



Blue Swallow Farm Foundation

LESSON PLAN

Title: Pollinating and Rhymes

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Grade: 2

Subject: Environmental/Life Science

Time: 60 min.

Student's prior knowledge

This lesson is intended to introduce students to the concept of honeybee pollination while providing repeated practice opportunities for the identification of rhyming words. Students should have exposure to rhyme and rhyming words.

Standards: Next Generation Science Standards

2-LS2-2 Ecosystems: Interactions, Energy, and Dynamics

Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Common Core Standards:

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Essential Questions

How do living things impact and interact with one another?
How does rhyme add to a story?



Learning Objectives

- Students will explore the book *The Honeybee* by Kirsten Hall.
- Students will role-play honeybee pollination and distinguish rhyming words.
- Students will discuss the process of pollination and the value of rhymes in the story.
- Students will compose a response to guided questions.
- Students will reflect and summarize what they have learned.

Supporting materials and resources

- Hall, K. (2023). *The honeybee*. Little Simon.
- Investigation worksheet, clipboards
- Flower Rhymes (20 pairs, cut apart)
- Pollinating Rhyming Words Worksheet
- Paint Dot Pens (class set)

Vocabulary

- Pollen: a mass of tiny particles in a flower that fertilize the seeds and usually appear as fine yellow dust
- Nectar: a sweet liquid given off by plants and especially by the flowers and used by bees in making honey
- Swill: to drink or eat greedily
- Ambition: desire to achieve a particular goal
- Honeycomb: a mass of six-sided wax cells built by honeybees in their nest to contain young bees and stores of honey

Safety Considerations

The safety considerations for this lesson are focused on student activity outside. Bee stings could be a concern when investigating pollinator habitats. Students should be explicitly taught expectations regarding outdoor learning, and student allergies should be considered.





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	TEACHER	STUDENT
Lesson delivery (5Es model)	<p>The companion slides scaffold the lesson for ease of instruction, but the lesson can be taught without them as follows:</p>	
<ul style="list-style-type: none">● ENGAGEMENT● EXPLORATION● EXPLANATION● ELABORATION● EVALUATION	<p>Engagement (7 min.): The teacher will begin the lesson by informing students that they will become investigative scientists for the lesson. In preparation, the teacher will place 2-4 photos of common pollinators in stations around the classroom. The teacher will instruct students to view the photographs in groups and discuss with one another what the photos have in common.</p> <p>Exploration (20 min.): The teacher will review rules and expectations before taking students outside to observe pollinators and their habitats. The teacher will provide students with clipboards and the investigation worksheet. After completing this activity, the teacher will instruct the students to return to the classroom and share their findings with their peers. Upon returning to the classroom, the teacher will practice a breathing activity with students to prepare for a read-aloud. The teacher will then review potentially challenging and key vocabulary prior to reading. Then, the teacher will conduct a read-aloud of the book, <i>The Honeybee</i>, by Kirsten Hall. Throughout reading, the teacher will pause to point out occasional rhyming words.</p>	<p>Engagement: (7 min.): Students will begin this lesson by viewing the photographs of the pollinators around the classroom. Students will brainstorm with one another to determine the similarities and differences between the photographs. Students will make predictions about the content of the lesson.</p> <p>Exploration (20 min.): Following a brief instruction regarding expectations, students will conduct an investigation into the pollinators and habitat of pollinators surrounding the school. Students will look, explore, investigate, and record what they see on their investigation worksheet. After returning to the classroom, students will share their findings with a peer and then will participate in a breathing exercise to prepare for learning. Next, students will identify key vocabulary words and observe imagery depicting these words. Students will then listen and read along with the teacher as <i>The Honeybee</i> by Kirsten Hall is read.</p>





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Explanation (10 min.): Prior to the start of the lesson, the teacher will disperse the blank rhyming flowers randomly throughout the classroom. The teacher will break students into small groups of 2 or 3 students. The teacher will give each group a paint dot marker, and each student a corresponding Pollinating Rhyming Words worksheet. The teacher will instruct each group to act as a bee and pollinate each rhyming word set by identifying rhyming words and marking the corresponding flower with the pollen (a dot from the marker). The teacher will monitor students as they complete this activity, and instruct students to develop their own rhyming words once they have finished pollinating the rhyming words in their group. The teacher will then gather the students to conduct a group discussion of both rhyming words and the function of pollination. The teacher will guide this discussion by providing students with sentence stems to facilitate meaningful conversation about the topic while employing the think-pair-share method of class discussion.

Elaboration (15 min.): The teacher will then instruct students to create their own poems to summarize the pollination process. These poems will be evaluated with the rubric provided with the lesson materials.

Explanation (10 min.): Students will collaborate with group members to identify rhyming word pairs sampled from the read-aloud. Students will find the word pairs, and mark the flower with their paint dot marker. As students complete this activity, they will record the rhyming word pairs on their worksheet. After completing the pollination activity, students will create their own rhyming words and add them to the worksheet. After completing the activity, the students will gather to participate in a facilitated group discussion. Students will employ the think-pair-share strategy to brainstorm, discuss, and reflect on their ideas regarding the process of pollination and the benefit of rhyme in the story.

Elaboration (15 min.): Students will use the information from the class discussion to create their own poems summarizing the pollination process. Students will align their poems to the rubric provided.



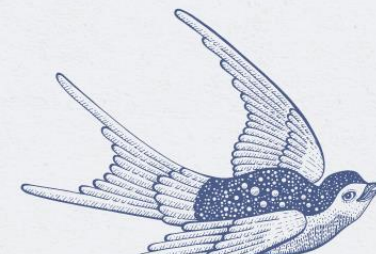


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Evaluation (8 min.): Finally, the teacher will instruct students to add the vocabulary words from the book preview to their Pollination Investigation worksheet, and reflect on their learning by completing the reflection questions.

Evaluation (8 min.): Finally, students will reflect on how bees pollinate, and how we pollinated our garden by adding the vocabulary words from the book to their drawings on the Pollination Investigation worksheet. Students will summarize what they learned in three sentences and answer the following questions: What did you learn about today? and Why is this important?





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Formative and Summative Assessments

Formative Assessment: The Pollinating Rhyming Words Worksheet, Pollination Investigation, and Poem will serve as a formative assessment.

Summative Assessment: There will not be a summative assessment for this lesson.

Suggested accommodations for special education/504 students

This lesson has been built with students receiving specially designed instruction in mind. The lesson incorporates tenets of the current Universal Design for Learning framework. Two versions of the rhyming words have been included in this lesson to meet the needs of students who need additional visual support. Visual support should remain visible for students throughout the lesson.

Suggested accommodations for English language learners

English language learners could benefit from repeated vocabulary practice, the key vocabulary identification with real photograph examples, English translation of native language vocabulary, explicit instruction with visual cues, and sentence stems for discussion.

Suggested accommodations for highly able/ gifted and talented students

Highly Able Learners/Gifted and Talented students will benefit from the flexibility of this lesson. Highly able learners can contribute to discussion and written segments with additional detail and observation. Beyond this, highly able learners could conduct project-based activities following the completion of this lesson. For example, students could use the Collaborate Board on Nearpod to conduct research using google to deepen their understanding of specific vocabulary as well as native pollinators in their own region.

References

Hall, K. (2023). *The honeybee*. Little Simon.

Merriam-Webster, Incorporated (2023). <https://www.merriam-webster.com>

The UDL guidelines (UDL; 2024). <https://udlguidelines.cast.org/>

