

Buzzing Bees

Teacher Sarahbeth Belvado	Topic & Title: Bees	Grade Level: K-2
Arizona College and Career Readiness Standards: <ul style="list-style-type: none"> • Learning Standards (Kindergarten): K.RL.1 – With prompting and support, ask and answer questions about key details in a text. K.RL.10 – With prompting and support, actively engage in group reading activities with purpose and understanding. K.RI.1 – With prompting and support, ask and answer questions about key details in a text. K.RI.2 – With prompting and support, identify the main topic and retell key details of a text. K.L1U1.6- obtain, evaluate, and communicate information about how organisms use different body parts for survival. K.L1U1.7 observe, ask questions, and explain how specialized structures found on a variety of plants and animals help them sense and respond to their environment. • Learning Standards (1st Grade): 1.RL.2 – Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. 1.RL.3 – Describe characters, settings, and major events in a story, using key details. 1.RI.1 – Ask and answer questions such as who, what, where, why, and how about key details in a text. 1.RI.2 – Identify the main topic and retell key details of a text. 1L1U1.6 observe, describe, and predict life cycles of animals and plants. 1L4U3.11 ask questions and explain how factors can cause species to go extinct. • Learning Standards (2nd Grade): 2.RL.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RL.3 – Describe how characters in a story respond to major events and challenges. 2.RL.6 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 2.RL.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.L2U.1.9 obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive. 		
Objective (Explicit & Measurable): Students will be able to complete the life cycle of a bee. Students will be able to label the parts of a bee.		
Evidence of Mastery (Measurable):		
Comprehension questions: What can bees do? What do bees have? What are bees? What is the first stage of the bee life cycle? What stage comes after the larva? What is the last stage of the bee life cycle? Why are bees important to our communities?		
Background Knowledge: None		
Misconceptions (Possible misleading thoughts students might have): Bees are going extinct. Bees are mean.		

Management Technique: Use general classroom management techniques already in place.	
Inquiry Questions: What would happen if we had no bees to pollinate? How can we help ensure that bees will continue to thrive in our communities?	
Key vocabulary: Drone: a male bee in a colony of social bees, which does no work but can fertilize a queen Queen: the single reproductive female in a hive or colony of honeybees Worker: undeveloped female that is a member of what is usually the most numerous caste and does the basic work of the colony. Hive: a dome-shaped or boxlike structure in which bees are kept Honey: a sweet, sticky yellowish-brown fluid made by bees and other insects from nectar collected from flowers. Pollen: a fine powdery substance, typically yellow, consisting of microscopic grains discharged from the male part of a flower or from a male cone. Each grain contains a male gamete that can fertilize the female ovule, to which pollen is transported by the wind, insects, or other animals. Abdomen: the part of the body of a vertebrate containing the digestive organs; the belly. Antenna: either of a pair of long, thin sensory appendages on the heads of insects, crustaceans, and some other arthropods. Stinger: the part of an insect or animal that holds a sting. Wings: each of two or four flat extensions of the thoracic cuticle, either transparent or covered in scales.	Materials: Computer with internet connection that is connected to a projector Bee Bitmoji Classroom Buzzing Bee slides Optional worksheets to print Bee Can Have Are worksheet Label the bee worksheet Match up worksheet Writing paper
Engage	
Teacher Will: Have all students put away their belongings and use an attention getter to get the attention of the class. Use the Buzzing Bee slides and brainstorm with students to complete the can,have,do slide/worksheet.	Student Will: Put away their belongings and get ready for the lesson. Brainstorm what they know about bees.
Explore	

<p>Teacher Will: Listen to the story Are you a Bee? by Judy Allen (found on slide 3 of the Buzzing Bee slides)</p> <p>As you listen to the story pause the video to ask students comprehension questions that focus their attention to the life cycle of the bees. What is the first stage of the bee life cycle? What stage comes after the larva? What is the last stage of the bee life cycle? As you listen to the rest of the story pause the video and ask follow up comprehension questions about interesting facts.</p> <p>After completing the story watch the life cycle of a bee video to see a real life look at the bee life cycle. (found on page 3 of the Buzzing Bee slides)</p> <p>Upon finishing the video have the students complete the bee life cycle slide by moving the pictures into the correct order. Students will also complete the match up slide or worksheet to review what they have learned and write one fact they learned from the story.</p>	<p>Student Will: Answer comprehension questions about the life cycle of the bee and other interesting facts.</p> <p>Complete the bee life cycle slide and match up slide or worksheet.</p>
Explain	
<p>Teacher Will: Play the Bug Chicks' video about bee anatomy to the class (found on page 6 of the Buzzing Bee slides). As you watch the video pause and ask the students clarifying questions to ensure they are understanding the importance of each body part of the bee.</p> <p>On the back of the worksheet or a separate sheet of paper ask students to answer the following prompt: What do you think is the most important part of the bee and why?</p>	<p>Student Will: Watch the video and label the bee body parts either on the slide or by completing the worksheet.</p> <p>Students will answer the following prompt: What do you think is the most important part of the bee and why?</p>
Elaborate	
<p>Teacher Will: Continue through the Buzzing Bee slides until you reach page 10. Group students and present them with the following prompt: How can we improve the bee habitat in your area?</p> <p>Allow them 15 minutes to brainstorm ideas. They will then present their ideas either verbally or through illustrations.</p>	<p>Student Will: Develop a plan to combat habitat fragmentation in our community by answering the following prompt: How can we improve the bee habitat in your area?</p> <p>Groups will present their ideas to the class verbally or with illustrations.</p>

Closure	
Teacher Will: Group students and have them create a one page visual of what they learned about bees.	Student Will: Create a one page visual to share with their class what they have learned about bees.
Additional Resources/Activities	
Fabulous Flowers The Amazing Honey Bee Bee Life Cycle- Video Presentation and Dance Magic School Bus: Inside a Beehive- Google Slides Activity The Honey-makers- Google Slides Activity The Beeman- Honey Making Simulation Activity These Bees Count- Google Slides Activity	