

Unit 4: The Power of Pollinators

WEEK 8 At a Glance

<p>Weekly Question: How do I and how do we contribute to our communities?</p>		
<p>Texts</p>   	<p>Vocabulary and Language Days 1-4: Review selected Weekly Words Day 5: Answering the Weekly Question</p>	
	<p>Text Talk Day 1: "Classroom Hives" Day 2: <i>Seeds of Change: Planting a Path to Peace</i>, Read 1 Day 3: <i>Seeds of Change: Planting a Path to Peace</i>, Read 2, and "Disappearance of the Bees: What's the Impact?" (video) Day 4: Weekly Question Summary Day 5: Connecting Texts, Connecting Learning</p>	
	<p>Stations Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (<i>Bee</i>) Science Literacy: How have our classroom plants changed? ... What might happen with the plants next? Vocabulary: Choose 3!, Talk About It Word Work: select from activities Writing: End of Unit Assessment, introduced on Day 1</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering (3 days) Lessons 1-3: Designing Hand Pollinators</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios (2 days) Children complete and prepare for a presentation. Day 5 might be used to rehearse children's presentations for a year-end celebration.</p> </td> </tr> </table>	<p>Science and Engineering (3 days) Lessons 1-3: Designing Hand Pollinators</p>
<p>Science and Engineering (3 days) Lessons 1-3: Designing Hand Pollinators</p>	<p>Studios (2 days) Children complete and prepare for a presentation. Day 5 might be used to rehearse children's presentations for a year-end celebration.</p>	
<p>Writing: Explanation Day 1: Introduction to and Beginning Revising and Publishing Day 2: Introduction to Publishing and Continued Revision Day 3: Publishing Day 4: Post-Assessment Day 5: <i>no lesson; time reserved for Presentation and Celebration</i></p>		

Unit 4: The Power of Pollinators

WEEK 8 Days 1 - 4

Vocabulary & Language
Weekly Words

Weekly Question	How do I and how do we contribute to our community?
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	Choose words from previous weeks. Review notes about children’s vocabulary development and use. Choose words that children will particularly benefit from review. These may include words children struggle to use appropriately, words that can be used across contexts, and words that are particularly relevant to children’s understanding of the Unit’s Big Ideas.
Materials and Preparation	There are no Language lessons this week. Choose three or four words to review each day. See guidance below, Reviewing the words. <ul style="list-style-type: none">● selected Weekly Words cards● chart paper Create a chart by writing out the selected words and their definitions.
Opening Day 1	<i>This week we will review some familiar words. These are especially important for us to understand as we think about how we can contribute to our communities. Today’s words are: _____, _____, _____, and _____.</i>
Days 2-4	<i>Let’s continue reviewing words. Today’s words are: _____, _____, _____, and _____.</i>
Reviewing the words	Rather than strictly following the Weekly Words routine, engage children in active discussion and application of each word in some of the following ways, according to what is most fruitful for the group.

	<p>Say the word and show the card. Give an example of when it has been used.</p> <p>Ask children where they have heard the word or in what context they have used it. Ask them what they understand about its meaning based on context.</p> <p>Ask children to use the word in a sentence related to a different context. Invite children to act out the word with gestures or whole-body motion. Break the word into parts and discuss the meaning of each part. List synonyms and antonyms.</p> <p>Offer a prompt for children to discuss with a partner.</p>
Closing	<p><i>This is our last week with our study, The Power of Pollinators. These words all help us talk about this topic in precise and meaningful ways. We can also use these words to discuss other topics!</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 broadly do children understand word meanings; do they use words across different contexts?</p> <p>How do diverse modes of interacting with words bring them alive for particular children?</p> <p>What misconceptions remain about specific words?</p> <p>How do children integrate learning from phonics lessons and other developing morphological knowledge?</p>

Notes

Unit 4: The Power of Pollinators

WEEK 8 Day 5

Vocabulary & Language
Answering a Weekly Question

Weekly Questions	Week 7: Why is pollination important to people and other animals? Week 8: How do I and how do we contribute to our communities?
Language Objective	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.5.2.a)
Vocabulary: Week 7	<p>commitment: dedication to something or to an idea</p> <p>local: having to do with a particular place close by</p> <p>organization: a group of people working together for a shared purpose</p> <p>plot: a small piece of land</p> <p>public: open to all</p> <p>restore: to return to an earlier condition</p> <p>trace: a very small amount of something; a mark or sign of something</p> <p>wildflower: flower that grows without planting or care by people</p>
Week 8	<i>Words selected from previous weeks and used in Days 1-4</i>
Materials and Preparation	<ul style="list-style-type: none"> ● Week 8 Answering a Weekly Question sheets, one for each small group ● pencils, one or two for each small group ● Weekly Questions for Weeks 7 and 8, printed or projected ● Weekly Words cards for Week 7 and those selected for review in Week 8 ● chart paper and markers (2 different colors) <p>Strategically assign children to groups of four, and plan where each group will work around the classroom.</p>
Opening	<i>This week we will use the Answer a Weekly Question routine. After you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i>

Key Activity	Facilitate the Answering a Weekly Question routine, as established in even weeks since Unit 1.
Closing	<i>You have really packed words into your answers to the Weekly Questions!</i>
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.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>
Ongoing assessment	<p>Listen to children’s conversations as they work. How accurately do children use words in context? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions in small groups. 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 and application of words?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.</p>

Notes

Names: _____

Check the question you answer. Circle the words you use. Write your response.

___ Why is pollination important to people and other animals?

___ How do I and how do we contribute to our communities?

commitment	public		
local	restore		
organization	trace		
plot	wildflower		

Unit 4: The Power of Pollinators



WEEK 8 Day 1

Text Talk
“Classroom Hives” (interview)

Big Idea	Animals, including humans, benefit from and depend on pollination.
Weekly Question	How do I and how do we contribute to our communities?
Content Objective	I can identify the key ideas of specific paragraphs within a text. (R.4.2, R.5.2.b)
Language/SEL Objective	While discussing a text with partners, I can listen to my partner with care, take turns speaking, and add ideas. (SL.1.2.a, SL.1.2.b, Relationship Skills)
Vocabulary	<p>communicate: to share information</p> <p>contribute: to give to help achieve a goal (* Unit 1, Week 7)</p> <p>exhibit: an object or collection of objects displayed in a public space for people to look at</p> <p>function: a person’s or object’s purpose</p> <p>observation: the purpose of understanding the environment through one’s senses</p> <p>pane: a sheet (of glass)</p> <p>purpose: the reason for doing or creating something</p> <p>sandwich (v): to place something in between two other things</p> <p>symbol: letter, marking, or design used to represent something else</p> <p>wild: living in its natural environment, without the help of humans</p>
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper Prepare the Weekly Question Chart. ● Weekly Word card for “contribute,” from Unit 1 ● sticky notes, one for each child ● writing tools ● clipboards or other writing surfaces

	<ul style="list-style-type: none"> ● crayons for Matching Crayons (groups of three children) ● Classroom Hives slides ● projector and screen ● “Classroom Hives” informational text, Melissa Tonachel, one copy for each child ● Annotations chart, from previous weeks <p>On the whiteboard, write the following questions.</p> <p style="padding-left: 40px;">According to the text, how does a classroom hive function?</p> <p style="padding-left: 40px;">How can an observation hive contribute to a classroom community?</p> <p>Leave additional space on the board to record children’s questions.</p>
<p>Opening and Weekly Question Chart 6 minutes</p>	<p style="text-align: center;"><i>We are beginning our final week with “The Power of Pollinators.” It’s also the final week with our curriculum, Focus on Second! Let’s begin today by looking at our final Weekly Question Chart.</i></p> <p>Refer to the Weekly Question Chart.</p> <p style="padding-left: 40px;"><i>This week, we will explore this question, How do I and how do we contribute to our communities?</i></p> <p>Underline the word “contribute.”</p> <p style="padding-left: 40px;"><i>What does this word mean?</i></p> <p>Recall use of this word from previous units and experiences (how we can contribute to each other’s learning (Unit 1), how immigrants contribute to our communities (Unit 3), etc.)</p> <p>Read the Weekly Question again.</p> <p style="padding-left: 40px;"><i>This is a big question to answer! Take a moment to remember what we have learned about pollinators. Consider the work we are putting into our project. What ideas do you have about how you and we can contribute to our community? Write down one or two ideas on separate sticky notes.</i></p> <p>Distribute sticky notes, pencils, and writing surfaces.</p> <p>While children write, distribute crayons. After a minute or two, have children move into small groups to exchange notes and discuss their ideas.</p> <p>Bring the group back together. As children share their ideas, collect their sticky notes and add them to the Weekly Question Chart, grouping similar or related ideas. Highlight any recurring themes [telling friends about the importance of bees; reminding family members to not use pesticides in the garden]</p>

	<p>Introduce the text and purpose for reading.</p> <p><i>Today we will read an informational text about a beekeeper who is making a special contribution to our understanding of bees, titled "Classroom Hives."</i></p> <p><i>We will read the text once all together on slides, thinking about two questions.</i></p> <p>Read the questions on the board.</p> <p><i>Then you'll read and annotate the text with a partner.</i></p>
<p>Text and Discussion 15 minutes</p> <p>slide 2</p>	<p>Show slide 1, the title slide.</p> <p><i>Jeff Murray is a real beekeeper who lives in Cambridge, Massachusetts.</i></p> <p><i>A beehive inside a classroom! Already this author makes me want to find out more.</i></p>
slide 3	<p>Think, Pair, Share.</p> <p><i>What do you see in these photographs?</i> <i>What questions do you have ?</i></p> <p>Harvest questions, recording a few of them on the whiteboard.</p> <p><i>This hive is described as an "observation hive." What do you think that means?</i></p>
slide 4	<p><i>A pane of glass is a sheet of glass.</i></p> <p><i>What does Jeff mean when he says, "We are beekeepers, but the bees don't know they are being kept." Why is this important?</i></p> <p><i>Let's look at the photos of observation hives once more. [Click back to slide 3.] What do we understand now?</i></p>
slide 5	<p><i>This part of the text is an interview with Jeff. Let's see what he tells us.</i></p> <p>Read the slide, pausing to define vocabulary. Revisit any questions on the board that can be answered.</p> <p><i>According to Jeff Murray, what's the difference between a regular hive and an observation hive?</i></p>
slides 6-7	<p>Continue reading, pausing to recall and define vocabulary.</p> <p>Think, Pair, Share.</p>

	<p><i>What dance is Jeff Murray referring to? In what other texts have we learned about the dance? What does it mean?</i></p> <p>Facilitate a whole group discussion.</p> <p><i>When you think of "wild animals," what do you think of?</i></p> <p><i>Here, Jeff refers to bees as wild animals. Remember that he also says, "We are beekeepers, but the bees don't know they are being kept." What does he mean by this?</i></p>
<p>Key Activity 12 minutes</p>	<p>Refer to the Annotations chart.</p> <p><i>Now you'll read with a partner. As you read, you can organize your thinking by annotating the text.</i></p> <p><i>Put an exclamation point next to ideas you think are interesting. Use a question mark to mark a word you don't know or a question you have so you can discuss them with your partner.</i></p> <p>Distribute the text, and have pairs work around the room in spaces that are comfortable for them. Provide children with 5-10 minutes to read, annotate, and talk together. Circulate to support them.</p> <p>Call the attention of the whole group, with children staying where they are.</p> <p><i>What have you marked so far?</i></p> <p>Have just a couple of pairs share an interesting detail or new word or question they have marked.</p> <p><i>Now, try to identify and underline ideas in the text that relate to our questions. [Reread the questions on the board.]</i></p> <p>Continue to circulate to support children's work. Encourage children to be thoughtful about their annotations, and ask them to explain their thinking: how does this detail support the question(s)? Prompt children to talk to one another about what is important, interesting details, and the questions that arise.</p>
<p>Closing 2 minutes</p>	<p>Bring children back to the whole group to share what they have found in the article that answers the questions. Encourage them to refer to the text.</p> <p>Circle back to answer questions that surfaced at the beginning of the lesson.</p>
<p>End of Unit Assessment 5 minutes</p>	<p><i>This is the last week of our unit of study, The Power of Pollinators. I want to find out more about what you have been learning. Today you'll begin an assessment at the Writing Station. Let's look at the</i></p>

	<p><i>assessment together.</i></p> <p>Walk through the assessment. Emphasize that children will first read “Powerful Pollinators” and then answer the questions using evidence from the text. Remind children to use the POP! guidance for multiple-choice questions. Answer any clarifying questions.</p>
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>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).</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SEL.Relationship Skills</p>
Ongoing assessment	<p>Circulate while children work in pairs.</p> <p>How do children approach reading and annotating?</p> <p>How do they make sense of the text?</p> <p>Do children identify and discuss the key ideas?</p> <p>Do children engage in two-way discussions?</p>

Notes



Classroom Hives

Text Talk Week 8, Day 1

Classroom Hives

Jeff Murray started building beehives in classrooms to help children, teachers, and families understand how important bees are. He lives in Cambridge, Massachusetts. He has built hives in public elementary and high schools.



A classroom hive is an observation beehive in a classroom. The hive is attached to the building so it can't be moved. The bees can't get into the classroom. They live in the frames where the beeswax is, with the frames sandwiched between two panes of glass. Jeff says, "This is how all the activity in the hive can be seen." The bees are wild bees. They go outside to collect nectar and pollen, and they come back into the hive through a small tube at the bottom that connects the hive to the outdoors. Jeff also says, "We are beekeepers, but the bees don't know they are being kept."

Interview with **Jeff Murray**

Beekeeper and founder of Classroom Hives

How did you become interested in classroom hives?

I wanted my own kids to have the experience of seeing bees. I was inspired by the observation hive at the Museum of Science, and I thought that this is a good way to see what a hive is like inside. On a regular hive, you can open it up and see the bees for only a few minutes. In an observation hive, you can observe them all the time. Many years ago, I set up an observation hive in my home. Then when I retired, a friend suggested that I set up a hive on the rooftop of a school.

What can children learn from bees in an observation hive?



In an observation hive, you can see the bees performing the dance. This is so important because it shows us how the bees communicate and work together for a common purpose. The dance is extraordinary. Like our own language, the dance is based on symbols. Bees use it to communicate where the food is. At other times, bees communicate like other insects do, by using chemicals.



Also, a beehive is a school exhibit that shows a wild animal functioning in its real environment, in real time. No other exhibit does that. I think this is especially helpful for children who grow up in cities. In cities we do not usually have an opportunity to see how wild animals function and how they are affected by their environment, such as the weather.

Classroom Hives

Jeff Murray started building beehives in classrooms to help children, teachers, and families understand how important bees are. He lives in Cambridge, Massachusetts. He has built hives in public elementary and high schools.

A classroom hive is an observation beehive in a classroom. The hive is attached to the building so it can't be moved. The bees can't get into the classroom. They live in the frames where the beeswax is, with the frames sandwiched between two panes of glass. Jeff says, "This is how all the activity in the hive can be seen." The bees are wild bees. They go outside to collect nectar and pollen, and they come back into the hive through a small tube at the bottom that connects the hive to the outdoors. Jeff also says, "We are beekeepers, but the bees don't know they are being kept."



Interview by Melissa Tonachel, photos by Mary Holbrow and from classroomhives.org

Text Talk U4 W8 D1

Interview with **Jeff Murray**

Beekeeper and founder of Classroom Hives



How did you become interested in classroom hives?

I wanted my own kids to have the experience of seeing bees. I was inspired by the observation hive at the Museum of Science, and I thought that this is a good way to see what a hive is like inside. On a regular hive, you can open it up and see the bees for only a few minutes. In an observation hive,

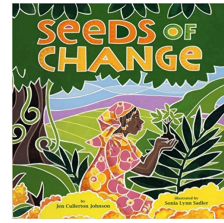
you can observe them all the time. Many years ago, I set up an observation hive in my home. Then when I retired, a friend suggested that I set up a hive on the rooftop of a school.

What can children learn from bees in an observation hive?

In an observation hive, you can see the bees performing the dance. This is so important because it shows us how the bees communicate and work together for a common purpose. The dance is extraordinary. Like our own language, the dance is based on symbols. Bees use it to communicate where the food is. At other times, bees communicate like other insects do, by using chemicals.

Also, a beehive is a school exhibit that shows a wild animal functioning in its real environment, in real time. No other exhibit does that. I think this is especially helpful for children who grow up in cities. In cities we do not usually have an opportunity to see how wild animals function and how they are affected by their environment, such as the weather.

Unit 4: The Power of Pollinators



WEEK 8 Day 2

Text Talk
Seeds of Change: Planting a Path to Peace
 Read 1 of 2

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	How do I and how do we contribute to our communities?
Content Objectives	I can identify how Wangari’s actions contribute to her community. (R.5.2.a, R.6.2.a, R.7.2.a) I can locate Kenya on the world map. (2.T2.1)
Language Objective	I can build on the ideas of my peers in collaborative conversations with my peers. (SL.1.2)
SEL Objective	I can consider ways that I contribute to my communities. (Social Awareness)
Vocabulary	<p>abundant: having plenty of</p> <p>ancestor: a person who lived in an earlier generation</p> <p>beckon: to ask to come</p> <p>commitment: dedication to something or to an idea (*Week 7)</p> <p>equal rights: when all people have access to the same things and ideas (*U1, W4)</p> <p>foreign: having to do with a country that is not one's own; unfamiliar (*U3, W1)</p> <p>freedom: the right to act, speak, or think as one wants</p> <p>government: leadership of a country, state, or town (*U1, W4)</p> <p>nourishment: food needed to grow and live</p> <p>patience: the ability to wait calmly (*U1, Week 1)</p> <p>persistence: the ability to keep going, even through challenges (*U1, W4)</p>

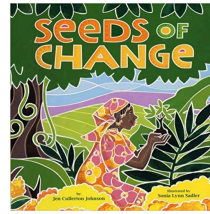
	seedling: a young plant, sprouted from a seed
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Seeds of Change: Planting a Path to Peace</i>, Jen Cullerton Johnson If not already done, pre-mark page numbers in the book to correspond with the lesson. Page 1 begins “‘Come,’ Wangari’s mother called.” ● world map and pushpin ● Text Talk Notebooks ● writing tools <p>On the whiteboard write:</p> <p>How do Wangari’s actions in <i>Seeds of Change</i> contribute to her community?</p>
Opening 4 minutes	<p>Introduce the book and purpose for reading. <i>Today we are going to reread Seeds of Change: Planting a Path to Peace, which is a biography of Wangari Maathai.</i></p> <p>Think, Pair, Share. <i>What do you know or remember about Wangari Matthai?</i></p> <p>Refer to the world map, and recall that Wangari Matthai is from the country of Kenya and that Kenya is on the continent of Africa.</p> <p><i>When we last read this book together, way back in the Fall, we paid close attention to how school is important to Wangari. Today we’ll read with a different purpose. We’ll look for ways that Wangari’s actions contribute to her community. [Refer to and chorally read the question on the whiteboard.]</i></p>
Text and Discussion 25 minutes	<p><i>What does Wangari’s mother mean when she says that the mugumo tree is “home to many. It feeds many too”?</i></p> <p><i>What does this tell us about the importance of the tree in this ecosystem?</i></p> <p>Reinforce the idea that the tree and animals are interdependent.</p>
page 4	
page 8	<i>Let’s remember: Why does Wangari want to go to school?</i>
page 11	<p>Reread the sentence, <i>“Animals and plants, she discovered, were like human beings in many ways.”</i> <i>What does she mean by this?</i></p> <p>Turn and talk.</p>

	<i>Why is it important that we understand what plants and animals need to survive?</i>
page 14	Reread the sentence, <i>“Her mind was like a seed rooted in rich soil, ready to grow.”</i> <i>Why does the author use this figurative language to describe Wangari here?</i>
page 22	Think, Pair, Share. <i>Why is Wangari concerned about companies clearing land for coffee plantations? How does this impact the plants, people, and other animals living in the community?</i>
page 23	<i>What is Wangari’s big idea? How do people respond?</i> <i>How does Wangari’s big idea contribute to her community?</i>
page 26	Reread the sentence, <i>“We might not change the big world but we can change the landscape of this forest.”</i> <i>What does she mean by this?</i>
page 30	<i>How do Wangari’s actions impact her community?</i>
page 38	<i>The Nobel Peace Prize is awarded to someone from anywhere in the world for their work. This is one thing she said when she accepted the award:</i> <i>“Young people, you are our hope and our future.”</i> <i>What does she mean by this?</i>
Key Discussion 15 minutes	<i>Here is more figurative language: “... an idea as small as a seed but as tall as a tree that reaches for the sky...”</i> <i>Why does the author use this language here? What does she want to communicate?</i> Distribute Text Talk Notebooks and writing tools. <i>Let’s take a Note Break. How do Wangari’s actions of planting trees in Seeds of Change contribute to her community?</i> After children write, have them share and discuss their writing with a partner. Bring the group back together, and harvest several ideas. Facilitate a discussion.

	<p><i>Wangari has focused her work in her home country. But she has made a contribution far beyond Kenya. How do Wangari’s actions contribute to the global community?</i></p> <p><i>What can we learn from Wangari Maathai’s actions? How does this biography inspire us to think about contributions we can make to our own community?</i></p>
Closing 1 minute	<p><i>Today we read Seeds of Change again to identify how Wagari’s actions impact her community.</i></p> <p>Add any relevant ideas to the Weekly Question Chart.</p>
Standards	<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>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>2.T2.1 On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</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>SEL.Social Awareness</p>
Ongoing assessment	<p>Listen in to children’s conversations with partners and in whole group discussion. Review children’s writing.</p> <p>Do children explain how Wangari’s actions impact her community?</p> <p>Do children draw meaning in the text from specific phrases?</p> <p>Do children connect the message in the story to their own agency to impact their communities?</p> <p>Do children engage in productive, collaborative conversations?</p>

Notes

Unit 4: The Power of Pollinators



WEEK 8 Day 3

Text Talk
Seeds of Change: Planting a Path to Peace
 Read 2 of 2
 and
“Disappearance of Bees: What’s the Impact?” (video)

Big Idea	Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.
Weekly Question	How do I and how do we contribute to our communities?
Content Objectives	I can compare the most important ideas in a book and a video about interdependence and identify how people can positively impact their communities. (R.11.2.c, R.11.2.d) I can locate where Kenya and the South Sichuan Province are on a map. (2.T2.1)
Language Objective	I can recount key ideas from a text and video. (SL.2.2.a)
Vocabulary	ancestor: a person who lived in an earlier generation beckon: to ask to come blanketing: covering chain reaction: a series of events in which the result of one event becomes the cause of the event that follows dart: to move quickly from one place to another ecosystem: a group of animals and plants living in one place and impacting each other (*Week 4) * extinct: having no living examples, such as an animal or plant (*Week 6)

	<p>food chain: a series of organisms, each dependent on the next as a source of food (*Week 6)</p> <p>foreign: having to do with a country that is not one's own; unfamiliar (*U3, W1)</p> <p>grassland: a large area that is mostly made up of grass, plants, trees</p> <p>government: leadership of a country, state, or town (*U1, W4)</p> <p>hand pollinate: to use a tool to transfer pollen from the stamen of one flower to the pistil of another to aid pollination</p> <p>pesticide: a substance used to destroy insects that are harmful to plants (*Week 6)</p> <p>seedling: a young plant, sprouted from a seed</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Seeds of Change: Planting a Path to Peace</i>, Jen Cullerton Johnson ● video: Disappearance of Bees: What's the Impact? (https://mass.pbslearningmedia.org/resource/vt107.la.rv.text.beesdisap/disappearance-of-the-bees-whats-the-impact/#.WvCY6NMvzBJ) Cue the video to begin at 0:38. ● projector and screen ● world map <p>On the whiteboard, write the following questions.</p> <p>How are the impacts of Wangari's actions and the South Sichuan hand pollinators' actions similar? How are their impacts different?</p> <p>How do both of these situations show that organisms in ecosystems are interdependent?</p> <p>Children will work in small groups for Numbered Heads Together. Assign children to groups of four.</p>
<p>Opening 4 minutes</p>	<p><i>We have been thinking about ways that we contribute to our communities.</i></p> <p><i>The book <i>Seeds of Change: Planting a Path to Peace</i> and the video "Disappearance of Bees: What's the Impact" both describe how people contribute to the growth of trees and fruits in their communities. These two texts take place in different countries and continents.</i></p> <p>Revisit the locations of Kenya and the South Sichuan Province in China, and name their corresponding continents.</p> <p><i>Today, we will reread a few pages from <i>Seeds of Change</i> and watch parts of the video "Disappearance of Bees: What's the Impact?" to compare how they describe the idea of interdependence.</i></p>

<p>Text and Discussion 25 minutes</p> <p><i>Seeds of Change</i> pages 1-6</p>	<p>Read <i>Seeds of Change</i> through page 6. <i>What is Wangari learning about her people’s relationship to trees?</i></p>
<p>video 0:38-1:34</p>	<p><i>Now, as we watch a minute of the video, think about the people in the South Sichuan Province’s relationship to pear trees.</i></p> <p>Play the clip. Think, Pair, Share. <i>What is the relationship the people in the South Sichuan Province have to pear trees? How is this similar to the relationship Wangari’s community has to trees?</i></p>
<p><i>Seeds of Change</i> page 22</p>	<p><i>What is the cause of the destruction of the forests in Wangari’s community?</i></p>
<p>video 1:35-2:31</p>	<p><i>What is the cause of the disappearance of the bees in the South Sichuan Province?</i></p>
<p><i>Seeds of Change</i> page 23</p>	<p><i>What is Wangari’s plan?</i></p>
<p>video 2:32-3:04</p>	<p><i>How do farmers prepare to “play the role of honeybee”?</i></p> <p>Turn and Talk. <i>How are the people’s goals similar in both communities? How are they different?</i></p>
<p><i>Seeds of Change</i> pages 25-30</p>	<p><i>In what ways does Wangari help her community?</i></p>
<p>video 3:24-4:51</p>	<p><i>How do the farmers who hand pollinate help their community?</i></p>
<p>Key Discussion 15 minutes</p>	<p>Arrange children into groups of four for the Numbered Heads Together routine. Chorally read each prompt on the whiteboard.</p> <ul style="list-style-type: none"> • <i>How are the impacts of Wangari’s actions and the South Sichuan</i>

	<p><i>hand pollinators’ actions similar? How are their impacts different?</i></p> <ul style="list-style-type: none"> • <i>How do both of these situations show that organisms in ecosystems are interdependent?</i> <p>Give children time to discuss the first prompt, and then call on two “numbered heads” to share their groups’ responses. Repeat the routine for the second prompt, and call on the other two “numbered heads” to share their groups’ responses.</p>
<p>Closing 1 minute</p>	<p><i>Today we thought more about people who started movements to help their communities, ensuring that their trees and fruits continue to grow. This week, as we finish up our unit and reflect on our learning from second grade, we will continue to think about ways that we can positively contribute to our communities.</i></p> <p>Add any relevant ideas to the Weekly Question Chart.</p>
<p>Standards</p>	<p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p> <p>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>2.T2.1 On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>SL.2.2 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>Listen in to children’s conversations in small and whole group discussions.</p> <p>Do children identify the cause of tree destruction in Kenya?</p> <p>Do children identify the cause of bees’ disappearance in this community in China?</p> <p>Do children identify how people’s actions help each community?</p>

Notes

Unit 4: The Power of Pollinators

WEEK 8 Day 4

Text Talk

Weekly Question Summary

To review and wrap up Unit 4, children look closely at the Weekly Question Charts to identify connections across the weeks.

Big Ideas	Organisms in an ecosystem are interdependent. Living things have life cycles with distinct phases. 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 Questions	All Weekly Questions
Content/SEL Objective	I can reflect on my experiences over time and summarize my current thinking, using class-created documents. (Self-Awareness)
Language Objective	I can listen to and build on my classmates' ideas. (SL.2.1, SL.2.1b)
Vocabulary	Include a review of any relevant words highlighted in the Weekly Question Charts.
Materials and Preparation	Review the Unit Question Chart routine in the Introduction, Part 1: Routines. Reflect on how this routine has gone in previous units. <ul style="list-style-type: none">● Weekly Question charts from Weeks 1-8● Power of Pollinators chart, from Week 5, Day 5 Post this chart in the center of the board.● markers● sticky notes, at least 3 per child● writing tools● highlighters or markers Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or

Text Talk U4 W8 D4

	<p>mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the categories and ideas on the Power of Pollinators chart.</p> <p>To prepare for the lesson, lay out the charts from all eight weeks. Identify trends. Select three or four charts that include especially important ideas and show a progression of thinking over time. Pay particular attention to important ideas and themes that have surfaced since Week 6. Look for ideas that connect to and build upon each other over the course of Unit 4. Consider categories by which ideas might be grouped (but do not write these on the chart).</p> <p>Post the selected Weekly Question Charts around the classroom.</p>
<p>Opening</p>	<p><i>We are at the end of our fourth unit of study: “The Power of Pollinators.” Each week we have considered a Weekly Question and gathered our ideas in our Weekly Question Charts. During Week 5, we looked over some of our Weekly Questions and began to synthesize our thinking on the Power of Pollinators chart.</i></p> <p>Review the information children discussed during Week 5 on the Power of Pollinators chart.</p> <p><i>I’ve been reading over our charts across the unit to see how our thinking has grown and changed. Now you have a chance to do the same thing.</i></p>
<p>Text and Discussion</p>	<p>Pass out the sticky notes and writing tools. Provide ten minutes for children to review the selected charts quietly.</p> <p><i>Before we talk together, you will review the charts on your own by doing a kind of Chalk Talk. Walk around slowly and look at each chart. As you look at the chart, think about the Weekly Question and the conversations we have had together. If you start noticing connections between the charts, or if you have a question, you can record it on a sticky note and stick it to the Weekly Question chart that it relates to.</i></p> <p><i>Also, at the bottom of the charts, circle any vocabulary words you think are especially important to thinking about pollinators and pollination.</i></p> <p>After children have had time to review the charts, gather the charts and put them close together, either on the floor in the whole group area or on the wall. Make sure that the children are arranged, sitting or standing, so</p>

	<p>that everyone can see the charts. <i>Think quietly: What do you notice about what we have learned about the power of pollinators generally, and specifically in our area?</i></p> <p>Allow for thirty seconds of quiet time for children to process.</p> <p>Harvest children’s ideas and add them to the Power of Pollinators chart. Facilitate a conversation in which children cite specific experiences from Text Talk, Studios, Writing, and Stations that have contributed to their learning over the course of the unit. Support children to pull from the text of the Weekly Question Charts: <i>Tell us where you see this on the Weekly Question Charts. Why do you say that? Can you remember when we talked about that?</i></p> <p>Encourage children to use the “Me, too” signal. Invite children to add on to others’ comments and to ask clarifying questions.</p> <p>Highlight and reinforce vocabulary words children have circled on the Weekly Question Charts, and review any as needed.</p>
Closing	<p>Close the session by summarizing the conversation. Make connections to the class project.</p>
Standards	<p>SL.2.1. 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.2.1b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>SEL.Self-Awareness</p>
Ongoing assessment	<p>Note how children summarize the information learned. Do they think flexibly when summarizing information? Do they consolidate new information?</p> <p>Note how children explain the Big Ideas of the unit. How do children demonstrate understanding of the unit content and Big Ideas? Are the children particularly interested in a specific topic? What concepts might have benefitted from more time or explanation during the lessons?</p>

f

Unit 4: The Power of Pollinators

WEEK 8 Day 5

Text Talk
Connecting Texts, Connecting Learning
Revisiting texts to connect learning across Unit 4.

Big Ideas	Organisms in an ecosystem are interdependent. Living things have life cycles with distinct phases. 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	How do I and how do we contribute to our communities?
Materials and Preparation	Consider the texts that have most engaged children and enlivened the study, both books and texts in other formats. Collect these texts. Set up areas around the classroom as Text Stations, each featuring a different text or two. At each station, include: <ul style="list-style-type: none">● the text(s), including available multiple copies● text slides with audio, if available● computer or tablet, if including slides● sentence strips, the same number as text stations On each strip, write the title of the text(s) in a station, and post these at the corresponding station.● chart paper, one sheet per station● writing and drawing tools <ul style="list-style-type: none">● Text Talk Notebooks● writing tools On the whiteboard write: How does this text help us think about contributing to our communities?

<p>Process</p>	<p><i>We have learned so much together this year! Today we will take some time to revisit some of our favorite texts from this unit, <i>The Power of Pollinators</i>.</i></p> <p><i>There are several Text Stations around our classroom, each one labeled with the title of one or two texts.</i></p> <p>Name the Text Stations.</p> <p><i>You will choose which texts you would like to revisit. When you're at that station, you'll answer this question [refer to the question on the board]: How does this text help us think about contributing to our communities?</i></p> <p><i>First, you'll look again at the text or texts and write down your ideas in your Text Talk Notebooks. Then you'll share your ideas with the other children at your station and use all your ideas together to create a poster to answer this question.</i></p> <p><i>After you have some time to work, we'll do a Gallery Walk to see each other's posters.</i></p> <p>Distribute Text Talk Notebooks, and invite children to peruse the Text Stations and choose where to work. Make sure that at least two children settle at each station, unless a child prefers to work alone. Circulate as children reread texts, take notes in their Text Talk Notebooks, and collaborate with their peers to create posters.</p> <p>After about 20 minutes, invite children to do a Gallery Walk to look at the posters at each Text Station.</p> <p>Bring children back together. Use any of the following questions to guide a group conversation.</p> <p><i>What did you see on each other's posters?</i></p> <p><i>What connections did you see from one text and poster to another?</i></p> <p><i>How has reading and discussing these texts helped us think about how we can contribute to our communities?</i></p> <p><i>What text would you most recommend to others who would like to learn about the importance of pollinators?</i></p> <p><i>What text would you recommend to others who want to think about how they can contribute to their communities?</i></p> <p><i>If you were going to write a text about pollination, what message would you want that text to communicate? Why?</i></p> <p>Close the discussion with appreciation for children's thinking and sharing of ideas.</p>
-----------------------	--

POP!

Answering Multiple Choice Questions

Predict the best answer.

- Read the question.
- Ask: What is the best answer?

Only one choice.

- Read all answer choices.
- Ask: Does this make sense?
- Cross off answers until only one choice is left.
- Circle the answer.

Prove it.

- Ask: How do I know?
 - Find evidence to support your thinking.
 - Record the evidence.
-

POP!

Answering Multiple Choice Questions

Predict the best answer.

- Read the question.
- Ask: What is the best answer?

Only one choice.

- Read all answer choices.
- Ask: Does this make sense?
- Cross off answers until only one choice is left.
- Circle the answer.

Prove it.

- Ask: How do I know?
- Find evidence to support your thinking.
- Record the evidence.

End of Unit 4 Assessment Responses and Exemplars

Question 1. (R.4.2, R.5.2.b)

According to the section called “Pollination”, what needs to happen in order for new plants to grow in nature?

- a. Animals need to fly from one plant to another plant.
- b. Pollen needs to move from one plant to another.**
- c. Pollen needs to get into the air.
- d. Seeds need to be planted.

Question 2. (R.7.2.b)

What does the word **depend** mean?

- a. do not need
- b. rely on**
- c. follow
- d. spread pollen

Question 3. (R.7.2.b, R.8.2.b)

The author uses the word **features** in the heading of paragraph 4 to mean:

- a. places
- b. animals
- c. body parts**
- d. pollen

Question 4. (R.4.2, R.6.2.b)

How do Noronha Skink lizards help pollinate flowers?

- a. Pollen sticks to their long noses.
- b. The wind blows the pollen they eat.
- c. They carry pollen on their sticky paws.
- d. They carry pollen on their sticky scales.**

Question 5. (R.10.2.a)

What is one reason that the author suggests we should protect pollinators? (RI.2.8)

- a. Pollinators are beautiful animals.
- b. Pollinators help the ecosystem.**
- c. Pollinators live in Boston.
- d. Pollinators could get trapped by zoos.

Question 6. (R.4.2, R.6.2.b)

According to the article, how does a ring-tailed lemur's body help it pollinate?

The ring-tailed lemur's long tail helps it climb trees to reach flowers. Then it sticks its paws or nose into the flower and gets pollen on it. Then it carries the pollen to another flower.

Question 7. (R.4.2, W.3.2, W.2.8, L.1.2.b, L.2.2.b)

What is the main way that animals help pollination? Provide at least 2 examples from the text to support your response.

The main way that animals help pollination is by moving pollen from flower to flower. For example, when the Stink Lizard sips nectar, pollen gets stuck to its scales. Then it brings pollen with it when it goes to the next flower. When the lemur gets pollen on its paws, it spreads pollen to the next tree and flower it goes to. When pollen gets spread, pollination happens.

Name _____ Date _____

Directions: Use the text “Powerful Pollinators” to answer the questions.

1. According to the section called **Pollination**, what needs to happen for new plants to grow in nature?

- a. Animals need to fly from one plant to another plant.
- b. Pollen needs to move from one plant to another plant.
- c. Pollen needs to get into the air.
- d. Seeds need to be planted.

2. Reread these sentences from paragraph 3.

*But most plants do not rely on the wind to spread their pollen. Instead, they **depend** on insects and animals to move pollen.*

What does the word **depend** mean?

- a. do not need
- b. rely on
- c. follow
- d. spread pollen

3. The author uses the word **structures** in the heading of paragraph 4 to mean:

- a. places
- b. animals
- c. body parts
- d. pollen

4. How do Noronha Skink lizards help pollinate flowers?

- a. Pollen sticks to their long noses.
- b. The wind blows the pollen they eat.
- c. They carry pollen on their sticky paws.
- d. They carry pollen on their sticky scales.

5. What is one reason that the author suggests we should protect pollinators?

- a. Pollinators are beautiful animals.
- b. Pollinators help the ecosystem.
- c. Pollinators live in Boston.
- d. Pollinators could get trapped by zoos.

6. According to the article, how does a ring-tailed lemur's body help it pollinate?

End of Unit Assessment Rubric: Unit 4

Text: "Powerful Pollinators"
(500-600 Lexile)

Child's name:

Date:

Prompt

Question 6. According to the article, how does a ring-tailed lemur's body help it pollinate? (R.4.2, R.6.2.b)

Unit 4 Big Ideas

- Organisms in an ecosystem are interdependent.
- Pollination is a result of animal behavior.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Uses details from the text (R.4.2) (Question 6)	Does not use any details from the text.	Uses at least one detail that partially supports the inference.	Uses at least one detail that fully supports the inference.
Describes how a ring-tailed lemur's body helps it pollinate (R.6.2.b) (Question 6)	Does not describe how a ring-tailed lemur's body helps it pollinate.	Partially describes how a ring-tailed lemur's body helps it pollinate.	Fully describes how a ring-tailed lemur's body helps it pollinate.
Demonstrates conceptual understanding and knowledge about the topic. (overall)	Does not align response to the unit's Big Ideas.	Somewhat aligns response to the unit's Big Ideas.	Demonstrates conceptual understanding and knowledge about the unit's Big Ideas.

Prompt

Question 7. What is the main way that animals help pollination? Provide at least 2 examples from the text to support your response. (R.5.2.b, W.3.2, W.1.2.b, L.2, L.6.2)

Unit 4 Big Ideas

- Organisms in an ecosystem are interdependent.
- Pollination is a result of animal behavior.
- Animals, including humans, benefit from and depend on pollination.

1 = Shows little evidence of meeting the standard; **2** = Shows some evidence of meeting the standard; **3** = Meets the standard

	1	2	3
Explains the main way animals help pollination. (R.5.2.b) (Question 7)	Does not explain the main way that animals help pollination.	Partially explains the main way that animals help pollination. Uses one example from the text.	Fully explains the main way that animals help pollination. Uses at least two examples from the text.
Uses examples from the text to support the main way that animals help pollination. (W.3.2) (Question 7)	Does not use examples from the text that support the main idea they identify.	Uses one example from the text that supports their inference.	Uses at least two examples from the text that support their inference.
Gathers information from provided sources to respond to a question (W.1.2.b) (Question 7)	Responds to the prompt without clear references to details from the text.	Responds to the prompt using one key detail from the text. The reference may be vague or unclear.	Includes at least two details from the text to respond to the prompt.
Demonstrates conceptual understanding and knowledge about the topic. (overall)	Does not align response to the unit's Big Ideas.	Somewhat aligns response to the unit's Big Ideas.	Demonstrates conceptual understanding and knowledge about the unit's Big Ideas.

End of Unit Assessment Rubric U4 W8

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Sentence Complexity L.1.2.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.	Consistently capitalizes the first word in a sentence, holidays, product names, and geographic names.
Punctuation L.2.2.b L.2.2.c	Makes frequent errors in end punctuation, making the piece difficult to read.	Inconsistently uses end punctuation, commas, and apostrophes.	Aside from one error, correctly uses end punctuation, commas, and apostrophes.	Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently-occurring possessives.
Spelling L.2.2.d L.2.2.e	Makes severe errors in spelling, often obscuring meaning.	Makes frequent errors in the spelling of learned spelling patterns and high-frequency words.	Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials (word walls, personal dictionaries, etc.).	Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words.
Language L.6.2	Uses minimal academic and domain-specific words or phrases.	Inconsistently uses academic and domain-specific words or phrases.	Aside from one or two exceptions, uses academic and domain-specific words and phrases with accuracy.	Correctly uses academic and domain-specific words and phrases consistently.

End of Unit Assessment Rubric U4 W8

Powerful Pollinators

- 1 What's the first animal you think of when you think about pollination? Most people think about bees when they think of insects that help spread **pollen** from flower to flower. But lots of animals do the very important work of pollination. These animals have special body structures to help them pollinate.



A bumble bee pollinates a flower while sipping its nectar.

Pollination

- 2 Plants need pollination. **Pollination** is when pollen from a plant's flower gets moved to another flower. This movement of pollen has to happen for a plant to grow new seeds.
- 3 Wind can move pollen from flower to flower. But most plants do not rely on the wind to spread their pollen. Instead, they depend on insects and animals to move pollen.

Pollinator Body Structures

- 4 Pollinators have special body structures that allow them to feed on the nectar inside flowers. When they eat, these animals spread pollen between the



same types of flowers. Many pollinators, like bees, bats, and birds, fly from flower to flower using their wings. Wings are not the only special body structure that pollinators use to get the nectar they need.

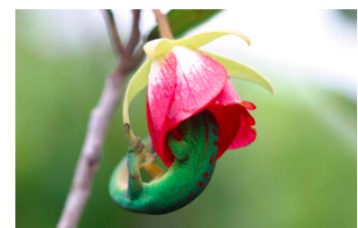
Surprising Species

- 5 Honey Possums are a kind of pollinator most people haven't heard of. These mammals live in Australia and pollinate flowers from plants like eucalyptus. The honey possum's long pointy snout helps it sip the flower's **nectar**.



A honey possum sips nectar from a flower with its long snout.

- 6 Some kinds of lizards are also pollinators. One kind of lizard that pollinates flowers is the Noronha Skink lizard, which lives on an island in North-Eastern Brazil. As this lizard sips up nectar from a tree's flowers, pollen sticks to its scales. When the lizard goes to another flower, it moves the pollen.



You can't see this lizard's face because it's inside the flower!

7 Lemurs are some of the world's largest pollinators. The Ring-Tailed Lemur of Madagascar eats the nectar of flowers in a tree called Traveler's Palm. The lemur's long tail helps it hang from tree branches so it can reach high up flowers. Lemurs stick their paws or snouts into the flower to get the nectar, and pollen gets stuck to them. Then, when they go to the next flower on the Traveler's Palm, the pollen goes with them!



This lemur uses its climbing skills to reach high up flowers.

Protecting Pollinators

8 Want to learn more about this giant pollinator? Maybe you can visit one at the zoo. Some zoos help study and protect ring-tailed lemurs. Zoologists learn about the behaviors and needs of ring-tailed lemurs at the zoo so that they can teach other scientists how to protect lemurs who live in the wild. Zoologists know that pollinators are an important part of our world's **ecosystem**. Without pollinators, many of the plants and fruits that humans enjoy and depend on would not continue to exist!

Glossary

pollen	the fine yellow dust on a flower that fertilizes seeds
species	a group of related, or similar, living things
nectar	a sweet liquid inside of flowers that attracts pollinators
ecosystem	a group of animals and plants living in one place and impacting each other

Unit 4: The Power of Pollinators

WEEK 8

Stations

Stations overview table follows information for the End of Unit Assessment.

Mid-Unit Assessment
<p>Materials and Preparation</p> <ul style="list-style-type: none">● End of Unit Assessment Text, one copy for each child● End of Unit Assessment Questions sheet, one copy for each child● “Powerful Pollinators” slides, with technology for children to view and play audio● POP! Answering Multiple Choice Questions chart and/or half-sheets● End of Unit Assessment rubric● End of Unit Assessment responses <p>In advance of the week, if useful, plan a schedule for each child to work at the Writing Station to complete the assessment.</p> <hr/> <p>At the close of the Day 1 Text Talk, teachers briefly introduce the End of Unit Assessment to the whole group. The assessment is based on the informational text, “Powerful Pollinators.” After the assessment is introduced, children work on it independently at the Writing Station.</p> <p>As needed, meet with children individually or in small groups, to read the text together in advance of asking children to respond to the questions independently.</p>

Stations overview page follows.

WEEK 8

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 ● <i>Bee</i> book and slides ● conversation prompts
Science Literacy	How have our classroom plants changed? ... What might happen with the plants next?	<ul style="list-style-type: none"> ● Unit 4 Science and Engineering packets ● colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> ● Week 7 Weekly Words cards ● Recording sheets ● Choose 3! menu
	Talk About It: Why is it important for children to have opportunities to learn outdoors?	<ul style="list-style-type: none"> ● Week 7 Weekly Words cards ● Week 8 image, 2 copies cut apart ● Week 8 sheets
Word Work (align skills with literacy program)	Identifying words with digraphs	<ul style="list-style-type: none"> ● Week 8 Roll a Digraph sheets
	Identifying words with double vowels	<ul style="list-style-type: none"> ● Week 8 Roll Double Vowels sheets
	Identifying words with r-controlled vowels	<ul style="list-style-type: none"> ● Week 8 Roll r-Controlled Vowels sheets
Writing	End of Unit Assessment	<ul style="list-style-type: none"> ● See materials list on previous page.

Bee Conversation Prompts: Cut apart and provide with text and audio recording.

Page 1:

What time of day does this story take place? How does the text help you figure this out?

Bee

Page 6:

What is the special job that the bee has to do?

Bee

Page 14:

What is the message that the bee has to pass on?

Bee







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





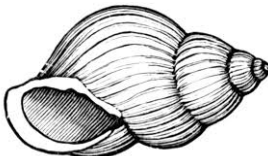
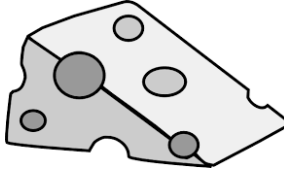






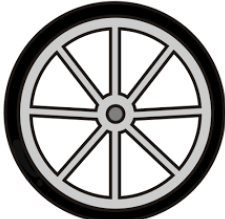

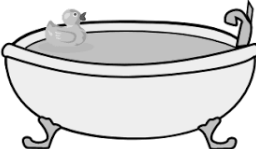
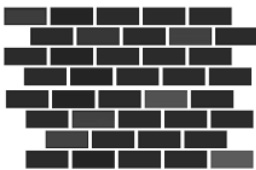
I respectfully disagree with you because ____.

What evidence do you have to support that?

Roll a Digraph

Take turns rolling the dice.
Cover a picture that shows a word with the matching digraph.







					
th	sh	ch	ck	wh	Roll again


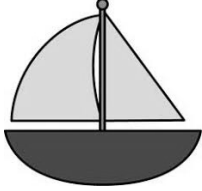














			
			
			
			

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.
Know spelling-sound correspondences for additional common vowel teams

Roll a Double Vowel

Take turns rolling the dice.
Cover a picture that shows a word with the matching double vowel.







					
ee	oo	ew	oa	ai	ou

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.
Know spelling-sound correspondences for additional common vowel teams.

Roll an R-Controlled Vowel

Take turns rolling the dice.
Cover a word with the matching r-controlled vowel.

					
er	or	ar	ur	ir	Roll again

fork	explore	dirt	burp	charm
chapter	backyard	Thursday	spider	storm
acorn	temper	torch	skirt	verb
hurt	third	shirt	shortcut	curb
monster	turtle	traveler	chore	third
curl	cartwheel	firm	star	her

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.
Know spelling-sound correspondences for additional common vowel teams.

Word Work Station U4 W8

Talk About It



Photo by Chris Bucco



Photo by Chris Bucco

Vocabulary Station U4 W8

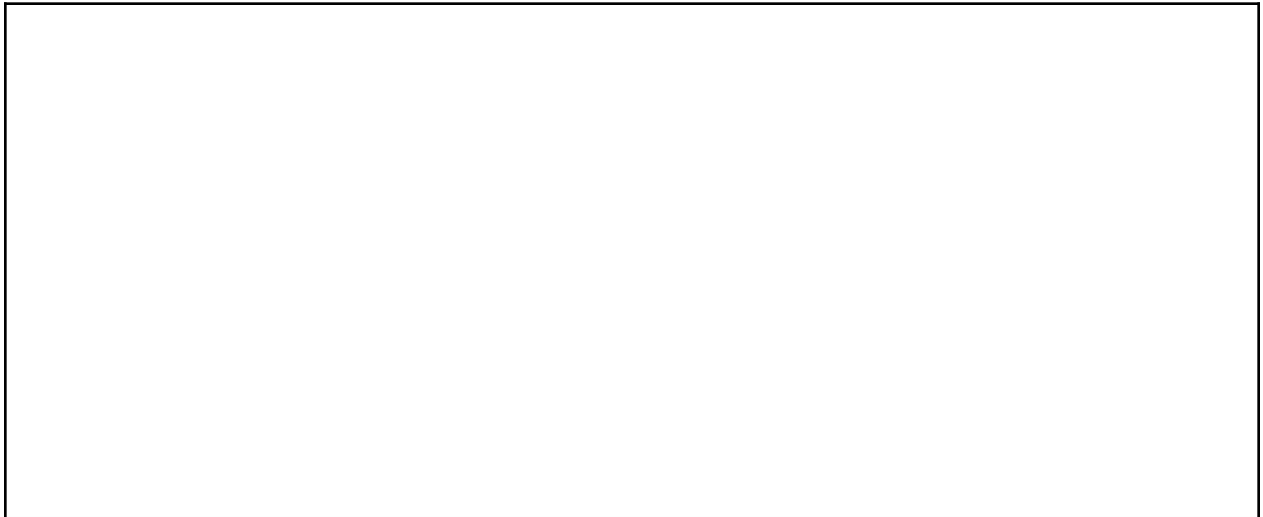
Talk About It

Name: _____ Date: _____

Imagine you and your partner are two of the children in this photo. What are you thinking? What might you discover?

Why is it important for children to have opportunities to learn outdoors?

Look carefully at the image. **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 8 Lesson 1

Science and Engineering
Designing a Hand Pollinator: Plan and Create

Big Idea	Pollination is a result of animal behavior.
Guiding Question	How does pollination happen?
Content Objective	I can follow a plan to create a hand pollinator, test it, and use the information from the test to decide if my design works the way it's supposed to. (2-LS2-3, Practice 3, Practice 4)
Language Objective	I can describe to my partner how the hand pollinator we are designing works to pick up and deposit pollen. (L.6.2.a)
Materials and Preparation	<ul style="list-style-type: none">● Engineering Design Process chart● Science and Engineering packets● writing and drawing tools● Evaluating Materials for Hand Pollinators chart, from Week 6, for reference <p>Prepare for each pair of children:</p> <ul style="list-style-type: none">● Flowers for Testing Hand Pollinator Designs sheet● ½ teaspoon baking soda● model flowers● containers of materials from Week 7, Lesson 2 <p>Place surplus and any other materials on a tray or table for children to access as needed during the investigation.</p>
Opening 10 minutes	<p><i>We are at a very exciting point in the design process. This week you will plan, create, test, and improve your hand pollinators.</i></p> <p>Refer to the Engineering Design chart and focus on Create.</p> <p><i>Your goal is to design a hand pollinator that works for the particular flower you have. To do this successfully, you always need to be</i></p>

	<p><i>thinking about the flower’s shape and structures and the location of its pollen.</i></p> <p>Refer to a Science and Engineering packet.</p> <p><i>Look back at your <u>Plan</u> page and gather the materials you thought you would need. [Indicate the location of materials, including the shared space of surplus/ additional materials.] Follow your plan and create your design.</i></p> <p><i>Then, test your design. Place a small amount of “pollen” [indicate the baking soda] in your model flower. You will pick up the pollen from your model flower. Set up the plastic cup for depositing “pollen,” just as you did when you were testing materials before. [Demonstrate if needed.] This way you will be able to see how much pollen your design can deposit.</i></p> <p><i>Test how your hand pollinator picks up pollen, and then test to see how it deposits pollen. Use the Three Tap Method you used before. [Demonstrate if needed.] Today, use just the Design #1 flower for this first try. Record your results on the <u>Create</u> page of your packets.</i></p> <p><i>As you work, talk with your partner about what you notice.</i></p> <p>Refer to the questions on the Create page.</p> <p><i>What worked well? What did not work well?</i></p>
<p>Investigation 20 minutes</p>	<p>As children work, circulate to support them with materials, conversations, and process. Ask children to reflect on what is successful and what might be getting in the way of successfully reaching, picking up, or depositing pollen. As children consider what does and does not work well, refer them to the Evaluating Materials for Hand Pollinators chart. Have children record their observations on the <i>Create</i> sheet in their Science and Engineering packets.</p>
<p>Discussion</p>	<p><i>No discussion in this lesson.</i></p>
<p>Closing</p>	<p><i>You’ll have more time tomorrow to talk about how your designs worked and to collect ideas for making improvements.</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</p>

	dispersing seeds or pollinating plants.
Ongoing assessment	Reflect on children’s work in pairs. How do children analyze the effectiveness of their hand pollinators? Do they distinguish between their designs’ effectiveness in picking up and depositing pollen? Do children connect this effort to natural pollination? What vocabulary do they use? How do they describe what they observe? On what resources do they draw? How do children record their findings?

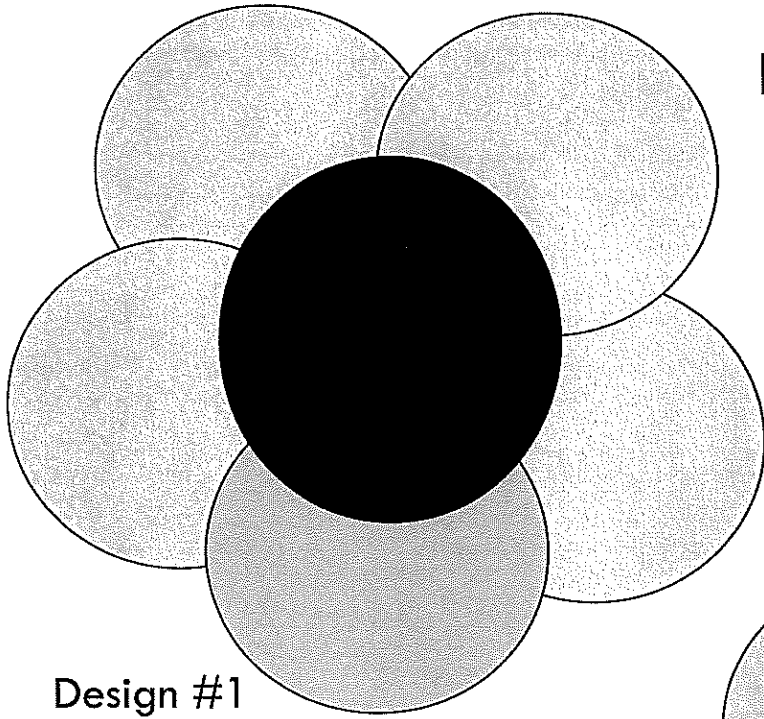
Notes:

Name: _____ Date: _____

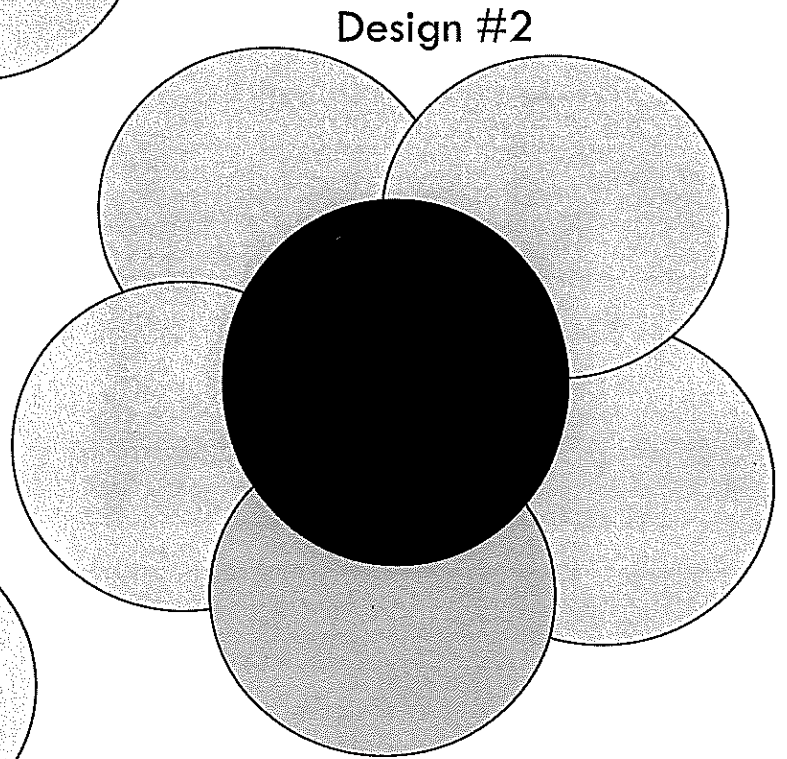
A

B

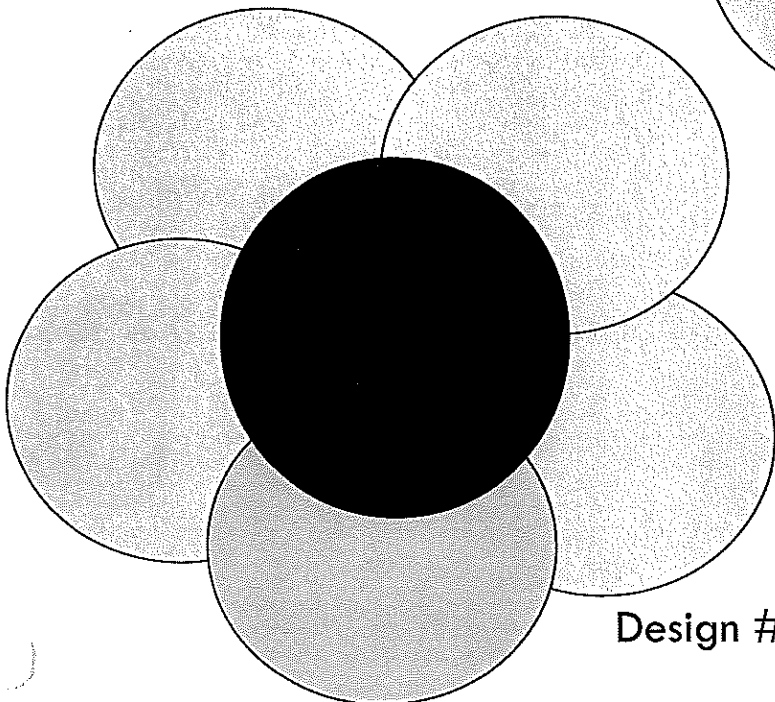
Flowers for Testing Hand Pollinator Designs



Design #1



Design #2



Design #3

Unit 4: The Power of Pollinators

WEEK 8 Lesson 2

Science and Engineering
Designing a Hand Pollinator: Create

Big Idea	Pollination is a result of animal behavior.
Guiding Question	How does pollination happen?
Content Objective	I can work with other engineers to evaluate whether the hand pollinator I designed can pick up and deposit pollen for a specific flower structure. (Science 2-LS2-3(MA), Practice 4, Practice 6)
Language Objectives	I can ask and answer questions in discussions with my partner and my classmates about what works well and what needs improvement in hand pollinator designs. (SL.1.2.b, SL.2.2.b, Practice 4, Practice 6, Practice 7) I can articulate and justify design improvements. (SL.3.2.a)
Materials and Preparation	<ul style="list-style-type: none">all materials from Lesson 1 Plan classroom spaces for children working on the same model flowers to work in proximity to each other, so that they may easily share ideas.
Opening 2 minutes	Refer to the Engineering Design Process chart, pointing to <u>Improve</u> . <i>Engineers always test their designs so they can identify any problems and think about ways to make their designs better. After we talk about that, you'll have time to continue working with your partners.</i>
Discussion 10 minutes	Invite pairs of children to present their designs. Run through the questions on the Create page to support children in describing and evaluating their designs. <ul style="list-style-type: none"><i>How much pollen did your hand pollinator pick up?</i><i>How much pollen did your hand pollinator deposit?</i><i>What parts of your hand pollinator worked well? How do you know?</i><i>What parts of your hand pollinator did not work well? Why not?</i>

	<p>Extend the conversation to support children’s thinking about possible improvements. Use the following questions.</p> <ul style="list-style-type: none"> ● <i>What might this team change about their hand pollinator design?</i> ● <i>What makes you think that?</i> ● <i>How do you think that would make this hand pollinator more effective for this particular flower?</i> ● <i>Have you had a similar problem?</i> ● <i>How are you thinking about changing your design?</i> <p><i>Today, as you continue creating your hand pollinator, use the Design #2 space on your sheet. [Refer to the Flowers for Testing Hand Pollinator Designs sheet.]</i></p> <p>Send children to work.</p>
<p>Investigation 18 minutes</p>	<p>Circulate to support children with materials, conversations, and processes.</p> <p>Ask children to reflect on what is already successful and what might be getting in the way of successfully reaching, picking up, or depositing pollen. Refer them to the Evaluating Materials for Hand Pollinators chart. In addition, direct them to reflect on and gather information from their completed Create pages. Engage them in conversation or direct them to talk with other children with the same model about the changes they are considering and the rationale behind those changes.</p> <p>Remind children to record their findings in their packets.</p> <p>Identify pairs of children whose work will be most productively shared with the whole group. Choosing one pair that is working with each different model allows all children to make strong connections to their own efforts and to contribute ideas.</p>
<p>Closing</p>	<p><i>We are doing the work of engineers: designing, testing, and evaluating. Tomorrow you’ll work on improving your design. How will you know if your new design is improved? [it picks up/drops off more pollen; it is able to better reach the pollen in the model flower; it is easier to maneuver.]</i></p>
<p>Standards and Practices</p>	<p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</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>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 children’s work with partners and on the class discussions.</p> <p>How do children describe and explain their designs to peers?</p> <p>How do they talk about their thinking in designing and evaluating their designs?</p> <p>How do they interact with each other’s ideas?</p> <p>What kinds of suggestions do they make? Are they real improvements in the function of the designs? Are they practical, doable?</p>

Notes

Unit 4: The Power of Pollinators

WEEK 8 Lesson 3

Science and Engineering

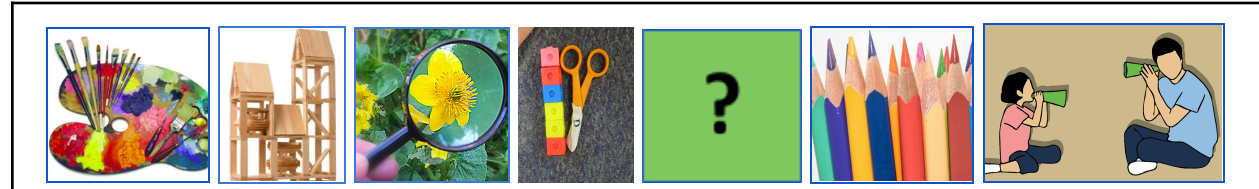
Designing a Hand Pollinator: Improve

Big Idea	Pollination is a result of animal behavior.
Guiding Question	How does pollination happen?
Content Objective	I can create an improved design of a hand pollinator. (2-LS2-3(MA), Practice 1)
Language Objective	I can explain how the redesign of a hand pollinator is an improvement over the first one. (SL.3.2.a)
Materials and Preparation	<ul style="list-style-type: none">• all materials from Lesson 2• surplus or different materials, as designs indicate Make materials available in a central location for children to access as needed.
Opening 2 minutes	<p><i>Yesterday you thought and talked about your designs and identified changes you might make. Record your ideas about improving your designs at the top of the <u>Improve</u> page. Then start working on your improved design.</i></p> <p><i>You might need some additional or different materials. You can find them here. [Indicate surplus materials location.]</i></p> <p><i>When you have improved your hand pollinator, draw a new sketch of your design on the bottom of the <u>Improve</u> page.</i></p> <p><i>When you test your new design, use the Design #3 space for depositing pollen. [Refer to the Flowers for Testing Hand Pollinator Designs sheet.]</i></p>
Investigation 18 minutes	Circulate to support children with materials, conversations, and processes. Focus children’s attention on improvements they are making.

	<p><i>What makes you think this change to your design will be/is an improvement? How will you know for sure?</i></p> <p>Remind children to record their findings in their packets.</p> <p>Reassure children who are experiencing frustration that struggling and improving are part of the design process. Refer them to other children for help in thinking through their challenges and potential improvements. Children may continue their work in Studios until they are satisfied with their designs.</p>
<p>Discussion 10 minutes</p>	<p>Facilitate a whole group discussion about a variety of hand pollinator designs. Focus the discussion on the forms of the different model flowers and the hand pollinators that work effectively.</p> <p>Use any of the following questions to support discussion.</p> <ul style="list-style-type: none"> ● <i>How is your current design different from the first one?</i> ● <i>What inspired you to make these changes?</i> ● <i>How can you tell that this design works better for this flower?</i> ● <i>Do you think that the hand pollinator that you designed would work on a different model flower? Why do you think so?</i> ● <i>What parts of your hand pollinator might work on a different flower? Why do you think so?</i> ● <i>What parts would not work? Why do you think so?</i>
<p>Closing</p>	<p><i>To come up with a design for a hand pollinator for a flower with a specific structure, you engaged in all the steps of the Engineering Design Process. [Refer to the Engineering Design Process chart.] You worked in the ways that professional engineers do.</i></p>
<p>Standards and Practices</p>	<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>
<p>Ongoing assessment</p>	<p>Reflect on children’s approaches to improving their designs. Do they articulate specific improvements and why they were made? Do children seem to understand and appreciate the need for improvement?</p> <p>Reflect on the whole group discussion.</p>

Unit 4: The Power of Pollinators

WEEK 8 Studios



Finishing our Pollinator/Pollination Projects

With just two days of Studios this week, children complete and prepare for a presentation. If a year-end celebration of learning is planned, Day 5 might be used to rehearse children’s presentations.



<p>Big Ideas</p>	<p>Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.</p>
<p>Weekly Question</p>	<p>How do I and how do we contribute to our community?</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Pollinator Project Plan, from Text Talk, Day 1 ● children’s Planning sheets ● new studios prompts Cut apart and replace studios prompts. ● Unit 4 Observation Sheet <p>Review the Project Plan. Review the work in progress of individuals and small groups along with their Planning sheets, and add needed next steps to the Progress Notes column of the chart. Make notes in the boxes on the following pages about how to support the work in each studio. Consider conversations that have arisen out of Text Talks that are relevant to specific work children are undertaking, and make those connections.</p> <p>Ensure that each group has any needed resources for completing their work.</p>
<p>Opening</p>	<p>Note: Minimize whole group time so children can complete and set up their work for presentation. Briefly review the Project Plan, if needed.</p> <p><i>This is our last week of Unit 4: The Power of Pollinators! It’s also our last project of the school year. You have been working on</i></p>



	<p><i>many different projects about pollinators, and you have some important ideas to share. We have just two days to finish your projects and get them ready to present. The questions on the board and the Studios Prompts might help you think about how to approach your work.</i></p>
--	--



Facilitation	<p>Encourage children to review and refer to their Planning sheets to make sure they attend to plans they have made and feedback they have received.</p> <p>Support children’s thinking about incorporating feedback, attending to their intended audience, and polishing their work for presentation. Have them support each other to rehearse presentations, as appropriate.</p>
---------------------	--

Standards	<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>
------------------	---

Notes	
--------------	--

<p style="text-align: center;">Art</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p style="text-align: center;">Building</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

<p>Discovery</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p>Math</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

<p>Research</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p>Writing and Storytelling</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

While you are working, think about:

Are we effectively communicating our idea about the importance of pollinators?

What do we need to do to be ready for our presentation?

What do we want our audience to do or think after seeing our project?

While you are working, think about:

Are we effectively communicating our idea about the importance of pollinators?

What do we need to do to be ready for our presentation?

What do we want our audience to do or think after seeing our project?

While you are working, think about:

Are we effectively communicating our idea about the importance of pollinators?

What do we need to do to be ready for our presentation?

What do we want our audience to do or think after seeing our project?

While you are working, think about:

Are we effectively communicating our idea about the importance of pollinators?

What do we need to do to be ready for our presentation?

What do we want our audience to do or think after seeing our project?

Discovery Studio

While you are working, think about:

How well does this hand pollinator work?

What information will someone need to understand when and why to use this hand pollinator?

What could we call it?

Unit 4: The Power of Pollinators

WEEK 8 Day 1

Writing Argument

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 2.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of argument: to convince someone to do something or about something.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of argument, and to appeal to my audience. (W.3.2, W.2, W.1)
Language Objectives	I can edit my writing. (L.2) I can revise my writing to include adjectives. (L.1.2.e)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea argument: a genre of writing whose purpose is to convince someone to do something or about something feedback: specific, helpful suggestions given to improve work revise: to make changes to writing revision: change made to improve writing
Materials and Preparation	These materials will be used throughout Days 1-3 this week. <ul style="list-style-type: none">Argument Observation Tools, from Week 5, Day 5 Before the session, analyze the Argument Observation Tools filled in for each child and choose one area of revision that will improve their writing the most. Group children together with a shared focus for revision. (See the suggestions below.)

	<p>For Revisions:</p> <ul style="list-style-type: none"> ● Argument Checklist, one for each child ● writing tools ● writing folders ● argument mentor texts, available for children’s reference ● media mentor texts, available for children’s reference ● Argument anchor chart <p>For Small Group Instruction:</p> <ul style="list-style-type: none"> ● Audience: Community Gardeners chart, from Week 5, Day 4 ● Thesis chart, from Week 5, Day 5 ● Reasons chart, from Week 6, Day 1 ● copies of children’s Gathering Evidence sheets, from Week 6, Day 2 ● research materials, from Week 6, Day 2 ● Argument Adjectives chart, from Week 7, Day 1 ● Shades of Meaning sheets, from Week 7, Day 1
<p>Opening 1 minute</p>	<p><i>We have learned a lot about argument, and you have written your own arguments! This week you are going to revise and publish your work to prepare it for your audience of community gardeners</i></p>
<p>Individual Construction 24 minutes, concurrent with Small Group Instruction</p>	<p><i>Before you begin revising today, review the feedback you received and your planned next steps.</i></p> <p><i>When you are finished making those revisions, you will use this checklist to see if there is anything else you are missing.</i></p> <p>Show the Argument Checklist.</p> <p><i>This checklist includes the elements of argument we have been learning about. Review your work and complete the checklist. If you have not completed one of the items on the list, go back to revise.</i></p> <p><i>In addition, you may choose to have a classmate review your work, or you can edit your work using rules you have learned in Foundations.</i></p>
<p>Small Group Possibilities 24 minutes, concurrent with Individual Construction</p>	<p>As children work individually and with partners, convene small groups with similar needs to improve one aspect of their arguments. The aspects addressed in revisions should be features of argument taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Audience</u> Review the lesson from Week 5, Day 4. Guide the children to make appropriate choices in thesis, reasons, evidence, and language, given their audience.</p>

	<p><u>Thesis</u> Review the lesson from Week 5, Day 5. Guide the children to write thesis statements that introduce what they want to convince community gardeners to do. Help them to distinguish between the thesis and reasons. Ensure that their thesis statements are appropriate for the audience.</p> <p><u>Reasons and Evidence</u> Review the lessons from Week 6, Days 1 and 2. Guide the children to identify reasons and evidence that support the thesis and are appropriate for the audience. Support them to conduct further research, if needed.</p> <p><u>Adjectives</u> Review the lesson from Week 7, Day 1. Support the children as they identify sentences and sections that could be better developed with adjectives. Guide children to choose adjectives with the appropriate intensity.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from the small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their arguments.</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. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. 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. W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. W.1 Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
<p>Ongoing assessment</p>	<p>Review children’s work. Note what and how children revised. Plan to meet with children who require additional support on Day 2.</p>

Name: _____

Date: _____

Argument Checklist

- My argument makes sense.
- All parts of my argument appeal to my audience.

Structure

- I included a thesis.
- I included reasons.
- I included evidence.
- I included a reinforcement of the thesis.

Language

- I included adjectives.

Unit 4: The Power of Pollinators

WEEK 8 Day 2

Writing Argument

Introduction to Publishing and Continued Revision

Content Objectives	I can revise my writing to fit the purpose, structure, and language of an argument, and to appeal to my audience. (W.3.2, W.2, W.1) I can choose an effective layout for my medium. (W.2)
Language Objectives	I can edit my writing. (L.2) I can revise my writing to include adjectives. (L.1.2.e)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do something or about something image: a representation of something in the form of a drawing, photograph, etc. layout: the organization of a page medium: a form of communication publish: to prepare writing for an audience revision: change made to improve writing
Materials and Preparation	Write the following questions on the board. Where are the words on the page? If there are images, where are they? Where is the thesis? Is there a reinforcement of the thesis? <ul style="list-style-type: none">● Media chart, from Week 6, Day 3● media mentor texts● writing tools● sticky notes, 4 for each small group● materials from Day 2 For Publishing: <ul style="list-style-type: none">● paper appropriate for publishing in each medium● colored pencils

<p>Opening 1 minute</p>	<p><i>Today you will complete your argument revisions and begin to publish your work.</i></p>
<p>Deconstruction 9 minutes</p>	<p><i>Before you publish your argument, it is important to consider the layout of your medium—how the words and images are organized on the page—just like we did for our explanation posters and report brochures.</i></p> <p>Refer to the Media chart. <i>We started writing down the features of each of these media. In your small group, you will look again at your medium and how it is organized. Use these questions to guide your conversation.</i></p> <p>Read the questions on the board. <i>Write down any new observations on these sticky notes, and we will add them to the chart.</i></p> <p>Give the children about five minutes to review and discuss the layout of their medium.</p> <p>Bring the class back together. Have children add new sticky notes to the chart.</p> <p><i>As you publish, use this guidance to think about the most effective layout for your medium.</i></p>
<p>Individual Construction and Small Groups 19 minutes</p>	<p>As children work independently and with partners to revise and publish their work, meet with small groups, as described in Day 1.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will finish publishing your work.</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>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>W.1 Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital,</p>

	<p>discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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 work. Note what and how children revised.</p> <p>Review children’s published work to see who will need additional support on Day 3.</p>

Notes

Unit 4: The Power of Pollinators

WEEK 8 Day 3

Writing Argument
Publishing

Content Objective	I can publish my writing. (W.3.2, W.2)
Language Objective	I can add images to clarify my writing. (SL.3.2.b)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do something or about something convince: to persuade image: a representation of something in the form of a drawing, photograph, etc. medium: a form of communication publish: to prepare writing for an audience
Materials and Preparation	<ul style="list-style-type: none">● children’s arguments● Media chart, from Week 6, Day 3● media mentor texts● publishing materials from Day 2
Opening 1 minute	<i>Today you will finish publishing your arguments.</i>
Individual Construction 28 minutes	Refer to the Media chart and media mentor texts. <i>We have discovered that some media, like bookmarks, brochures, flyers, and posters, use a lot of images to add to their arguments. Other media, such as letters and poems, do not always use images. As you finish publishing today, consider the images required by your medium and add them, as you need to, to support your argument.</i> <i>As you publish, remember that you can use this chart or these mentor texts to help you. You can also talk to the other children who are publishing in the same medium.</i>

	Send the children to publish their work and circulate to support them.
Closing 1 minute	<i>Your writing will be very convincing to community gardeners!</i>
Standards	<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>SL.3.2.b Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
Ongoing assessment	Review children’s published work. Note the layout children used and what kinds of images they included.

Notes

Unit 4: The Power of Pollinators

WEEK 8 Day 4

Writing Argument
Post-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 Post-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
Opening 5 minutes	<p><i>You have learned so much about argument! Today I want to find out more about what you have learned, so you will do some writing by yourself.</i></p> <p>Show the Argument Recount Post-Assessment sheet.</p> <p><i>Just like you did at the beginning of the unit, you will 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 Post-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 have learned!</i></p>
Standards	<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.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in</p>

	respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Ongoing assessment	Use the Argument Rubric to score each child's work. Reflect and make notes about the unit. What did children come to understand about the purpose, structure, and language of argument? What did children come to understand about the various media they chose? What might I do differently next year?

Notes

Argument Post-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 solid line, a middle dashed line, and a bottom solid line.

Grade 2 Argument Rubric

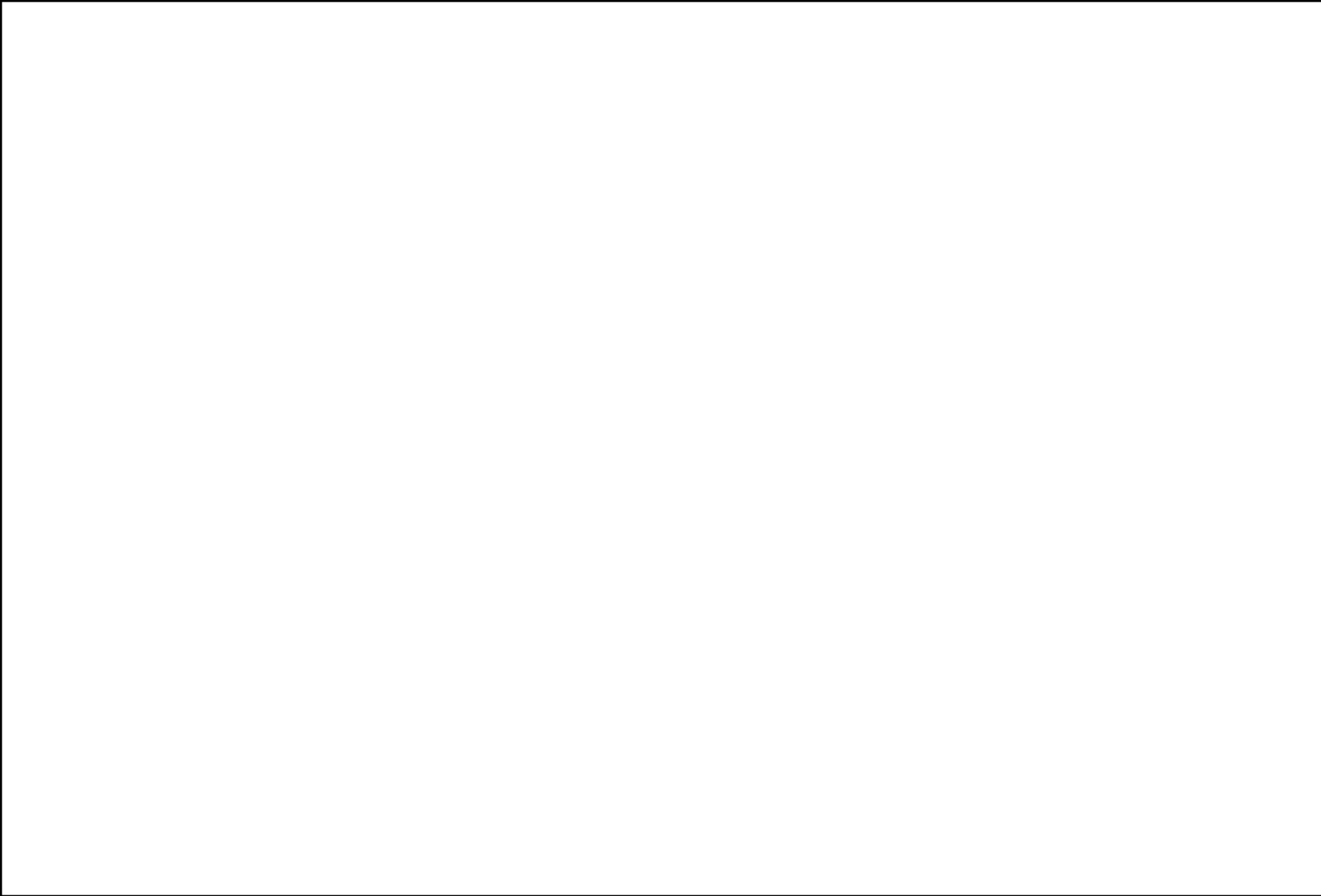
Child's Name: _____

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.1.2, W.4)	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.1.2, W.4))	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.1.2.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



Writing U4 W8 D4