

Lesson 3: Reading for Gist: *What Is Pollination?*



CCSS

- **RI.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.2.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.



Daily Learning Targets

- I can determine the gist of the text *What Is Pollination?* by listening closely. (RI.2.1, RI.2.2, SL.2.2)
- I can use context clues to determine the meaning of a new word. (RI.2.4, L.2.4, L.2.4a)

Ongoing Assessment

- After Work Time B, collect students' Plants and Pollinators research notebook, Part II and use page 4 to document progress toward RI.2.4 and L.2.4a.
- During the Closing, listen for students to share how they took initiative as researchers and what new information they learned about pollination. (SL.2.2)

Agenda

1. Opening

- A. Introducing the Learning Targets (5 minutes)

2. Work Time

- A. Reading for Gist: *What Is Pollination?*, Pages 4–23 (25 minutes)
- B. Developing Language: Pollination Vocabulary Hunt (25 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students engage with the text *What Is Pollination?* by listening to it read aloud. This read-aloud engages students and provides a solid background for future research reading within the same text. Students also explore Vocabulary in the text, another scaffold that prepares students for successful research reading in subsequent lessons.
- This lesson connects to Next Generation Science Standard LS2-2. During Work Time A, students focus on the following core disciplinary idea: Plants depend on animals for pollination or to move their seeds around. Help students understand that many pollinators listed in the text help plants through pollination.
- In Work Time B, students learn and use several new strategies to determine the meaning of unknown words using context clues (RI.2.4, L.2.4, L.2.4a).

How this lesson builds on previous work:

- As in previous lessons, students continue to use the What Researchers Do anchor chart to reflect on how they are building their research skills.
- In Lesson 2, students explored the text features in *What Is Pollination?* In this lesson, students hear it read aloud and determine the gist.
- In the Closing, students continue to think about the habit of character of initiative and reflect on their progress toward taking it. They also continue to reflect on what they learned about plants and pollinators by taking initiative.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time B, some students will be challenged to use context clues within a sentence to determine the meaning of an unknown word. Consider strategically pairing students for this work.

Down the road:

- In Lesson 4, students will complete a close read of an excerpt of *What Is Pollination?* with a partner.
- In Lesson 5, students will begin using this text to collect information to answer the research question: “How do bees help plants grow and survive?”

In advance:

- Strategically pair students for work during Work Time B, with at least one strong reader per pair.
- Post: Learning targets and applicable anchor charts (see Materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1 and 2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.B.6 and 2.I.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs with explicit instruction for using strategies to determine the meaning of unknown Vocabulary.
- ELLs may find it challenging to determine the meaning of unknown Vocabulary using clues within the sentence if they do not fully comprehend the Vocabulary and syntax of the sentence itself. In preparation for the Vocabulary Hunt in Work Time B, consider deconstructing the practice and think-aloud sentences in the manner of a Language Dive to support comprehension.

Levels of support

For lighter support:

- During Work Time A, challenge students to use academic Vocabulary from the text as they retell the information they learned from *What is Pollination?*

For heavier support:

- During Work Time B, consider working closely with students who need heavier support to ensure that they understand each question on the Vocabulary Hunt.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read-aloud of *What is Pollination?* Some students may need support in incorporating the most valuable information from the text into existing knowledge as they determine the gist. Providing explicit cues or prompts supports students in attending to the features that matter most as they follow along. Before reading the text, activate background knowledge by previewing the question you will ask. (Example: “After I read the text, I will ask what you think the gist of this text is.”)
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Recall that varying tools for construction and composition supports students’ ability to express knowledge.

- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing in this lesson. Returning to the learning goals lifts their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- context clues (L)
- hive, social (T)

Review:

- gist, strategies, bold print (L)

Materials

- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 2)
- ✓ *What Is Pollination?* (one per pair and one to display; for teacher read-aloud)
- ✓ Unit 2 Guiding Question anchor chart (begun in Lesson 2)
- ✓ Text Features anchor chart (begun in Unit 1, Lesson 3)
- ✓ Plants and Pollinators research notebook, Part II (from Lesson 1; page 4; one per student and one to display)
- ✓ Pencils (one per student)
- ✓ Plants and Pollinators research notebook, Part II (from Lesson 1; example, for teacher reference)

Opening

A. Introducing the Learning Targets (5 minutes)

- Invite students to the whole group area.
- Direct students' attention to the What Researchers Do anchor chart and tell students that today they will continue to build their research skills by taking initiative as researchers.
- Direct students' attention to the learning targets and read the first one aloud:
"I can determine the gist of the text What Is Pollination? by listening closely."
- Review the definition of *gist* (what the whole text is mostly about).
- Turn and Talk:

"What is this learning target asking us to do?" (decide or figure out what What Is Pollination? is mostly about by listening closely as it is read aloud)

- Confirm that the first learning target means that students will decide what *What Is Pollination?* is mostly about by listening closely as you read it aloud.
- Direct students' attention to the learning targets and read the second one aloud:
"I can use context clues to determine the meaning of a new word."
- Define *context clues* (clues in the sentences around the word that help you figure out what a new word means).
- Turn and Talk:
"What is this learning target asking us to do?" (use strategies or plans that help you figure out the meanings of new words)
- Confirm that the second learning target means that students will use strategies to help them figure out the meanings of new words.
- Invite students to "buzz like a bee" if they are ready to take initiative to meet these targets!

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Summarizing the Target) Ask students to summarize and then to personalize the learning targets. (MMR, MME)

Work Time

A. Reading for Gist: *What Is Pollination?*, Pages 4–23 (25 minutes)

- Display the text *What Is Pollination?*
- Remind students that they will listen closely to determine the gist, or what the text is mostly about.
- Turn and Talk:
"From yesterday's lesson, what do you remember about this text?" (It had information about pollination and different kinds of pollinators; there were a lot of text features.)
- Confirm that this text contains lots of information about pollination and pollinators, and this information will help students answer the Unit 2 guiding question.
- Direct students' attention to the **Unit 2 Guiding Question anchor chart** and read the question aloud:
 - "How do pollinators help plants grow and survive?"
- Remind students that this is the big question they will be researching during the next few weeks.
- While still displaying the text, complete a first read of pages 4–23.
- After completing the first read, Turn and Talk:
"What was this text mostly about?" (explaining the process of pollination, different kinds of pollinators and how they help to pollinate plants)
- If productive, cue students to agree or disagree and explain why:
"Do you agree or disagree with what your classmate said? Why? I'll give you time to think."

■ Turn and Talk:

“What new information did you learn to help you answer the Unit 2 guiding question?”
(Responses will vary, but may include: information about pollination, information about a specific type of pollinator and how it helps plants)

- Refocus students whole group and invite several students to share out.
- Invite students to stand quietly in their spots and choose one of the following pollinator movements:
 - “buzz like a bee”
 - “crawl like a beetle”
 - “flutter like a butterfly”
- Allow students 30 seconds to move around in their spot like their chosen pollinator and then sit down again in the whole group meeting area.

Meeting Students' Needs

- For ELLs: Mini Language Dive. “Pollinators/are animals/such as bees, wasps, butterflies, and other small animals/that visit flowers.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *such + as*: This phrase is used to give examples of something. In this case, the sentence gives examples of pollinators. (phrase; collocation)
 - *small*: This describes the animals that are pollinators. They must be small to fit inside flowers. (adjective)
 - Practice: We are learning about plants, such as ____, ____, ____, and other _____. (peas, tomatoes, peppers, vegetables)
 - Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”

“How does your understanding of this sentence add to your understanding of what pollinators are?”
 - Practice: Pollinators are _____. Ask:

“Can you say this sentence in your own words?”
- For students who may need additional support with comprehension: Offer an individual copy of What Is Pollination for students to follow along with the read aloud. This scaffolds auditory processing with visual support. (MMR)

Work Time

B. Developing Language: Pollination Vocabulary Hunt (25 minutes)

- Briefly revisit the second posted learning target by reading it aloud:

“I can use context clues to determine the meaning of a new word.”
- Remind students that yesterday they went on a Text Features Hunt!
- Share that today students will go on another adventure in this text: a Pollination Vocabulary Hunt!

- Display pages 16–17 of *What Is Pollination?*
- Tell students that when you use context clues, you use clues in the sentences around the word to find its meaning. Sometimes the meaning is in the same sentence, and sometime it is in the next sentence.
- Direct students' attention to the **Text Features anchor chart** and remind students that important Vocabulary words are often in *bold print*. Review the definition as necessary.
- Model finding the meaning of the bold print word *hive*:
 - Read the sentence containing the word *hive*: “Each bee colony lives in a hive, which is its home.”
 - Think aloud: “I think I heard the definition of *hive* in this sentence. Let me reread to make sure.”
 - Reread the sentence aloud: “Each bee colony lives in a *hive*, which is its home.”
 - Think aloud: “Yes, this sentence tells me that a *hive* is a home for a colony of bees.”
- Remind students that sometimes the definition of a word is found in the next sentence.
- Model finding the meaning of the bold print word *social*:
 - Read the sentence containing the word *social*: “Honeybees are social insects.”
 - Think aloud: “Hmm, I didn’t learn what *social* means in this sentence. I’ll read the next sentence because maybe the definition is there.”
 - Read the next sentence aloud: “Social insects live together in groups.”
 - Think aloud: “This sentence tells me the definition of *social*, so I know that *social* means living together in groups.”
- Share that now students will practice using these strategies to find the meanings of other new words by using context clues—going on a hunt through the text to find the meaning of other important Vocabulary words!
- Distribute students’ **Plants and Pollinators research notebook, Part II**, copies of *What Is Pollination?*, and **pencils**.
- Move students into pre-determined pairs and invite them to move to their workspace.
- Invite students to open to page 4 of their notebooks and orient them to the directions.
- Remind students of the strategies they have learned to find the meanings of new words: read the rest of the sentence and read the next sentence.
- Invite partners to begin working together on the Pollination Vocabulary Hunt.
- Allow students 10–12 minutes to complete the activity. As students work, circulate and provide reminders of the directions. Also, remind students of the two strategies used to find the meanings of new words as needed.
- After 10–12 minutes, refocus students whole group and invite students to come back to the whole group area. Tell students to bring their Plants and Pollinators research notebook, Part II with them and sit next to their partner.
- Display page 4 of the **Plants and Pollinators research notebook, Part II (example, for teacher reference)** and confirm the correct answers for Questions #1–3.
- Invite several pairs to share the strategy they used to find the meaning of each new word.
- Invite students to “flutter like a butterfly” if they enjoyed using strategies to learn new pollination Vocabulary!

- Reinforce that using these strategies will help them learn a lot about pollinators and answer their guiding question.

Meeting Students' Needs

- For students who may need additional support with managing information: Place a sticky flag on each corresponding page to clearly direct students where to find the Vocabulary words in the text. (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Direct students' attention to the What Researchers Do anchor chart and remind students that they took initiative as researchers today.
- Follow the same routine from the Closing of Lesson 2 to guide students through reflecting on how they took initiative as researchers today:
 - Invite students to think quietly of an answer and ask:
“How did you take initiative as researchers today?” (listened closely to a read-aloud of the text What Is Pollination? and thought about the gist, used context clues to figure out the meaning of new words)
 - Turn and Talk to answer the above question.
 - Refocus whole group and confirm that students determined the gist of *What Is Pollination?* and used context clues to determine the meanings of new words.
 - Repeat this process with the following question:
“How did taking initiative help you learn more about plants and pollinators?” (Responses will vary, but may include: various facts related to pollination and pollinators from the text What Is Pollination?, meanings of words found in the text)
- Preview tomorrow's work by sharing that students will continue to build their research skills by reading *What Is Pollination?* closely and learning more about the process of pollination!

Meeting Students' Needs

- For ELLs: (Errors) During the reflection, jot down and share with the class samples of effective communication and one or two common language errors (pervasive, stigmatizing, critical).
- For students who may need additional support with organizing ideas for verbal expression: Provide the questions to students before the Closing so they have ample time to recall the activities in the lesson. (MMAE, MME)

There are no new Supporting Materials for this lesson.