	<p>Building Pollinators <i>Continues from Week 4</i> <u>Content Objective:</u> I can represent pollinators and include body parts that are important for pollination.</p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p> <p>How do children understand the form and function of various pollinators? How do they move between a two-dimensional representation and the three-dimensional representation they are building?</p>
<p>Discovery</p> 	<p>Observational Recordings of Flowers Ongoing Observations and Observational Recordings of Plants <u>Content Objective:</u> I can make close observations, ask questions, and write notes about flowers and about plants as they grow and develop.</p> <p><u>Ongoing Assessment:</u> Observe children as they work and engage them in conversation about what they notice and wonder.</p> <p>What descriptive language are children using? What understandings about flower parts and functions are they generalizing? do they have questions or misconceptions about? What connections are they making between what they see happening and what they understand about growing conditions? Are children looking at all parts of the seeds and plants? What is the quality of their drawings? Do they record all relevant information with each Notebook entry?</p>
<p>Math</p> 	<p>How Close? I can add and subtract numbers within 1,000. I can make decisions about how to find the lowest sums.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> ● Children play in partnerships. ● Partner A picks 8 cards and chooses 6 of those cards to create 2 three-digit numbers. ● Partner A adds the three-digit numbers. Then, finds the difference between the sum and 1000. This is the score

	<p>for the round. Encourage children to use base 10 blocks to show thinking.</p> <ul style="list-style-type: none"> ● Repeat for Partner B. ● For each round, each player chooses 6 new cards and has 8 cards in hand. ● In the end, the player with the lowest score wins. <p><u>Facilitation:</u></p> <p><i>How are you making decisions about your addends?</i></p> <p><i>How will you approach the next round?</i></p> <p><i>How can you ensure the lowest score?</i></p>
<p>Research</p> 	<p>Researching Pollinators</p> <p><i>Continues from Week 4</i></p> <p><u>Content Objective:</u></p> <p>I can read to find out more about pollinators and record what I learn.</p> <p><u>Ongoing Assessment:</u></p> <p>Observe children as they work and engage them in conversation about what they notice and wonder.</p> <p>How do children approach the task of researching?</p> <p>What new information do they find?</p> <p>How do children record information?</p> <p>How do they generate questions?</p>
<p>Writing and Storytelling</p> 	<p>Pollination Puppet Plays and Pollinator Poetry</p> <p><i>Continues from Week 4</i></p> <p><u>Content Objective:</u></p> <p>I can draw on information about pollination to develop a story using puppets.</p> <p>I can draw on information about pollinators to write a poem.</p> <p><u>Ongoing Assessment:</u></p> <p>Consider ways children use information from Text Talks, discussions, and Science Lessons in their stories and poems. Notice how they use language and precise vocabulary related to the topic of pollination and to provide descriptions.</p>
<p>Standards</p>	<p>Some standards addressed will depend on the studios in which children work. Some possibilities include work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards.</p> <p><u>Building:</u></p> <p>2-LSS2-3(MA). Develop and use models to compare how plants and</p>

	<p>animals depend on their surroundings and other living things to meet their needs in the places they live.</p> <p><u>Discovery:</u> W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</p> <p><u>Math:</u> QR.C.6 Use place value understanding and properties of operations to add and subtract. 2.NBT.B.7</p> <p><u>Research:</u> W.1.2.a Investigate questions by participating in shared research and writing projects. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. 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><u>Writing and Storytelling:</u> SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
--	--

<p>Notes</p>

Art Studio

While you are working, think about:

Did this turn out like I expected? Why or why not?

What can I do to change it in some way?

What will my viewers see in this print?

Building Studio

While you are working, think about:

Which parts of this pollinator are important to represent?

Why is each part important?

What does this help us understand about pollination?

Discovery Studio

While you are working, think about:

What is similar and different about these flowers?

What adjectives can describe these flowers?

What are the functions of the parts of the flower? Are these the same in all flowers?

Math Studio

While you are working, think about:

How are you making decisions about your addends?

How will you approach the next round?

How can you ensure the lowest score?

Research Studio

While you are working, think about:

What are we finding out?

Where can we find more information?

What questions do we have about this pollinator?

How could we share this information?

Writing and Storytelling Studio

While you are working, think about:

What is this story or poem about?

Why are we including this pollinator?

What do we hope our audience enjoys and learns from our puppet play or poem?

What feelings do we want to communicate?

Number Cards (0-10)

1

2

3

4

5

6

Number Cards (0-10)

7

8

9

1

2

3

Number Cards (0-10)

4

5

6

7

8

9

Number Cards (0-10)

0

0

10

10

How Close? Stage 4 Recording Sheet

+

Your score this round: _____

+

Your score this round: _____

+

Your score this round: _____

Unit 4: The Power of Pollinators

WEEK 5 Day 1

Writing Argument
Pre-Assessment

Content Objective	I can write a letter convincing a family member to make my favorite food. (W.3.2)
Language Objective	I can prepare for writing by orally telling my letter to my partner. (SL.1.2.a)
Materials and Preparation	<ul style="list-style-type: none">● Argument Pre-Assessment sheets, 1 copy for each child, plus a few extra copies● drawing and writing tools● Argument Rubric, one copy to complete for each child● Argument Pre-Assessment Reflection
Opening 5 minutes	<p><i>Like you've done a few other times this year, today you will do some writing by yourselves, without help. This gives me a better idea of what you already know and helps me plan for our new Writing unit.</i></p> <p>Show the Argument Pre-Assessment sheet.</p> <p><i>Each of you will get a sheet that looks like this. At the top there is a place to write your name and the date. Then it says "Write a letter convincing a family member to make your favorite food."</i></p> <p><i>Before you write, you can practice your letter by telling it.</i></p> <p>Turn and Talk.</p> <p><i>Say your letter convincing a family member to make your favorite food.</i></p>
Individual Construction 24 minutes	Distribute writing tools and Pre-Assessment sheets, and send children to write.
Closing 1 minute	<p><i>It's so helpful for me to read your writing and to see what you already know!</i></p>

Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Ongoing assessment	To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Unit 4 Introduction documents). Use the Argument Rubric to score each child’s work. Then, complete the Argument Pre-Assessment Reflection to plan next steps.

Notes

Argument Pre-Assessment

Name: _____ Date: _____

Write a letter convincing a family member to make your favorite food.

Handwriting practice lines consisting of ten sets of three horizontal lines: a top dashed line, a middle solid line, and a bottom solid line.

Grade 2 Argument Rubric

Child's Name: _____

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.2, W.2)	Not Observed	1	2	3	4
to convince someone to do something		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Reflects an accurate purpose, and all sentences support the genre purpose.
Structure (W.3.2, W.2)	Not Observed	1	2	3	4
Thesis: states what the writer is trying to convince the audience to do; appeals to the audience		Thesis statement is unrelated to the rest of the argument.	Thesis statement is unclear.	Thesis statement states what the writer is trying to convince the audience to do.	Thesis statement states what the writer is trying to convince the audience to do; appeals to the audience.
Reasons: support the thesis; are varied; appeal to the audience		Includes one reason unrelated to the thesis.	Includes one reason to support the thesis; or Reasons are unclear and/or unrelated to the thesis.	Includes two or more reasons to support the thesis.	Includes three or more reasons to support the thesis.
Evidence: supplies facts and details to support the reasons; appeals to the audience		Includes one piece of evidence unrelated to the reason.	Includes one piece of evidence to support one reason; or Evidence is unclear and/or unrelated to the reasons.	Includes two pieces of evidence to support reasons.	All reasons are supported by evidence.

Reinforcement of the Thesis: repeats the thesis in a new way; appeals to the audience		Reinforcement of the thesis does not restate the thesis.	Reinforcement of the thesis is unclear.	Reinforcement of the thesis restates the thesis.	Reinforcement of the thesis clearly restates the thesis in a new way.
Language	Not Observed	1	2	3	4
Adjectives: positive and/or negative adjectives are used to strengthen the argument (L.1.2.e)		Adjectives are not included or detract from the argument.	Includes one adjective to support the argument; or Adjectives are unclear or do not support the argument.	Includes two adjectives that support the argument.	Includes two or more adjectives that support the argument and appeal to the audience.
Medium: Letter - Note which parts of a letter children include.					
Organization: includes all parts of a letter: <ul style="list-style-type: none"> <input type="checkbox"/> heading <input type="checkbox"/> greeting <input type="checkbox"/> body <input type="checkbox"/> closing <input type="checkbox"/> signature 					
Conventions	Not Observed	1	2	3	4
Sentence Complexity L.2.3.f		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear simple sentences and phrases.	Writes in complete simple and compound sentences.	Produces, expands, and rearranges complete simple and compound sentences.
Capitalization L.2..2.a		Minimally or incorrectly uses uppercase letters.	Inconsistently capitalizes the first word in a sentence, holidays, product names, and geographic names.	Aside from one error, capitalizes the first word in a sentence, holidays, product names, and geographic names.	Capitalizes the first word in a sentence, holidays, product names, and geographic names.

<p>Punctuation L2.2.b L2.2.c</p>		<p>Errors in end punctuation are frequent, making the piece difficult to read.</p>	<p>Inconsistently uses end punctuation, commas and apostrophes.</p>	<p>Aside from one error, correctly uses end punctuation, commas, and apostrophes.</p>	<p>Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently-occurring possessives.</p>
<p>Spelling L.2.2.d L.2.2.e</p>		<p>Errors in spelling are severe and often obscure meaning.</p>	<p>Frequent errors in the spelling of learned spelling patterns and high frequency words.</p>	<p>Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials, (sound walls, personal dictionaries, etc.).</p>	<p>Generalizes learned spelling patterns and shows evidence of using reference materials (sound walls, personal dictionaries, etc.) when writing words.</p>

Notes

Argument Pre-Assessment Reflection

What are areas of strength for most children?

What are the highest areas of need?

When and how will I address children’s needs?
 (See the table below for guidance about where elements appear in the unit.)

Purpose (W.2.1, W.2.4)	Week 5, Day 2
Structure (W.2.1, W.2.4)	Week 5, Days 2, 3, and 5
Language: Adjectives (L.2.1b)	Week 7, Day 1
Conventions	Some conventions will be addressed through Foundations. In Weeks 7 children write independently, with space for additional instruction in genre elements and conventions, based on children’s needs.

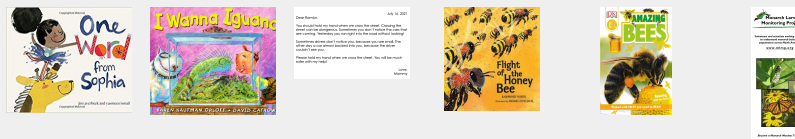
Unit 4: The Power of Pollinators

WEEK 5 Day 2

Writing Argument
Deconstruction: Argument Purpose and Stages

Content Objectives	<p>I can identify the purpose of an argument. (R.9.2.b, W.3.2)</p> <p>I can name and identify argument stages. (W.3.2)</p>
Language Objective	I can recount key details from a text to support my thinking. (SL.2.2.a)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>convince: to persuade</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>reason: why the audience should do or think something</p> <p>reinforcement: saying again, in a new way</p> <p>stages: the parts of a piece of writing</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Introduction documents). Note that this writing unit is a continuation of argument writing, begun in Unit 1.</p> <ul style="list-style-type: none"> ● argument mentor text images ● Argument anchor chart, from Unit 1, Week 6, Day 3 Cut out the images and add them to the chart. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Argument</p> <p>Purpose: to convince someone to do something; to convince someone about something</p> </div>

Examples:



Stages:



thesis: states what the writer is trying to convince the audience to think or do



reasons: support the thesis, appeal to the audience



evidence: supplies facts and details to support the reasons, appeals to the audience

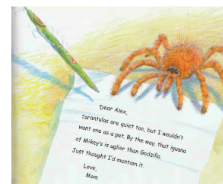


reinforcement of the thesis: repeats the thesis in a new way

Language:



Did you know that iguanas are really quiet and they're cute too.



By the way, that iguana of Mikey's is uglier than Godzilla.

positive and/or negative **adjectives** that make the argument stronger

- Advertisements slides
 - printed advertisements, one ad for each pair
 - Argument Stages slides
- Note that this lesson uses slides 1-6.

On the whiteboard, leaving space under each question to record responses, write:

Why did the company or organization make this?

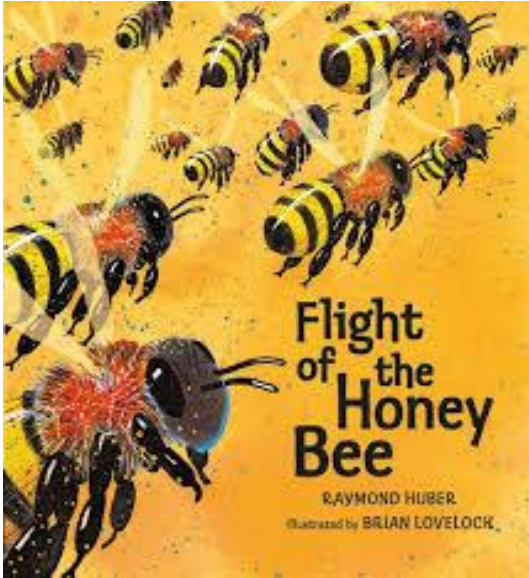
What are they trying to convince people to do or to think?

<p>Opening 2 minutes</p>	<p>Refer to the Purpose section of the Argument anchor chart. <i>In Unit 1 we learned about argument, a genre written to convince someone to think something or to do something.</i></p> <p><i>For the rest of the year we will learn more about arguments, and you will write your own arguments. We'll start by reviewing the purpose and stages of argument.</i></p>
<p>Deconstruction 15 minutes</p> <p>Advertisements Slides</p>	<p>Quickly flip through the Advertisements slides. <i>The texts that we will look at today are advertisements. Advertisements, or ads, are arguments.</i></p> <p>Refer to the questions on the board. <i>You'll work with a partner to look at one ad. Review the ad you have. Look carefully at the illustrations and words. Discuss these two questions: Why did the company or organization make this? and What are they trying to convince people to do or to think? Be prepared to share your ideas and observations with the group.</i></p> <p>Provide each pair with one printed ad to analyze. As children work, circulate to support them and refer them to the questions on the board. Give children about five minutes to work together, then bring them back to the whole group.</p> <p>One at a time, invite pairs to hold up their ad to show their classmates, and ask the questions on the board. Encourage children to cite key details from the text as they respond. Write the pairs' responses on the whiteboard. As pairs share, highlight the trends in their responses. (Note that a more detailed conversation about the intended audience for each ad will happen on Day 4.)</p>
<p>Deconstruction 12 minutes</p> <p>Argument Stages Slides</p> <p>slide 2</p>	<p>Show the Argument Stages slides. <i>This is an argument letter we read during Unit 1. It is written from a mom to her son. Let's reread the letter and review the stages, or parts, of an argument.</i></p> <p>Read the letter.</p> <p>Refer to the Stages section of the Argument anchor chart. <i>Arguments begin with a thesis that states what the writer is trying to convince the audience to do or think.</i></p> <p><i>What is the thesis of this argument?</i> <i>What is Mommy trying to convince Ramón to think or to do?</i></p> <p>Harvest several children's ideas.</p>

slide 3	<p>Review the highlighted thesis.</p> <p><i>The next stage of an argument are the reasons. Writers give reasons to support the thesis. What reasons does Mommy give for Ramón to hold her hand while crossing the street?</i></p> <p>Harvest several children’s ideas.</p>
slide 4	<p>Review the highlighted reasons.</p> <p><i>Writers use evidence to support their reasons. The evidence can be facts and examples that make the reasons stronger. What evidence does Mommy give for Ramón to hold her hand while crossing the street?</i></p> <p>Harvest several children’s ideas.</p>
slide 5	Review the highlighted evidence.
slide 6	<i>This highlighted part is the last stage of an argument. It is the reinforcement of the thesis, when the writer says the thesis again, in a new way.</i>
Closing 1 minute	<p><i>Today we reviewed the purpose and stages of argument. Tomorrow we will continue to discuss argument stages.</i></p> <p>Note: Leave the Argument anchor chart posted for continued reference and additions throughout the unit.</p>
Standards	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</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>
Ongoing assessment	<p>Reflect on the whole group discussion.</p> <p>What do the children already know about the purpose and stages of argument?</p> <p>What are their confusions?</p>

Argument anchor chart images

mentor texts



**Monarch Larva
Monitoring Project**

*Volunteers and scientists working together
to understand monarch butterfly
populations across North America*

www.mlmp.org



Become a Monarch Monitor Today!

Writing U4 W5 D2

Advertisements

Writing Unit 4, Week 5, Day 2



Water.
It's Part Of Your World.

Keep It Clean.
www.ocean.org

© 2004 Ocean Conservancy
www.ocean.org

Ad
CONCI

The billboard features a vibrant blue background with a large, glowing water droplet in the center. Inside the droplet is a realistic image of the Earth. To the left, Ariel, the red-haired mermaid, is shown from the chest up, smiling and reaching out with her hands towards the droplet. Below her, Flounder, a yellow and blue striped fish, is also smiling. To the right of the droplet, Sebastian, the red crab, is shown from the chest up, looking towards the droplet. The text 'Water. It's Part Of Your World.' is written in white, with 'Water.' in a larger, bold font. Below it, 'Keep It Clean.' is written in yellow, and the website 'www.ocean.org' is in white. At the bottom right, there are logos for Ocean Conservancy and Ad Conci.



**USING YOUR HOSE AS A BROOM?
YOU COULD BE WASTING
150 GALLONS A DAY.**

If you think you waste more water indoors, take a look outside.



NORTH TEXAS MUNICIPAL WATER DISTRICT

Every day is a chance to save. WaterIQ.org



**NOT WASHING WITH A FULL LOAD?
YOU COULD BE WASTING
THOUSANDS OF GALLONS A MONTH.**

Making small changes to your water habits can make a big difference – indoors and out.



NORTH TEXAS MUNICIPAL WATER DISTRICT

Every day is a chance to save. WaterIQ.org



Make memories to be thankful for

IKEA
FAMILY

This fall

SAVE

with IKEA® FAMILY

SEE LIMITED OFFERS INSIDE



The Life Improvement Store



HEDERLIG glassware

25% off

for IKEA® FAMILY members

[Click to join IKEA FAMILY - it's free!](#)

Save up to
20% on a
new kitchen
right now!

LEARN MORE



THE ANATOMY OF DELICIOUS

HIGH IN CALCIUM

RICH & CREAMY

SMOOTH

HEALTHY

4 TROPICAL FRUIT FLAVORS
strawberry-banana · coconut · pineapple-kiwi · mango

streamliner

f g+ YOGURT FOR YOUR ACTIVE LIFE p t

<https://www.behance.net/gallery/23111431/Streamliner-Yogurt-Ad>

Writing U4 W5 D2



<https://www.walmart.com/ip/Yoplait-Kids-Yogurt-Variety-Pack-Cotton-Candy-Strawberry-8-Count/37402788>

Writing U4 W5 D2

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



**USING YOUR HOSE AS A BROOM?
YOU COULD BE WASTING
150 GALLONS A DAY.**

If you think you waste more water indoors, take a look outside.



NORTH TEXAS MUNICIPAL WATER DISTRICT

Every day is a chance to save. WaterIQ.org



**NOT WASHING WITH A FULL LOAD?
YOU COULD BE WASTING
THOUSANDS OF GALLONS A MONTH.**

Making small changes to your water habits can make a big difference – indoors and out.



NORTH TEXAS MUNICIPAL WATER DISTRICT

Every day is a chance to save. WaterIQ.org

<https://www.flickr.com/photos/50192211@N07/4663202641>

Writing U4 W5 D2

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



<https://oaaa.org/AboutOOH/PublicService/EnvironmentalResponsibility.aspx>

Writing U4 W5 D2

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



https://www.youtube.com/watch?v=ZI_bdE_ZAwM&feature=share

Writing U4 W5 D2

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Make memories
to be thankful for

IKEA FAMILY
This fall
SAVE
with IKEA® FAMILY
SEE LATEST OFFERS DAILY >

**Save up to
20%** on a
new kitchen
right now!

LEARN MORE >

IKEA
The Life Improvement Store™

IKEA FAMILY
HEDERLIG glassware
25% off
for IKEA® FAMILY members
Click to join IKEA FAMILY - it's free!

<https://www.nerdwallet.com/blog/shopping/black-friday/ikea-ad/>

Writing U4 W5 D2

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Argument Stages

Writing Unit 4 Week 5 Days 2-3

July 16, 2021

Dear Ramón,

You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

Love,
Mommy

July 16, 2021

Dear Ramón,

You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

Love,
Mommy

July 16, 2021

Dear Ramón,

You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

Love,
Mommy

July 16, 2021

Dear Ramón,

You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

Love,
Mommy

July 16, 2021

Dear Ramón,

You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

Love,
Mommy

Thesis: You should hold my hand when we cross the street.

Reason: Sometimes you don't notice the cars that are coming.

Evidence: Yesterday you ran right into the road without looking!

Reason: Sometimes drivers don't notice you, because you are small.

Evidence: The other day a car almost backed into you, because the driver couldn't see you.

Reinforcement of the Thesis: Please hold my hand when we cross the street. You will be much safer with my help!

Save the bees!

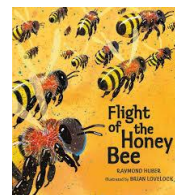
Pollination by bees gives us delicious apples, cherries, strawberries, nuts, and many vegetables. But honey bees are in danger of dying out. You can help bees by giving them food and clean places to live.

Plant a variety of flowers, herbs, and flowering trees.

Don't use toxic chemicals in gardens.

Don't pollute the air or water.

These steps will also help other pollinators, such as bumblebees, butterflies, small native bees, and other insects.

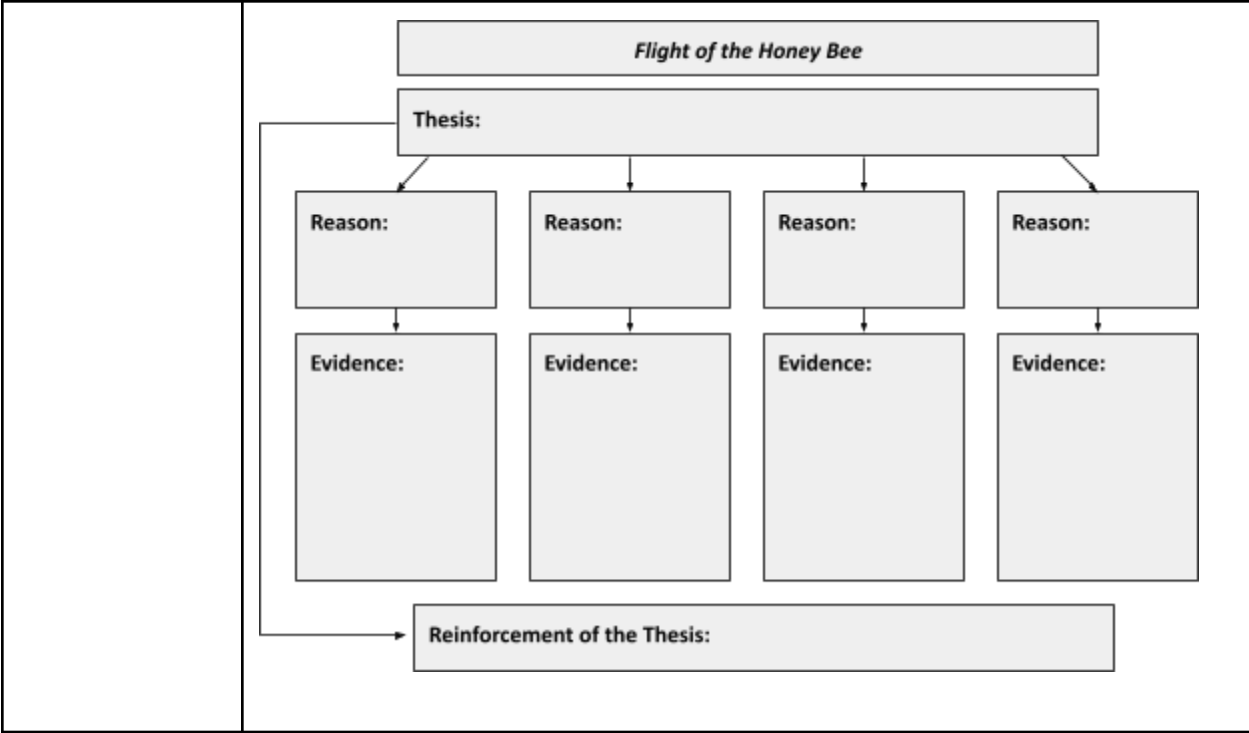


WEEK 5 Day 3

Writing Argument

Deconstruction: Argument Stages

Content Objective	I can identify the thesis and reasons in an argument and describe how the reasons support the thesis. (R.10.2.a, W.3.2)
Language Objective	I can recount key details from a text to support my thinking. (SL.2.2.a)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>convince: to persuade</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>reason: why the audience should do or think something</p> <p>reinforcement: saying again, in a new way</p> <p>stages: the parts of a piece of writing</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Argument Stages slides, from Day 2 Note that this lesson uses slides 7-8. ● <i>Flight of the Honey Bee</i>, Raymond Huber ● Save the Bees! excerpts, one for each child ● clipboards or other writing surfaces, one for each pair of children ● pencils, one for each pair of children ● quarter sheet scrap paper, three for each pair of children ● Argument anchor chart ● chart paper <p>Prepare the following <i>Flight of the Honey Bee</i> chart.</p>



Opening
5 minutes
slide 7

Yesterday we reviewed the purpose and stages of argument. We reread an argument letter from a mom to her son. Here are the stages of that argument we identified.
Review the stages on the slide.

Today we will read another argument and identify its stages.

Deconstruction
24 minutes
slide 8

Show *Flight of the Honey Bee*.
At the end of this book is a short argument. We will read it together, and then you will work with a partner to identify its stages.
Still in the whole group, have children orient themselves to their partners. Distribute an excerpt, pencil, clipboard, and scrap paper to each pair.

Show and read the slide.

Refer back to the Argument anchor chart.
*Arguments begin with a **thesis** that states what the writer is trying to convince someone to do or think.*
What is the thesis of this argument?
Take a moment to think. Then, discuss it with your partner, and write your idea about the thesis on one of your scrap papers. Write the letter "T" in the corner of the paper to mark it as the thesis.
Give children time to think, talk, and write.

	<p><i>To support the thesis, writers include reasons to say why someone should do or think something. Take another look at this argument and at the thesis you identified. What reasons does the author give to support the thesis?</i></p> <p><i>Take a moment to think. Then talk to your partner. Write down two reasons, one on each of your other scrap papers. Write the letter “R” in the corner of the papers to mark them as reasons.</i></p> <p>Give children time to work, then return to the whole group.</p> <p>Have several pairs share their work, using the following questions. Record children’s responses in the <i>Flight of the Honey Bee</i> chart.</p> <p><i>What is the thesis? [Save the bees!]</i></p> <p><i>What reasons does the author give to support the thesis? [bees pollinate flowers that provide food; honey bees are in danger of dying out]</i></p> <p>Point to the bottom of the chart.</p> <p><i>Some arguments also include evidence—facts and details to support the reasons. Some also end with a reinforcement of the thesis, repeating the thesis, but in a new way. This short argument does not include these stages.</i></p> <p><i>It does, however, include a different interesting feature. This argument also includes a procedure! Raymond Huber writes to convince his readers to save the bees, and includes ways to do that.</i></p> <p>Have pairs write their names on their scrap papers, and collect them to review after the lesson.</p>
<p>Closing 1 minute</p>	<p><i>Today we continued learning about the stages of argument. Tomorrow we will talk more about audience.</i></p>
<p>Standards</p>	<p>R.10.2.a Describe how reasons support specific points the author makes in a text.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</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>Ongoing assessment</p>	<p>Review pairs’ scrap papers.</p> <p>What do the children notice about the stages of argument? How do they make sense of the procedure portion of the text? Do they identify it as a procedure, or do they confuse it with reasons to</p>

	support a thesis?
--	-------------------

Notes

Large empty rectangular box for taking notes.

Save the bees!

Pollination by bees gives us delicious apples, cherries, strawberries, nuts, and many vegetables. But honey bees are in danger of dying out. You can help bees by giving them food and clean places to live.

Plant a variety of flowers, herbs, and flowering trees.

Don't use toxic chemicals in gardens.

Don't pollute the air or water.

These steps will also help other pollinators, such as bumblebees, butterflies, small native bees, and other insects.

Save the bees!

Pollination by bees gives us delicious apples, cherries, strawberries, nuts, and many vegetables. But honey bees are in danger of dying out. You can help bees by giving them food and clean places to live.

Plant a variety of flowers, herbs, and flowering trees.

Don't use toxic chemicals in gardens.

Don't pollute the air or water.

These steps will also help other pollinators, such as bumblebees, butterflies, small native bees, and other insects.

Save the bees!

Pollination by bees gives us delicious apples, cherries, strawberries, nuts, and many vegetables. But honey bees are in danger of dying out. You can help bees by giving them food and clean places to live.

Plant a variety of flowers, herbs, and flowering trees.

Don't use toxic chemicals in gardens.

Don't pollute the air or water.

These steps will also help other pollinators, such as bumblebees, butterflies, small native bees, and other insects.

Save the bees!

Pollination by bees gives us delicious apples, cherries, strawberries, nuts, and many vegetables. But honey bees are in danger of dying out. You can help bees by giving them food and clean places to live.

Plant a variety of flowers, herbs, and flowering trees.

Don't use toxic chemicals in gardens.

Don't pollute the air or water.

These steps will also help other pollinators, such as bumblebees, butterflies, small native bees, and other insects.

Unit 4: The Power of Pollinators

WEEK 5 Day 4

Writing Argument
Deconstruction and Joint Construction: Audience

Content Objectives	<p>I can identify the features that make an ad appealing to a specific audience. (W.3.2)</p> <p>I can identify and record information about local gardeners. (R.5.2.b, W.3.2)</p>
Language Objective	I can recount key details from a text to support my thinking. (SL.2.2.a)
Vocabulary	<p>appeal: to be interesting</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>convince: to persuade</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
Materials and Preparation	<ul style="list-style-type: none"> ● printed advertisements, from Day 2, one ad for each pair Have children work in the same pairs as on Day 2, but assign each pair a different ad. ● writing tools ● Ad Analysis sheet, one copy for each child ● Community Gardeners slides ● chart paper and marker <p>Prepare the following chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Audience: Local Gardeners</p> <p>What do gardeners do?</p> <p>What is important to them?</p> </div>

	<div data-bbox="500 205 1360 382" style="border: 1px solid black; height: 84px; width: 530px; margin-bottom: 10px;"></div> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What do you see?</p> <p style="padding-left: 40px;">How does it make you feel?</p>
<p>Opening 1 minute</p>	<p><i>To prepare for writing arguments, today we will think about audience. Audience is especially important in arguments. Writers make all of their choices about what they will write to appeal to their audience.</i></p>
<p>Deconstruction 20 minutes</p>	<p><i>The other day you worked in pairs to describe the purpose of advertisements. Today you will look at another ad with your partner. Your task today is to figure out who the audience of the ad is. Who is the company or organization who made the ad trying to convince?</i></p> <p>Pair the children and distribute one ad to each pair. It should be different from the ad they analyzed on Day 2.</p> <p style="padding-left: 40px;"><i>We are going to Think, Pair, Share. First, look silently at the ad. Think about the questions on the board: What do you see? and How does it make you feel? When you are ready, discuss your responses to these questions with your partner.</i></p> <p>Allow the children about five minutes to have these conversations. Then harvest several pairs' thoughts.</p> <p>Show the Ad Analysis sheet.</p> <p style="padding-left: 40px;"><i>Now you are going to think about who the ad is trying to convince. What is the ad communicating? Is the audience children or adults? How do you know—which parts of the ad show you who it is for?</i></p> <p>Send the children to work in pairs, but writing on their own sheets. As children work, circulate to support them.</p> <p>Return to the whole group, and have several pairs share their work. Discuss which features of the ads helped them decide if they were for children or adults. Discuss the differences between ads for children and ads for adults.</p>

<p>Joint Construction 8 minutes</p>	<p><i>To prepare for writing arguments, you need to think about your own audience. Next week in Text Talk we will begin talking about the Pollinator Project. One part of our project will be writing arguments to convince local gardeners to choose plants that attract pollinators.</i></p> <p><i>Local or community gardeners will be the audience for our arguments. Everything you write needs to appeal, or be interesting, to local gardeners. Let’s learn a little about local gardeners, and what might be important to them.</i></p> <p>Introduce the Audience: Local Gardeners chart. <i>We will read some slides about local/community gardeners. As we read, we will pause to add notes to this chart.</i></p> <p>Read through the slides, adding information to the chart.</p> <p><i>Knowing what community/local gardeners do and what is important to them will help you as you write an argument that appeals to them.</i></p>
<p>Closing 1 minute</p>	<p><i>Today we talked about audience. Tomorrow we will talk about the thesis, and you will get a chance to write your own thesis statements.</i></p>
<p>Standards</p>	<p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</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>Ongoing assessment</p>	<p>Collect and review children’s Audience Analysis sheets.</p> <ul style="list-style-type: none"> Do they accurately identify the message of the ad? Do they accurately identify the audience? Which features of the ad do they cite to defend their choices? <p>Reflect on the class discussion.</p> <ul style="list-style-type: none"> What do the children understand about local gardeners? What more do they need to know to write to them effectively?

Name: _____

Date: _____

Ad Analysis

What does the ad communicate? What does the ad want the audience to believe?

Who is the audience?

children

adults

How do you know?

Community Gardeners

from “Places for Pollinators in Boston”

Writing Unit 4

Community gardens are shared land for gardening. People and families each have a small space for growing what they want to. These spaces are called garden **plots**. All the small plots together make up one big garden. In a community garden, people can share tools, seeds, traditions, and ideas.



Putting many small gardens together makes a place that is more attractive to pollinators.



Boston now has 176 community gardens, scattered all through the city. These gardens are cared for by residents.

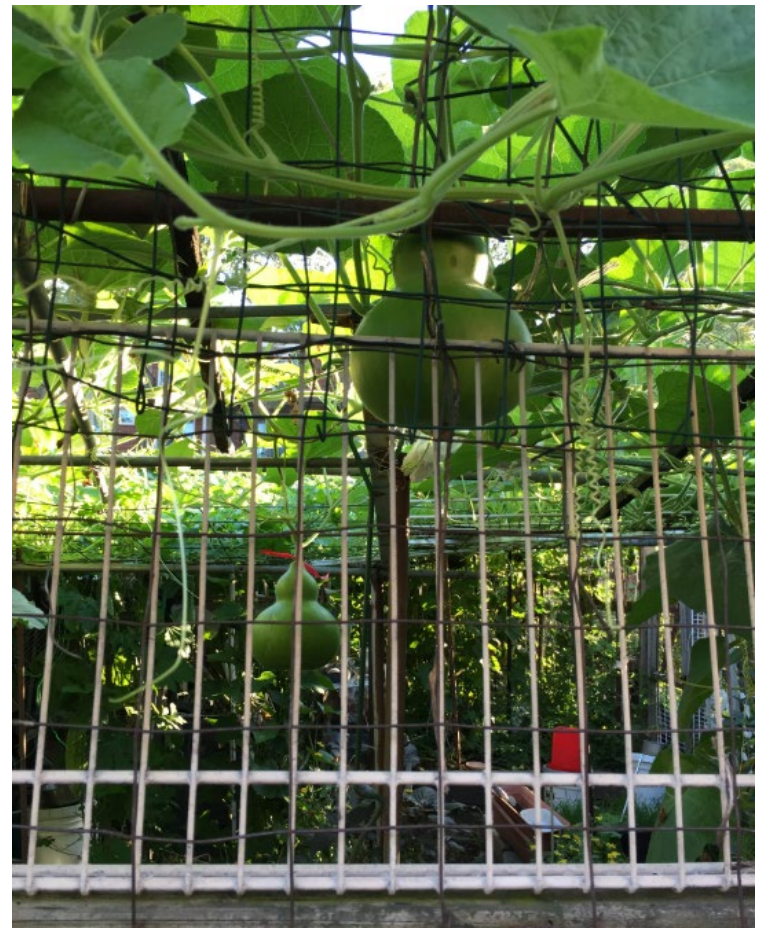
Community gardens look different from each other depending on how much space there is.

Community gardens are also different from each other depending on who gardens there. People plant plants that they like to eat and that are familiar to them. People in Boston come from all over the world, and they often grow plants that remind them of home.



Elnora Thompson at the Nightingale Community Garden





Bottle Gourd growing at the Berkeley Street
Community Garden





Jhana Senxian and Kaori Tate in the community garden on Coleman Street





The Boston Nature Center is a place to learn about the natural world, to take a walk, for school groups to visit, and even for kids to go to camp.



There are community gardens at the Boston Nature Center...



... and there is a community bee yard!





The Food Forest Coalition organizes different kinds of community growing places.

A food forest is planted on unused plots of land. In a food forest, each gardener does not have their own space. Instead, all of the gardeners contribute to one community garden, and everyone shares the harvest.

Look carefully in the back corner of the Olmec Food Forest in Dorchester.



Some gardens are in **schoolyards** around Boston. Children, teachers, and community members work together to build and plant the gardens.



Mason School



Chittick School



Schoolyard gardens are special places. Children can dig in the soil and plant seeds. They can harvest what they grow. They can plant to attract more pollinators. And they can get up close to pollinators to observe them.



Winship School



Citations: Photos and Information

Slide 2: <http://www.metropolismag.com/cities/common-boston-common-build-2/>

Slide 3: Jessey Dearing for the Boston Globe,

http://archive.boston.com/bostonglobe/editorial_opinion/editorials/articles/2011/10/05/civility_one_leaf_at_a_time/

Slide 4: <http://www.gardenclubbackbay.org/2011/08/page/2/>, <http://www.lydialikesit.com/2017/05/community-gardens.html>

Slide 5: Suzanne Kreiter/Globe staff,

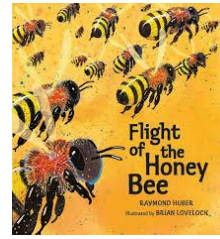
<https://www.bostonglobe.com/metro/2012/12/15/the-community-garden/uG3H6gmzhNH55eLQkRAjzK/story.html?pic=11>

Slides 6-7: <https://www.massaudubon.org/get-outdoors/wildlife-sanctuaries/boston-nature-center/programs-classes-activities/schools-groups/schools>, <https://www.wbur.org/news/2015/05/18/boston-nature-center-mattapan>, <https://blogs.massaudubon.org/takingflight/tag/boston-nature-center/>; Melissa Tonachel

Slides 8-9: <http://www.schoolyards.org/>

Unit 4: The Power of Pollinators

WEEK 5 Day 5



Writing Argument
Deconstruction and Joint Construction: Thesis

Content Objective	I can write a thesis that appeals to a specific audience. (W.3.2, W.2, W.2.2.a)										
Language Objective	I can discuss with my peers whether a thesis is appropriate for a specific audience. (SL.1.2)										
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>convince: to persuade</p> <p>medium: a form of communication</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>										
Materials and Preparation	<ul style="list-style-type: none"> • <i>Flight of the Honey Bee</i>, Raymond Huber • <i>Amazing Bees</i>, Sue Unstead • “Monarch Larva Monitoring Project” brochure, from Week 2 • chart paper and marker <p>Prepare the following Thesis chart.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="background-color: #d9d9d9;">Thesis</th> </tr> </thead> <tbody> <tr> <td><i>Flight of the Honey Bee</i></td> <td>Save the bees!</td> </tr> <tr> <td><i>Amazing Bees</i></td> <td>Be a friend to bees.</td> </tr> <tr> <td>“Monarch Larva Monitoring Project”</td> <td>Become a Monarch Monitor Today!</td> </tr> <tr> <td style="background-color: #d9d9d9;"> </td> <td style="background-color: #d9d9d9;"> </td> </tr> </tbody> </table>	Thesis		<i>Flight of the Honey Bee</i>	Save the bees!	<i>Amazing Bees</i>	Be a friend to bees.	“Monarch Larva Monitoring Project”	Become a Monarch Monitor Today!		
Thesis											
<i>Flight of the Honey Bee</i>	Save the bees!										
<i>Amazing Bees</i>	Be a friend to bees.										
“Monarch Larva Monitoring Project”	Become a Monarch Monitor Today!										

	<div data-bbox="500 205 1360 432" style="border: 1px solid black; background-color: #e0e0e0; height: 108px; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> ● Audience: Community Gardeners chart, from Day 2 ● writing tools ● sticky notes, one for each child ● Argument Observation Tool, one copy for each child
<p>Opening 1 minute</p>	<p><i>Yesterday we started thinking about the arguments we will write as part of the Pollinator Project. Today we will work together to write possible thesis statements.</i></p>
<p>Deconstruction 10 minutes</p>	<p>Show the Thesis chart.</p> <p><i>I wrote the thesis statements from some of our texts on the top of this chart. Remember, the thesis is the part of the argument that states what the writer or speaker is trying to convince someone to do or think. Let’s read these three thesis statements and discuss what we notice.</i></p> <p>Refer to the chart. Read the statements aloud.</p> <p><i>What do you notice?</i></p> <p>Give children time to think, and then harvest their ideas. Some possibilities include:</p> <ul style="list-style-type: none"> ● All three are trying to convince someone to do something. ● They are all short. ● <i>Flight of the Honey Bee</i> and “Monarch Larva Monitoring Project” include exclamation points. <p><i>People choose different thesis statements based on the audiences they are writing to and the medium they are using.</i></p>
<p>Joint Construction 18 minutes</p>	<p><i>For the Pollinator Project, you will each write your own argument to a community/local gardener, convincing them to plant plants that attract pollinators. When you start your argument, you will need to write a thesis that makes it clear what you want community gardeners to do, and what you say has to be appropriate for them as an audience.</i></p> <p><i>Each of you will brainstorm a possible thesis. You will write your thesis on a sticky note. Write the whole sentence, the way it would appear in your argument. We will review the sticky notes, thinking about which are the most appropriate for our audience. Then, we</i></p>

	<p><i>will collect them here</i> [point to the bottom section of the Thesis chart], <i>for each of you to use when you begin writing.</i></p> <p>Distribute the writing tools and sticky notes, and have each child write a thesis statement. As children write, circulate to support them.</p> <p>Gather the children back together to share their thesis statements. Have each child read their statement, collecting and grouping the sticky notes by common ideas on the chart as they do.</p> <p>As a class, decide which thesis statements are most appropriate for the audience, reviewing the Audience: Community Gardeners chart. Write the options on the bottom section of the Thesis chart, making edits and revisions as necessary.</p>
<p>Closing 1 minute</p>	<p><i>Today you wrote possible thesis statements for your arguments.</i> <i>Next you will begin researching.</i></p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>As children work, circulate and take notes on the Argument Observation Tool, focusing on the following questions:</p> <ul style="list-style-type: none"> Do children write thesis statements that clearly state what they are arguing for? Are children’s thesis statements appropriate for the audience?

Notes

Argument Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
Thesis: states what the writer is trying to convince the audience to think or do; appeals to the audience		
Reasons: support the thesis; are varied; appeal to the audience		
Evidence: supplies facts and details to support the reasons; appeals to the audience; names sources		
Reinforcement of the Thesis: repeats the thesis in a new way; appeals to the audience		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Adjectives: positive and/or negative adjectives are used to strengthen the argument; the intensity of the adjectives is chosen intentionally		
Medium: Bookmark		
Organization: thesis is clear; reasons and evidence are arranged logically		
Images: included to clarify and provide more information		
Medium: Brochure		
Organization: thesis is at the beginning of the brochure, possibly in the title; reasons and evidence are arranged logically; headings are included, as needed; title is included on the cover		

	Yes, date observed and notes	Not Yet, notes and next steps
Images: included to clarify and provide more information		
Medium: Flyer/Poster		
Organization: thesis is clear; reasons and evidence are arranged logically		
Images: included to clarify and provide more information		
Medium: Letter		
Organization: includes all parts of a letter: <ul style="list-style-type: none"> ● heading ● greeting ● body ● closing ● signature 		

	Yes, date observed and notes	Not Yet, notes and next steps
Medium: Poem		
Organization: thesis is clear, possibly included in the title		
Use of Poetic Devices: uses poetic devices intentionally to communicate an idea or feeling Repetition: repeats lines or sounds to emphasize a point or create an effect Rhyme: creates a pattern of rhyming words Rhythm: uses regular beats; creates rhythm through line breaks		

Suggestions for Week 8 revisions, based on observations