

# Plants, Pollination and Poetry

*A Cross-Curricular Approach*

A BEN Workshop presented by  
Florence Brown and Kelly Rodday  
November 29, 2022



## BERMUDA EDUCATION NETWORK



# Kelly Rodday

---



I am a Bermudian mother of two, ages 8 and 13. I have been teaching for 20 years in both private and public education. I am currently working in the Lower Primary Division at Somersfield Academy. I worked in the Ministry for 10 years at St. George's Prep. I have a Master's Degree in Organizational Management in Education from Endicott College.

I have provided professional development for the B.U.T.'s Annual Conferences, Somersfield Academy and the ICAN Math Program.

I am also the director of the Horizon's Summer Learning Program and the Content Designer at BEN.

---

# Florence Brown

---



I am a Bermudian primary school teacher. I have 8 years teaching experience in Bermuda and 4 of those have been in the Bermuda Public School System. I currently teach P5 at St. Georges Prep. I am the teacher leader for ELA, and MTSS coach at the school.

I have a Masters Degree in Education with a focus on Restorative Practices. I have also offered PD around the use of Restorative Practices within schools.

Outside of teaching, some of my passions revolve around Bermuda's natural history and the environment and I often find myself in/around one of Bermuda's many bays, harbours, beaches or reefs.

---

---

---

# Please introduce yourself and tell us which school you are from.

---

---



Lesson 1: Diving into Poetry	Introduction	Main	Plenary / Reflection
<p><b>Learning Intentions:</b></p> <p><u>WALT:</u> 1) To pay attention to how different poems make us feel and 2) how poets use language for effect</p> <p><u>TIB:</u> We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways</p> <p><u>SC:</u> By the end of the lesson I can:</p> <ul style="list-style-type: none"> <li>- Explain why I like a poem</li> <li>- Read a short poem fluently</li> </ul>	<p>Talk about the beauty of nature - what do students find beautiful about nature? (ie it could be something about the ocean, animals, flowers etc) and recap on the miracles of nature that you're learning about in Science.</p> <p>Explain that artists and writers have chosen nature as a subject since the beginning of time, and that students are going to be immersing themselves in some nature poetry while studying the Plant Life Cycle.</p> <p>Let's begin by choosing a poem (<i>from poems supplied with these lessons, or other of your choice</i>) and reading it to the class.</p>	<p>Immersion - Have copies of a variety of nature poems (<i>provided</i>) on the tables for students to read (include the BEE book).</p> <p>Ask students, as they read, to think about:  <i>How does the poem make you feel?</i></p> <p><i>Extension: How does it do that? What do you think inspired the poet?</i></p> <p><i>What do you notice? (powerful language, rhyme / rhythm, fun, serious tone, figurative language)</i>  <u>(these questions could be written on the board for students)</u></p> <p>Give students about 10 mins to read the poems: read them more than once so they can really get a feel for them. Ask students to volunteer to read a poem to the class - poetry loves a voice!</p>	<p>As a class, decide on one poem to look at together and answer the questions from the main lesson as a group on the board -</p> <p><i>How does the poem make you feel?</i></p> <p><i>Extension: How does it do that? What do you think inspired the poet?</i></p> <p><i>What do you notice? (powerful language, rhyme / rhythm, fun, serious tone, figurative language)</i></p> <p>See what students come up with - where are their answers similar? Where are they different? Why might this be?</p>

# WHO LIKES THE RAIN?

BY UNKNOWN AUTHOR

## Like A Bird

BY VICTOR HUGO

Be like the bird,  
Who halting in his flight  
On limb too slight  
Feels it give way  
beneath him, Yet sings  
Knowing he hath wings

"I," said the duck. "I call it fun,  
For I have my pretty red rubbers on;  
They make a little three-toed track  
In the soft, cool mud-quack! Quack!"

"I," cried the dandelion, "I,  
my roots are thirsty, my buds are dry,"  
And she lifted a tousled yellow head  
Out of her green and grassy bed.

Sang the brook: "I welcome every drop,  
Come down, dear raindrops; never stop  
Until a broad river you make of me,  
And then I will carry you to the sea."

"I," shouted Ted, "for I can run,  
With my high-top boots and raincoat on,  
Through every puddle and runlet and pool  
I find on the road to school.

## Four Seasons

By Unknown Author

Spring is showery, flowery  
Summer is hoppy, choppy,

poppy,

Autumn is wheezy  
sneezy, freezy.

WInter is slippy, drippy,  
nippy

Lesson 2: Writing a Haiku	Introduction	Main	Plenary / Reflection
<p><b>Learning Intentions:</b></p> <p><u>WALT:</u> To know that not all poetry rhymes</p> <p><u>TIB:</u> We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways.</p> <p><u>SC:</u> By the end of the lesson I can:</p> <ul style="list-style-type: none"> <li>- use my senses to observe my environment.</li> <li>- write a Haiku</li> </ul> <p><b>Time allocation : 2 x 30 minute lessons</b></p>	<p>Last lesson we looked at a range of poems about nature. What did we learn? (take responses, hopefully one is that there are different types of poems).</p> <p>As poets, we are going to learn about the ancient art of Haiku poetry which comes from Japan. Show students this fun video on haikus (1min 25s) <a href="#">Haiku video</a></p> <p>(Teacher writes the haikus from the video on the board in 5/7/5) (Review syllabification.)</p> <p><b>Haiku</b></p> <p>To write a haiku, use <b>five syllables in your first line, and the third line and seven syllables in the second</b>. You can use as many words as you want.</p>	<p>Show some Haiku from the following website (or, ideally, have some printed out for students to have at desks): <a href="#">Haiku poems about Spring</a></p> <p>Review the structure and check the number of syllables on each line. What do you like about this style of poetry? What <u>wonderings</u> do you have?</p> <p>-----</p> <p>Explain that each poet (student) is going to write their own haiku, inspired by a walk outside in the school grounds. Before heading outside, what might they look out for? (birds in the sky? Clouds? A new plant? The way the grass grows? A certain tree?)</p> <p>Go over expectations, ie using your special lenses - hearts and minds - not talking, noting down what you see and words that come to mind. <u>DON'T WORRY ABOUT HAIKU YET!</u> Just note down observations / descriptions / phrases.</p>	<p>Come back to class. Use the teacher's example of observations to create a haiku as a class (<i>note: the teacher may want to do this before the actual class!</i>).</p> <p>E.g shining sun saying good morning</p> <p>Each stalk of grass waving at the sun</p> <p>A lonely rock waiting in the soil</p> <p>Becomes:</p> <p>Good morning says Sun Grass stalks wave hello right back Lonely rock is sad</p> <p>Students then use this scaffolding to write their own haikus. If they finish, can they use their observations to create a different haiku?</p> <p>Possible homework activity: <a href="#">fun homework worksheet</a></p> <p>Example from homework: Rain falls on green leaves Dripping. dripping slowly down, It wets a worm's roof</p>

---

**Haiku Video**

**<https://www.youtube.com/watch?v=zdo-QYvR8Uk>**

**Haiku Nature Poems**

**<https://www.familyfriendpoems.com/collection/spring-haiku-poems/>**

**Create a Nature Haiku**

**<https://baltimorewoods.org/create-a-nature-haiku/>**

---

---

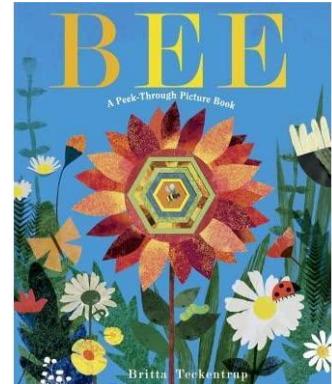
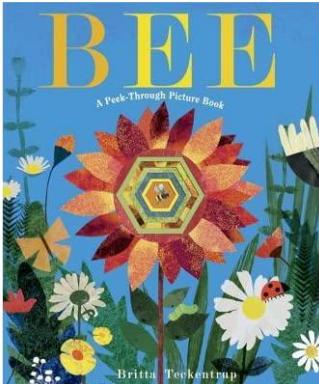
---

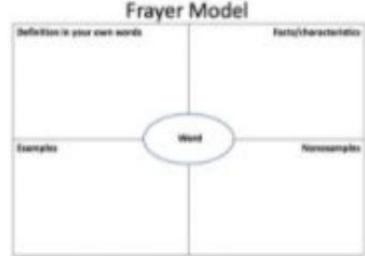
# Take a look at your BEE. What do you notice?

— <https://www.menti.com/alnzuksaky5b> —

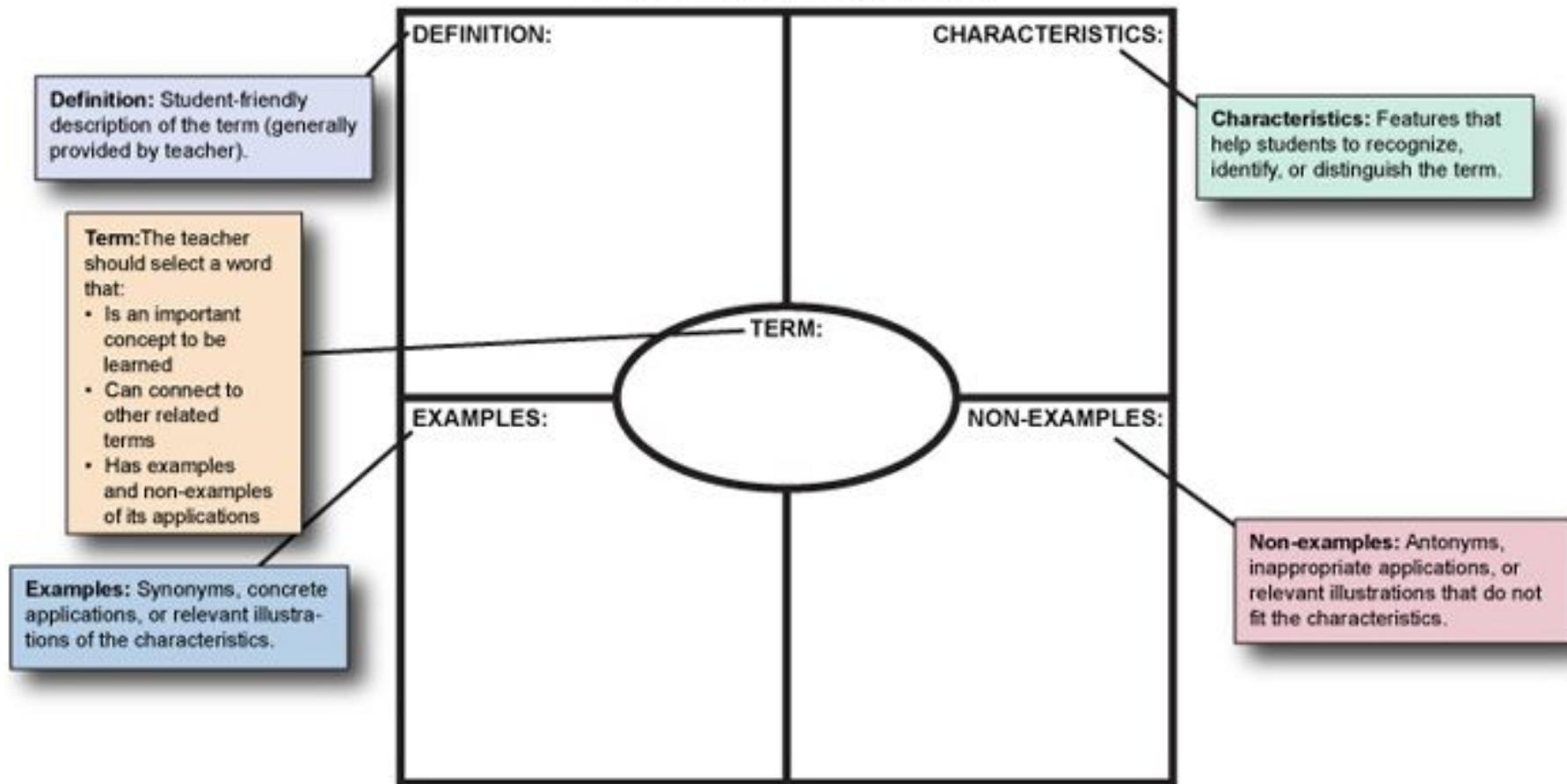
---

---

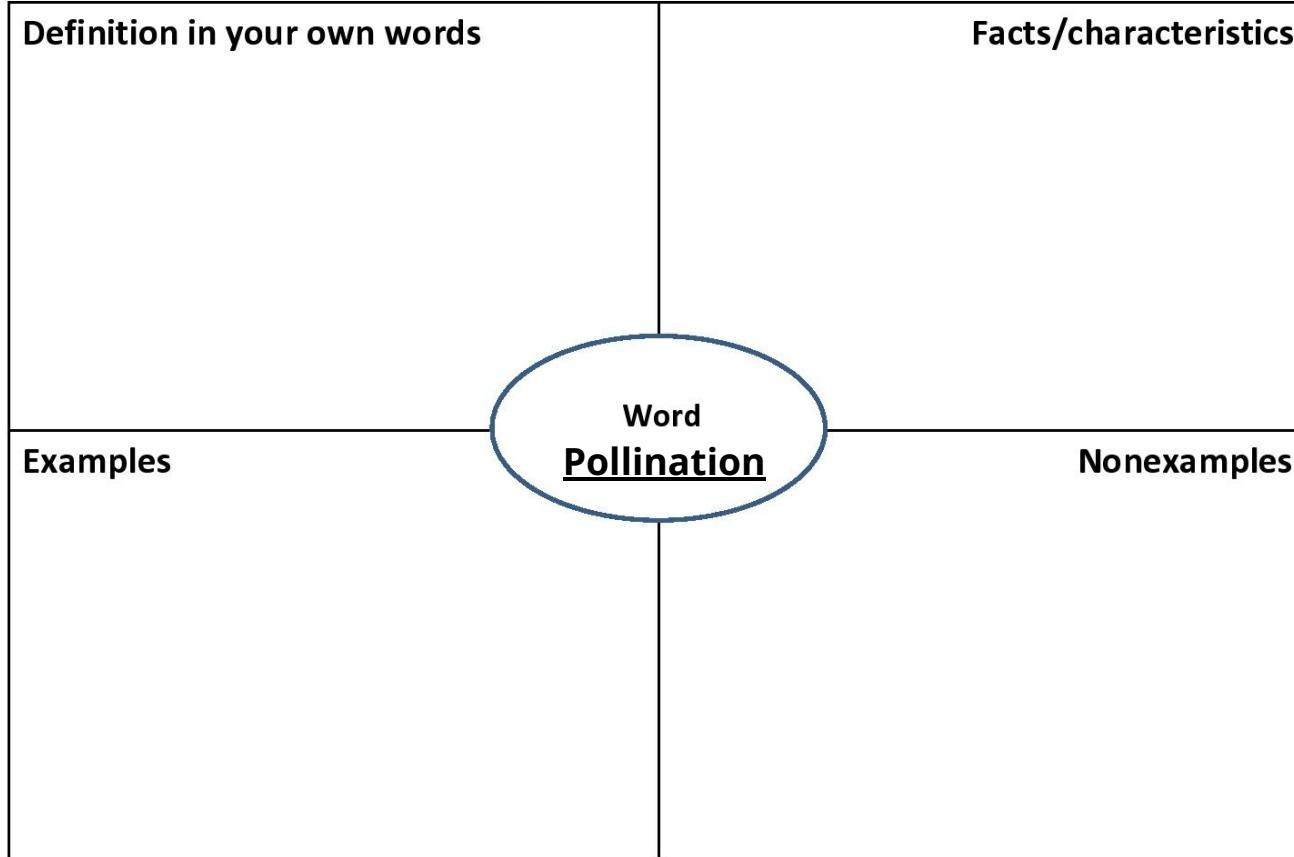


Lesson 3: The Bee Book	Introduction	Main	Plenary / Reflection
<p><b>Learning Intentions:</b> <input checked="" type="checkbox"/> <u>EL05-REA06</u></p> <p><b>WALT:</b> To understand how elaborate detail can also be effective</p> <p><b>TIB:</b> We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways</p> <p><b>SC:</b> By the end of the lesson I can:</p> <ul style="list-style-type: none"> <li>- Share my observations and thoughts</li> <li>- identify unfamiliar words in a text</li> <li>- use a dictionary to look up the definitions of a new word.</li> </ul> <p><b>Time allocation : 2 x 30 minute lessons</b></p>	<p>Recap how last lesson we learned that there can be true beauty in using minimal language in poetry - we can distill the beauty of nature in just a few words. Equally, some poets like to use elaborate detail, such as BEE.</p> <p>Explain that as the teacher reads BEE, students are to use the <b>See, Think, Wonder</b> routine (see resource), with these prompts written on the board:</p> <p>What do you <b>see</b>?      What do you <b>think</b> about that?      What does it make you <b>wonder</b>?</p> <p>Begin by using the routine with the front cover.  <i>Some students may be ready to use the routine in one go, ie. respond to all the prompts at once. Others may answer just one prompt as a starting point.</i></p>	<p>Read the <b>BEE</b> book to the class. At the end of the reading, talk about the book - what did they see? Think? Wonder? Make a note on the flipchart.  <i>(For example, I see lots of baby animals and flowers, so I think that it is Spring time because a lot of baby animals are born in Spring and it's a time when flowers blossom. This makes me wonder if bees only pollinate in Spring and what they do the rest of the year.)</i></p> <p>What effect does the descriptive language (powerful language) have?      What are some sparkling sentences?</p> <p>Often, we come across new words in poetry and science, like 'pollen' - what might it mean? Let's read that sentence again. <i>Dusty with pollen, the little bee Buzzes, buzzes, busily.</i> Teacher models how to use the Frayer model using the word 'pollen'.      -----</p>	<p><b>Optional lesson</b>      Explicit vocabulary work:      Go through the poem as a class again. What might certain words mean, in the context of the poem? Check your hypothesis using a dictionary and write down the definition. Or, you can use the Frayer model.</p> <p>As a class, make a poster of all the words that were new, and write down the definitions. Put this up on display to help with the science topic (and ELA!).</p> <p>Eg. harvesting, quiver, compass</p> 

# FRAYER MODEL



# Frayer Model



Lesson 4: Figurative Language	Introduction	Main	Plenary / Reflection
<p><b>Learning Intentions:</b></p> <p><u>WRI07-5Rw2.3</u></p> <p><b>WALT:</b> To use figurative language for effect</p> <p><b>TIB:</b> We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways</p> <p><b>SC:</b> By the end of the lesson I can:</p> <ul style="list-style-type: none"> <li>- create my own poem, using a favored example.</li> <li>- Read my poem using rhythm and expression.</li> </ul>	<p>Recap on what we mean when talking about figurative language (<i>simile, metaphor, onomatopoeia, personification, alliteration etc</i>)</p> <p>For example, in the Haiku: Rain hits my window Angels tap-dancing softly A heavenly sound</p> <p>'Angels tap dancing' is personification</p> <p>The pitter patter Sound of the heavenly rain Raises novel hope</p> <p>'Pitter patter' is onomatopoeia.</p> <p>Revisit the website <a href="#">Haiku poems about Spring</a> (and ideally have print outs) for students to highlight and identify examples of figurative language.</p>	<p>Students write their own poem about bees (perhaps could do in pairs?). Using the poems that they have read over the past few lessons, students can write their own poem, creating their own style. OR choose one poem that they want to mirror. For example:</p> <p><i>Four Seasons (author unknown)</i> Spring is showery, flowery, <u>bawery</u>. Summer is hoppy, choppy, boppy. Autumn is wheezy, sneezy, freezy. Winter is slippy, drippy, nippy.</p> <p>As a mirror poem: Bees are buzzy, busy, fuzzy. Flowers are bright, light, a delight Pollen is sticky, icky, tricky Honey is yummy, runny, tummy</p> <p>In pairs, students keep reading their work to each other, to see that it is as 'ear catching' as possible.</p> <p>You can have this on in the background, if not too distracting! <u>relaxing music and footage of bees</u> <a href="https://www.youtube.com/watch?v=Zb9uvzzTEzs">https://www.youtube.com/watch?v=Zb9uvzzTEzs</a></p>	<p>Students share their poems with the class, reading clearly with rhythm, so their creativity can be as ear catching as possible!</p> <p>Fellow students can give feedback on the performance of the poem, for example name one thing done well and one aspect that could be improved on (ie <i>I really liked the powerful descriptive language, and one thing to practice is to speak a bit louder next time, so we can hear your creative poem more clearly</i>).</p>

---

---

# What comes to mind when you think of pollination?

---

---



# Lesson 5:

Lesson 5:	Introduction and discussion	Main Activity	Reflections
<p>Learning Intentions</p> <p><b>WALT:</b> understand that there are flowering and non-flowering plants (5Bs01)</p> <p>WALT: know the stages of the flowering plants life cycle (5Bp.02)</p> <p>TIB: it is important for us to realize that all parts of living things have a purpose</p> <p>S.C. I have identified a non flowering and flowering plant and I know the stages of the life cycle of a flowering plant.</p>	<p><u>Intro:</u> Read 'BEE' Knowledge harvest: Four corners What is a bee's job? Why do plants have flowers? How do flowers work? Do all plants have flowers</p>	<p><u>Instruction:</u> Watch video: <a href="https://www.youtube.com/watch?v=FbrjnHm-CnI">https://www.youtube.com/watch?v=FbrjnHm-CnI</a> What are the differences??</p> <p>Go outside and take pictures using Chromebook of one non-flowering plant and one flowering plant.</p> <p>All flowering plants have the same life cycles.</p> <p>Lets have look on schoology at the life cycle of a flowering plant. Do question 1 together. Now try number 2 with a partner and jot it down in your book</p> <p>*Can you add in the questions here as well please?</p>	<p><u>ndependent work:</u> Based on what we've just talked about you are going to see if you can complete the Life Cycle of a Flowering Plant Worksheet.</p> <p>If you need help talk to a partner or look back at the instruction document to answer all of the questions <a href="https://drive.google.com/file/d/1dHpdfYOOcAbURHdai07kyUBaM4nbwldu/view?usp=sharing">https://drive.google.com/file/d/1dHpdfYOOcAbURHdai07kyUBaM4nbwldu/view?usp=sharing</a></p> <p>Homework/ Follow up : name of process + definition match <a href="https://drive.google.com/file/d/1hoRkXCMT0VkJAuIKUHAwex-os-JHP6LH/view?usp=sharing">https://drive.google.com/file/d/1hoRkXCMT0VkJAuIKUHAwex-os-JHP6LH/view?usp=sharing</a></p>

# Lesson: 6

Lesson 6	Introduction and discussion	Main Activity	Reflections
<p><b>Learning Intentions</b></p> <p><b><u>WALT: know the female and male parts of a flowering plant and it's function</u></b></p> <p><b><u>TIB: it is important to understand that all living things are made up of specific parts for a function.</u></b></p> <p><b>Success Criteria</b> I can create my own model of a flower and label it's male and female oarts and explain their function</p> <p><b>Standards</b></p> <p><b>Plants</b></p> <p><b>Label Plant Diagram (5Bs02)</b></p> <p><b>Function of the parts of a flower (5Bs03)</b></p>	<p>Intro: Pick a flower from outside What colour is it? Are the petals separate or joined? Look inside what do you see? Count the little thin stalks in the middle? What do you notice on your fingers? Do you see a single thicker stalk in the centre?</p>	<p><a href="https://www.youtube.com/watch?v=493WeySyf-8">https://www.youtube.com/watch?v=493WeySyf-8</a></p> <p>Draw your flower in your book and using my cross section lets label each part.with descriptors</p> <p><a href="https://docs.google.com/presentation/d/1YXuJ6uGq3VNIPvm2ljsxVDS1XMSFA-DwMMPYP6V_ac/edit?usp=sharing">https://docs.google.com/presentation/d/1YXuJ6uGq3VNIPvm2ljsxVDS1XMSFA-DwMMPYP6V_ac/edit?usp=sharing</a></p> <p>Next, get into table groups</p> <p>Remake a diagram of a flowering plant using trash, scrap paper etc. Share examples from last year pics</p> <p>Label it Eg:</p> <p><a href="https://drive.google.com/file/d/1JUAnGtouy26hcXe3wLexZwaXA1472dIF/view?usp=share_link">https://drive.google.com/file/d/1JUAnGtouy26hcXe3wLexZwaXA1472dIF/view?usp=share_link</a></p> <p><a href="https://drive.google.com/file/d/1jSvaMYzGuU-QKc6QdBn30CU0BL0gvAAs/view?usp=share_link">https://drive.google.com/file/d/1jSvaMYzGuU-QKc6QdBn30CU0BL0gvAAs/view?usp=share_link</a></p> <p>Present to the class.</p>	<p><b>Label quiz:</b> <a href="https://www.turtlediary.com/game/partsofa-flower-labeling.html">https://www.turtlediary.com/game/partsofa-flower-labeling.html</a></p> <p>In pairs - Flower Part - Definition Game (time each other for the fastest match up) <a href="https://docs.google.com/document/d/1FcQxIz2zDvAPMBgEKuOAJKlsAR-yhdG6pFKEn3sUfE/edit?usp=sharing">https://docs.google.com/document/d/1FcQxIz2zDvAPMBgEKuOAJKlsAR-yhdG6pFKEn3sUfE/edit?usp=sharing</a></p> <p>Once you are certain Cut and stick in book</p>

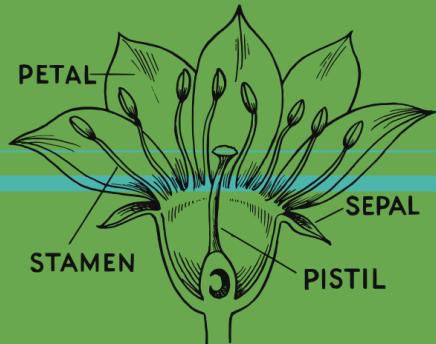
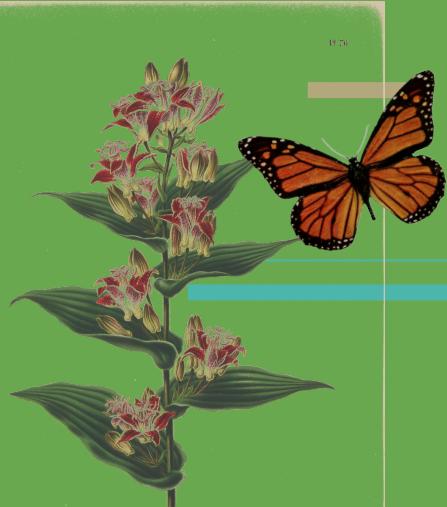
# Lesson 7

Lesson 7:	Introduction and discussion	Main Activity	Reflections
<p><b>Learning Intentions</b></p> <p><u>WALT: to understand pollination and adaptations of wind and animal pollinated plants</u></p> <p><b>Success Criteria</b></p> <p><b>Standards</b></p> <p><b>Pollination Processes (5Bp.03)</b></p>	<p><b>See, think, wonder - pictures of wind pollinated vs animal pollinated plants</b></p> <p><b>What do you see?</b></p> <p><b>What does this make you think?</b></p> <p><b>What do you wonder?</b></p> <p><a href="https://www.youtube.com/watch?v=eqsXc_aefKI">https://www.youtube.com/watch?v=eqsXc_aefKI</a></p> <p>3:19</p> <p><b>Then</b></p> 	<p>Pollination process occurs when pollen grains from the male part of one flower (anther) are transferred to the female part (stigma) of another flower.</p> <p><a href="https://www.edenproject.com/learn/eden-at-home/what-is-pollination-a-resource-for-kids">https://www.edenproject.com/learn/eden-at-home/what-is-pollination-a-resource-for-kids</a></p> <p>Comparing Wind pollinated plants - WATCH ON YOUR CHROMEBOOK</p> <p><a href="https://www.youtube.com/watch?v=Dfvyoir_SCY">https://www.youtube.com/watch?v=Dfvyoir_SCY</a></p> <p>T CHART WIND POLLINATED AND ANIMAL POLLINATED</p> <p>Share with the Class After</p>	<p><u>Go and take a picture of wind pollinated flower and a animal polinated flower outside</u></p> <p>Independent task: <a href="https://drive.google.com/file/d/1eTVmi3mz1jFAWztGIIfpPMFMp37SDvP/view?usp=sharing">https://drive.google.com/file/d/1eTVmi3mz1jFAWztGIIfpPMFMp37SDvP/view?usp=sharing</a></p> <p>Extra: <a href="https://www.youtube.com/watch?v=V1TkExdivXs">https://www.youtube.com/watch?v=V1TkExdivXs</a></p>

Kahoot!



# P5 Pollination



# CIE STANDARDS IN THESE LESSONS



## EL05

5Rv.01 Deduce the meanings of unfamiliar words, including using context and knowledge of root words, prefixes and suffixes.

\*5Rv.03 Identify and record interesting and significant words, and synonyms, from texts to inform own writing.

5Rv.05 Comment on a writer's choice of language, including how it conveys feeling and mood.

5Wv.03 Choose and use words and phrases carefully to convey feeling and mood.

\*5Wv.01 Use specialized vocabulary accurately to match a familiar topic

5Wc.01 Develop creative writing in a range of different genres of fiction and types of poems.

5Ra.01 Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.

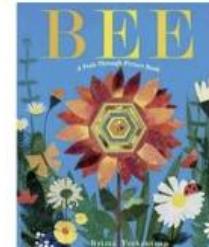
## SCI05

5Bs.01 Know that not all plants produce flowers.

5Bs.02 Identify the parts of a flower (limited to petals, sepals, anthers, filaments, stamens, stigma, style, carpel, and ovary).

5Bs.03 Describe the functions of the parts of a flower (limited to petals, anthers, stigma and ovary).

5Be.02 Describe how flowering plants are adapted to attract pollinators and promote seed dispersal.



# Bermuda Zoological Society

**Pre-assessment:**

[https://drive.google.com/file/d/1qIkxCM2Ed7UnVxTlqKVjhVEkAi7ktSe4/view?usp=share\\_link](https://drive.google.com/file/d/1qIkxCM2Ed7UnVxTlqKVjhVEkAi7ktSe4/view?usp=share_link)

**Post-assessment:**

[https://drive.google.com/file/d/1anx\\_MkHxFG6ehrP4hobJ4ciSyxRT773d/view?usp=share\\_link](https://drive.google.com/file/d/1anx_MkHxFG6ehrP4hobJ4ciSyxRT773d/view?usp=share_link)



# Keep in touch!

We will be asking for your feedback on this unit:

- what went well;
- what challenges there were;
- where you brought in your own ideas and resources; and
- learning that you saw in your class and in what ways.

This will help us for next year..

Thank you for attending. Please can you complete this Google Form providing feedback on our workshop.

To share any learning in action from this cross-curricular unit, please email photos to Steph at [stephanie@ben.bm](mailto:stephanie@ben.bm) - and let her know if you want to be tagged! Photos will then be posted on Instagram and FB.

\*\*\*Please make sure waivers are checked, or take photos of work.



# Link to Teacher Resources

The lesson plans, slides, and video will be shared on the BEN website as of tomorrow:

<http://www.bermudaeducationnetwork.com/what-we-do/lesson-plans/>

Feedback Form Link:

<https://forms.gle/9UQ8En9yUoQGUw2e8>

