

## Lesson Plan

### Pollinator Summaries

**Book:** *Pollinator Gardens*

**Series:** Helping the Environment

**Level:** Beacon

### Objective

To help students practice summarizing the main ideas of a short chapter about pollinators and their impact on the environment.

### Supplies

- *Pollinator Gardens* book
- Whiteboard
- Paper and pencils

### Before the Activity

Read *Pollinator Gardens* out loud as a class.

### Activity

Divide the class into four groups. Each group will be in charge of summarizing one chapter from the *Pollinator Gardens* book. Assign each group a chapter. Then write the following questions on the whiteboard:

- What is the main idea of this chapter?
- What facts or examples does the author use to support this idea?
- What does this chapter tell us about the relationship between pollinators and the environment?

Students should work together to answer these three questions in their groups. They should choose someone to be the scribe and write down the group's answers. Then, students should use these answers to write a short paragraph (four to six sentences) that summarizes the chapter. The paragraph should start with the topic sentence "Chapter \_\_\_\_\_ describes \_\_\_\_\_." After that, students should write a few sentences telling the most important facts that people need to know from the chapter.

Give students several minutes to discuss and write their answers. Then come back together as a class and ask each group to read its summary out loud.

## **Evaluation**

Were students able to accurately summarize the main ideas of each chapter? Use the following sample summaries as a guide:

### **Chapter 1 (“A Busy Garden”):**

Chapter 1 describes what a girl and her grandfather see in a garden. They see a bee, a butterfly, and a hummingbird find food in the flowers. All the animals they see are pollinators. Gardens help the planet by providing places where pollinators can eat and live.

### **Chapter 2 (“Pollinator Problems”):**

Chapter 2 describes what pollinators are and the problems that they face. Most pollinators are insects, but some birds and bats are pollinators, too. Threats to pollinators include habitat loss, pesticides, and climate change. If pollinators die, fewer plants and crops will grow. This will cause people to have less food. It will also make climate change worse.

### **Chapter 3 (“Protecting Pollinators”):**

Chapter 3 describes ways to protect pollinators. People help by making pollinator gardens. These gardens give pollinators food and space to live. Governments help by passing laws that protect habitats or stop farmers from using harmful pesticides. Scientists also do research to find more ways to help, including ways to slow climate change.

### **Chapter 4 (“How to Help”):**

Chapter 4 describes how people can help pollinators. Planting gardens with several kinds of native plants is one idea. People should not use pesticides on their gardens. People can research what plants specific pollinators need to make sure all pollinators have food to eat. People can also talk to others about pollinators. Neighbors can help plant more gardens, and lawmakers can make stronger rules to protect pollinators.

## **Standards**

This lesson may be used to address the Common Core State Standards’ reading standards for informational text, grade 4 (RI 4.2).