THE BEE BOOK

TEACHER'S GUIDE

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THE BEE BOOK TEACHER'S GUIDE

NOTE TO EDUCATORS:

THE BEE BOOK by Charlotte Milner provides a comprehensive introduction to honeybees for early elementary students. Clear headings, engaging illustrations, and the thoughtful combination of text and graphics make large amounts of complex information readily accessible to students.

While the book is not clearly divided into chapters, the table of contents on page 3 presents many topics through a list of questions, such as "Where does honey come from?" and "Why do we need to help the bees?" A simple index on page 48 directs students to different honeybee-related topics, so this book should provide students with an opportunity to practice using text features to locate information.

THE BEE BOOK follows a logical progression of ideas, beginning with general information about bees, then shifting to focus on honeybees. Different sections explain what a honeybee is and what it does, the production of honey in the wild and by beekeepers, the pollination process and how it contributes to food production for humans, the life cycle of a honeybee, the different types of honeybees, how honeybees communicate, and the interaction of honeybees with humans and other predators. The final pages focus on why honeybee populations are declining and what humans can do to help.

While they will likely be captivated by the beautiful illustrations, the amount of information in this book may be overwhelming for younger readers in a read-aloud classroom setting. This book would be ideal to enjoy together over the span of several days, so that you can address different bee subtopics on various days and give students time to process the information. Older students, such as those in second grade and up, can also read ***THE BEE BOOK*** on their own to reinforce their learning. This book is recommended for students in kindergarten to second grade, but it will also likely be of interest to older students as a first introduction to honeybees.

LESSON PLAN

For additional resources go to RIF's Literacy Central (**www.rif.org/DK**). There you'll find word lists, puzzles, games, and other resources.

DISCUSSION QUESTIONS

Pre-Reading Questions:

What do you know about honeybees? What do honeybees do? Why are honeybees important to our world? Why are honeybee populations declining? What can people do to help honeybees?

Reading:

Introduce the book to students as a group. Look at the front cover and read the list of questions on the back cover, explaining that the book will answer these questions. Do not try to read every word of the book aloud at once, as this would be overwhelming for students, but do take time to introduce the major sections of the book and show some interesting illustrations and fun facts about honeybees.

If you are teaching a unit on honeybees, try focusing on one or two topics per day, using the questions on the back cover as a guide for organizing your unit. During the course of your unit, make the book available for students to examine on their own. Emergent readers may be motivated to attempt to read about honeybees, and independent readers can explore topics they are interested in more closely.

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With kindergartners and first graders, answer these questions as a group. Completing this lesson plan as a whole fulfills the following standards: CCSS.ELA-LITERACY.RI.K.10 and CCSS.ELA-LITERACY.RI.1.10. With second graders, you may choose to answer these questions as a group or as individuals.

Post-Reading Questions:

1. Look at the front cover, back cover, table of contents, and index. Using the words and pictures you see, identify some questions this book will help you answer and some subtopics you will learn about. (CCSS.ELA-LITERACY.RI.K.5, CCSS.ELA-LITERACY.RI.1.5, CCSS.ELA-LITERACY.RI.2.5)

2. Look through the book to find words in bold print. Are any of these words new to you? Make a list of words you learned from reading this book, and discuss what the words mean. (CCSS.ELA-LITERACY.RI.K.4, CCSS.ELA-LITERACY.RI.1.4, CCSS.ELA-LITERACY.RI.2.4)

3. Name the author/illustrator of this book, and describe how she uses both words and pictures to make the point that honeybees are important. (CCSS.ELA-LITERACY.RI.K.6, CCSS.ELA-LITERACY.RI.1.6, CCSS.ELA-LITERACY.RI.2.6)

4. What is the main topic of this book? Look at pages 6–8 to find details to help you answer this question. (CCSS.ELA-LITERACY.RI.K.2, CCSS.ELA-LITERACY.RI.1.2, CCSS.ELA-LITERACY.RI.2.2)

5. What are the three different types of honeybees listed on page 14? How does each type of bee help the colony? (CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1)

6. How do honeybees help humans get food on our breakfast tables? Look at pages 18–21 to find details to help you answer this question. (CCSS.ELA-LITERACY.RI.K.3, CCSS.ELA-LITERACY.RI.1.3, CCSS.ELA-LITERACY.RI.2.3)

7. Look at "How Is a Worker Honeybee Born?" on page 24. How do the pictures of each phase of the honeybee's development help you to understand what is happening as the egg grows into an adult bee? (CCSS.ELA-LITERACY.RI.K.7, CCSS.ELA-LITERACY.RI.1.7, CCSS.ELA-LITERACY.RI.2.7)

8. On page 36, the author claims that bees are declining in number. What are the reasons she gives on pages 36–37 for this problem? (CCSS.ELA-LITERACY.RI.K.8, CCSS.ELA-LITERACY.RI.1.8, CCSS.ELA-LITERACY.RI.2.8)

9. What would happen if honeybees disappeared? What are some ways we can help honeybees? Look at pages 38–45 to help you find details to answer these questions. (CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1)

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CROSS-CURRICULAR ACTIVITIES (REVIEW AND ASSESSMENT):

1. Writing Activity: Make Your Own Bee Book

Provide students with sheets of construction paper to create a page that includes a fun fact about honeybees, along with an illustration. Students should use a combination of drawing, dictating, and writing to relate one fun fact they learned from reading ***THE BEE BOOK***, and should provide a grade-level appropriate amount of detail. When all students have completed the activity, gather the pages into a book for the class called *Fun Facts About Honeybees*.

(CCSS.ELA-LITERACY.W.K.2, CCSS.ELA-LITERACY.W.1.2, CCSS.ELA-LITERACY.W.2.2)

2. Data Gathering Activity: A Busy Bee Garden

Have students plant a bee garden in a window box that you can suspend from a classroom window. Use the suggestions on pages 44–45 as a guide for creating your bee garden. Let students take turns watching for bees to visit the plants and use a tally sheet to keep track of how many bees visit each type of plant. Determine a time frame for the project before completing it. One week should be sufficient. After the observation period is over, graph which plant was most popular with bees, and use what you learned to discuss what animals need in their environments and how humans can change the environment to help or hurt animals in nature. This project must be completed in a warmer month when bees are active.

(CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.2.1) (K-LS1-1, K-ESS3-3)

PLANT TYPE	NUMBER OF BEES SPOTTED

CROSS-CURRICULAR ACTIVITIES (REVIEW AND ASSESSMENT):

3. Research Activity: All About the Bees

Look at the list of different kinds of bees on page 5, and bring in books and other resources about these types of bees to share with your class. Use chart paper to make a list of what your class learns about each type of bee. Make sure each student has a chance to contribute at least one item. Once you have your lists, compare and contrast the different kinds of bees.

(CCSS.ELA-LITERACY.RI.K.2, CCSS.ELA-LITERACY.RI.1.2, CCSS.ELA-LITERACY.RI.2.1, CCSS.ELA-LITERACY.RI.2.9) (CCSS.ELA-LITERACY.W.K.7, CCSS.ELA-LITERACY.W.1.7, CCSS.ELA-LITERACY.W.2.7) (CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.2.1) (K-LS1-1, 1-LS1-2)

4. Multimedia Activity: Bee Specific!

Split your students into groups of four or five students each, and guide each group to choose a subtopic about honeybees from the book. Using the digital resources available in your classroom, have each group create a presentation that includes text, images, charts and graphs, diagrams, video and audio clips, and/or other multimedia elements as appropriate. Make sure each student has a chance to practice using digital tools. Have each group present to the other groups, making sure each student has a chance to practice speaking and listening and asking and answering questions.

(CCSS.ELA-LITERACY.W.K.6, CCSS.ELA-LITERACY.W.1.6, CCSS.ELA-LITERACY.W.2.6) (CCSS.ELA-LITERACY.SL.K.2, CCSS.ELA-LITERACY.SL.K.5, CCSS.ELA-LITERACY.SL.K.6, CCSS.ELA-LITERACY.SL.1.2, CCSS.ELA-LITERACY.SL.1.3, CCSS.ELA-LITERACY.SL.1.5, CCSS.ELA-LITERACY.SL.1.6, CCSS.ELA-LITERACY.SL.2.3, CCSS.ELA-LITERACY.SL.2.6) (K-LS1-1, K-ESS3-1)

5. Problem-Solving Scenario: Save the Bees!

Beginning on page 36, the problem of bee decline is presented, along with some potential solutions. Have students consider two possible solutions in group discussion: artificial pollination by humans, and reversing the trend of bee decline naturally. Direct each student to create a model of how we can solve the problem of bee decline. Some students might make a model of robobees, while others might create a garden diorama with bee-friendly plants, for example.

(CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.2.1) (K-ESS3-1, K-ESS3-3, K-ESS3-3, 1-LS1-1, 2-LS2-2, K-2-ETS1-1, K-2-ETS1-2)

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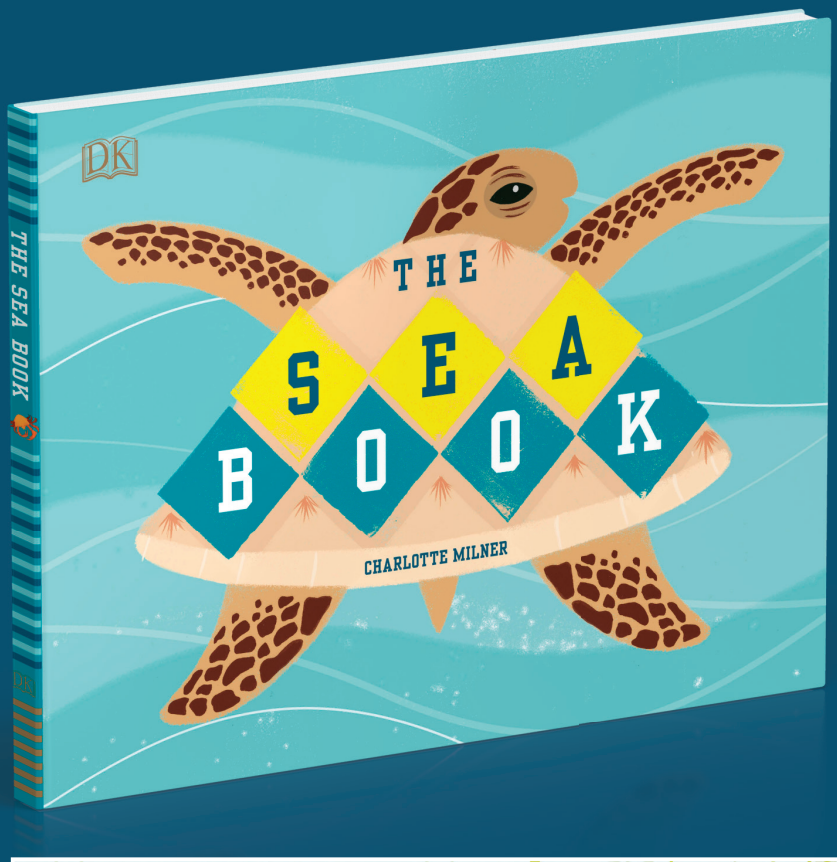
MEET THE MARVELOUS CREATURES



LIVING IN OUR OCEANS

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