

### Strand: Life Science

### Theme: Interdependence

**Purpose for Reading:** To learn about the relationship between bees and honey.

**Comprehension Strategies:** Determining importance, synthesizing, recognizing chronological and sequential order.

### Vocabulary

*Dictionary Words:* beehive, flowers, honey, honeycomb, wings

*Vocabulary Words:* cells, entrance, leg, nectar, petal, roof, stamen, tongue, wax

*High-Frequency Words:* a, and, at, do, from, get, go, got, have, in, is, it, make, need, put, some, take, the, their, they, this, to, too, when, where, who

### Before Reading

- Talk with the students about bees and honey. Make a chart to show their responses to the question *What do you know about bees and honey?*
- Discuss the cover photo and the photo on the title page. What do these photos tell them? Add any new information to the chart.
- Read the title and ask the students why they think the book is called *Bees to Honey* and not *Bees and Honey*?

### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at the photos. Read and discuss the labels.

### Take a Photo Walk

- Pages 4–5: Invite the students to look at these

pages. Discuss the photo. Ask the students what the bee is doing. Read and discuss the labels. Introduce the word *nectar*. Have the students find it in the text. Discuss its meaning.

- Pages 6–7: Ask the students to look at these pages and discuss what they see. Ask them what flowers have to do with bees and honey. Read and discuss the labels. *What important role could the flower parts have in bees making honey?*

• Pages 8–9: Discuss this photo with the students. Ask them what it is. *What is the role of the beehive in helping bees make honey?* Read and discuss the labels.

- Pages 10–11: Invite the students to look closely at the diagrams and discuss what they show. Discuss the features of the diagram, e.g. the title. Ask the students how the diagram might help with reading and understanding the book.

• Pages 12–13: Ask the students to look at this photo and describe what they can see. Ask them to refer back to the picture dictionary to work out what the photo is of. Read and discuss the labels. Ask the students what the bees are doing.

- Pages 14–15: Have the students discuss this photo. Explain that the bees use their wings to make the honeycomb dry.

### Read the Book

- Ask the students to return to the title and read it independently.
- Ask them to turn to pages 2–3. Have the students point to the dictionary words as they read them independently.

- Turn to pages 4–5. Ask the students to read the book independently. Tell them to read with their eyes, pointing only if they get lost or need help to work out difficult words.
- Ask the students to use the features of the book to help with reading and understanding, e.g. the picture dictionary, labels, and diagrams.

## After Reading

### Comprehension

- Have the students retell the steps the bees took to make the honey. Prompt with questions, such as *Where did the bees get the nectar from? Where do they take it? How do they tell other bees where to get the nectar from? What do they do with it once it is in the beehive?*
- Discuss with the students what they think is important in the text they have just read. Ask questions, such as *Is it important for the bees to tell other bees where to get the nectar from? Why? Is it important for the bees to make a place to keep the nectar in? Why?*
- Ask the students to discuss what might happen to the honey after the bees have made it.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *where* in the text. Read the sentences containing the word *where* together. Invite the students to volunteer other sentences that have *where* in them. Write them on the board. Invite volunteers to come and write the word *where*. Add *where* to a high-frequency word chart or word wall.

- Talk to the students about the meaning of *too*. Discuss the difference between *to*, *too*, and *two*. Invite the students to suggest a sentence containing *to*, *too*, and *two*.

### Oral Language

- Have the students work with a partner. Take turns to ask and answer questions from the book. For example, What is the role of flowers in helping bees make honey?

### Writing

- Have the students choose two important facts from the book and write them in their own words.

### Creative Extension Activities

- Have the students look at the diagram on page 11. Ask them to make their own diagram showing the way to some special flowers.
- Make a large wall chart showing the sequential order in which bees make honey.
- Make large bees by pasting paper onto balloons and painting them once they are dry.

### Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Draw a bee and use these words to label it:

*leg*

*tongue*

*wings*



Name: \_\_\_\_\_

Read and draw.

At the beehive, the bees do a dance. The dance shows other bees where to go to find the flowers.

