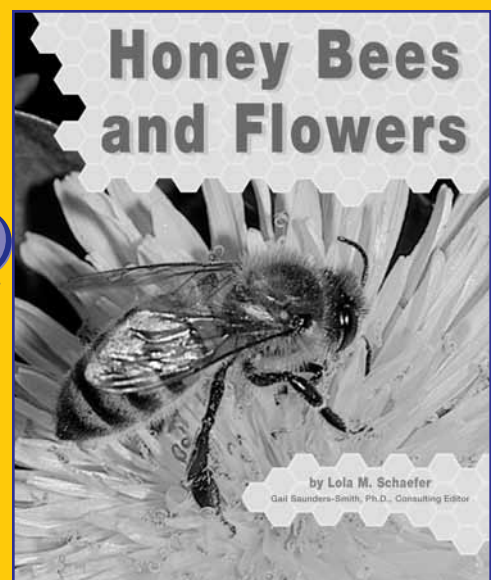
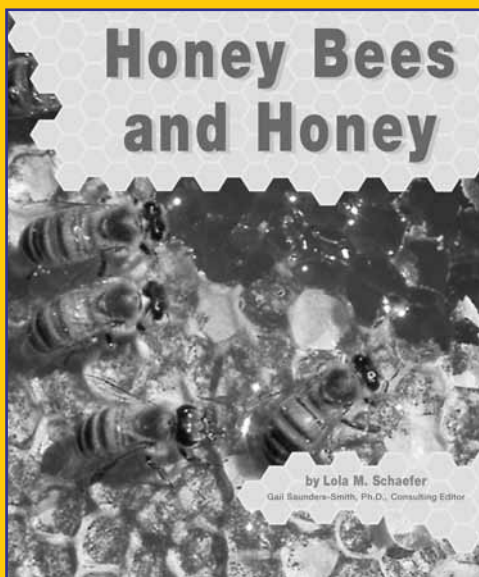
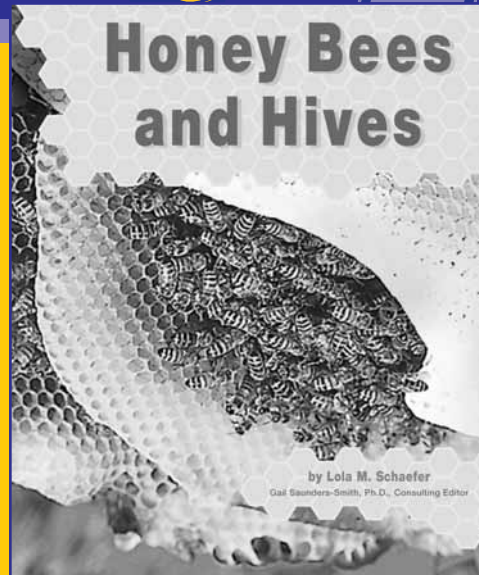
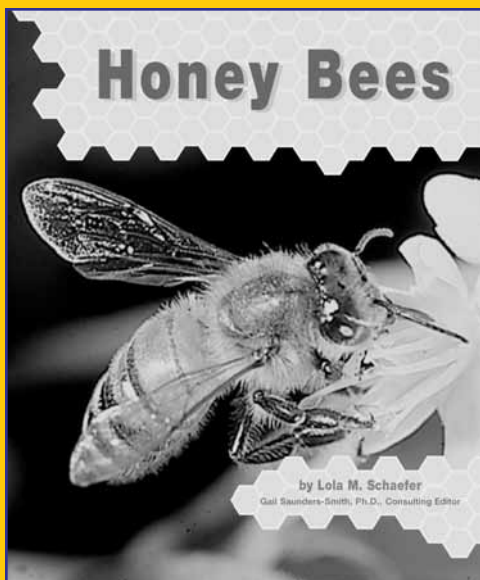


Teaching Guide for the Pebble Books Honey Bees Set



ISBN 0-7368-8653-2

Honey Bees



Honey Bees

Early-Intervention Level for Reading Recovery®-type Programs*: 4
Guided Reading Level: C**

Supports

- Repetitive phrase: *Honey bees have*
- Photo labels match sentence text

Challenges

- Concept vocabulary: *antenna, buzz, hair, insect, proboscis, stinger, wing*
- First and last sentences do not have repetitive phrase

Text Features

- High-frequency words: *a, and*
- Initial consonant *h* (*hair, have, honey*)

The Honey Bees set supports the following standards:

Benchmarks for Science Literacy: Project 2061 (AAAS, 1995)

- Standards 4C and 5D, K-2

National Science Education Standards (NAS, 1996)

- Content Standard C, K-4

Lesson for Guided Reading

Honey Bees

Talk with students about bees. Ask students if they can read the word *Bees* on the cover. Then direct their attention to the word *Honey*. Speculate with students what body features honey bees have. Write down students' ideas and check their predictions after the first reading.

First Reading

- On the title page, have students match the title and author's name with the cover text. Talk about the photograph.
- At the table of contents, share with students that a table of contents tells a reader what topics they will find in a book. Ask, "What will we learn about honey bees in this book?"
- On page 5, let students read the first two words on the page, pointing out that they already learned them. Model how to sound out the word *insect*.
- On page 6, let students look at the photograph and count the honey bee's legs. Read the sentence on page 7 together.
- Ask students to describe the honey bee on page 8. Elicit the word "hair," and read the sentence on page 9.
- Moving on to pages 10 and 11, ask students to find the word in the label in the sentence. Encourage them to use the photograph and arrows as clues to read the label.
- On pages 13 and 15, help students sound out the difficult words *proboscis* and *antennas*. Have them match the words in the text with the words in the labels on pages 12 and 14.
- For pages 17 and 19, have students notice the similar word patterns in *stinger* and *wings*.
- Prepare students by telling them that the sentence on page 21 does not follow the pattern of the other sentences. Ask, "What is the bee doing on page 20?" Have students read the sentence.

Rereading

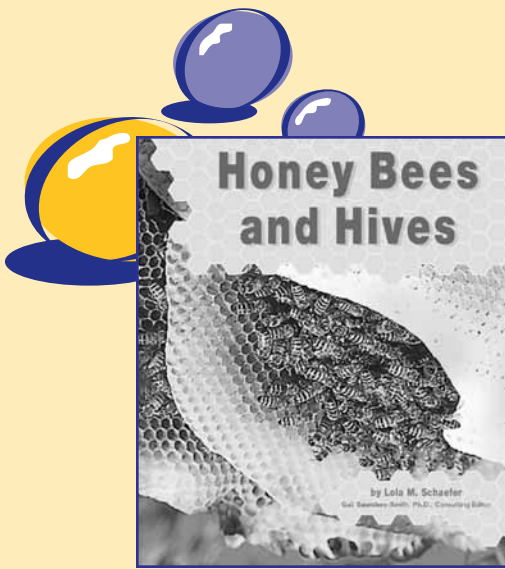
Let students read the books in small groups. Monitor each group. Observe students' fluency. Encourage them to look at the photographs for clues.

Teaching Points

Plural ending *-s* (*antennas, bees, eyes, legs, wings*); long */e/*, spelled *ee* (*bees*)

Performance Assessment

Have each student draw a picture of a honey bee. Challenge them to label the honey bee's body parts, as seen in the book. Ask them to write a sentence below the picture.



Honey Bees and Hives

Early-Intervention Level: 8

Guided Reading Level: E

Supports

- Similar sentence structure:
Honey bees _____ in hives.
- One sentence on a page

Challenges

- Concept vocabulary: *beekeeper, egg, guard, hive, honey, honeycomb, pollen, store*
- CVCe spelling with short /i/ (*live*) and long /i/ (*hive*)

Text Features

- Long /e/, spelled *ee* (*beekeepers, bees, feed, trees*)

Lesson for Guided Reading

Honey Bees and Hives

Ask students if they know where honey bees live. When someone says, “hive,” help students read the word on the cover, then read the title. Brainstorm with students the things that happen in a hive. Prompt ideas with questions such as, “Where do honey bees store pollen? Where do honey bees make honey? Where might baby bees be born and grow?” Encourage students to listen for their ideas as they read.

First Reading

- Invite students to read the title page and talk about the photograph. Turn to the table of contents. Ask, “What is one thing honey bees do in hives? How do you know?”
- Encourage students to do a brief picture walk through the book to become familiar with the concepts they will learn.
- Allow time for students to comment on the large hive on page 4. Direct their attention to the text on page 5. Have students speculate about what the text might tell readers.
- On page 6, challenge students to look closely to see where this hive is. Encourage them to find the word *tree* on page 7. Note the long /e/ sound spelled *ee* in both *bee* and *tree*.
- On pages 9 and 11, challenge students to figure out the compound words on each page as you make suggestions, such as, “First, read the word *bees*. What other word do you see?”
- For pages 13 and 15, have students notice the repeating sentence pattern: *Honey bees _____ in hives.*
- Share with students that pages 16 through 19 tell about young bees. Have students notice the word *egg* in the label and text.
- Turn to pages 20 and 21. Ask students how they would describe these bees. Ask, “What are they doing?”

Rereading

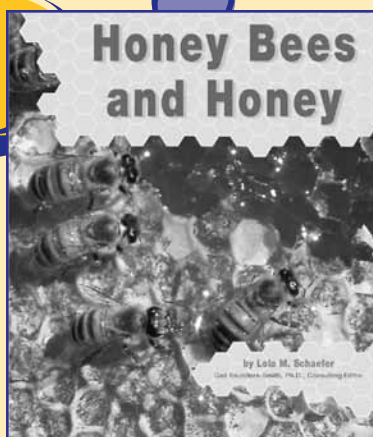
During subsequent readings, you might cover up new words or phrases with self-stick notes, leaving the repeated phrases showing. Help students notice the repeated phrases, then refer to the photographs for clues to help read the new words.

Teaching Points

Compound words (*beekeepers, honeycombs*); silent *u* (*build, guard*)

Performance Assessment

Ask each student to write a diary entry for a honey bee. Write a sentence starter on the board for students to model, such as, “Today in the hive, we . . .” Challenge each student to complete the sentence. Let the students illustrate their sentences.



Honey Bees and Honey

Early-Intervention Level: 9

Guided Reading Level: F

Supports

- Revisits concept vocabulary
- One sentence on a page

Challenges

- Concept vocabulary: *beekeeper, hive, honey, honeycomb, nectar, ripen, sweeten*
- No repetitive phrases

Text Features

- High-frequency words: *from, in, into, it, of, put, some, the, to*
- Long-vowel pattern: CVCe (*hives, make, ripens*)

Lesson for Guided Reading

Honey Bees and Honey

As students view the cover of the book, challenge them to find the two matching words in the book title (*Honey*). Remind students that honey bees get their name because they make honey. Invite students to share what honey tastes like.

First Reading

- Encourage students to read the title and author's name on the title page. Point out the honey in the photograph.
- Have students notice the table of contents. Ask, "On which page would you learn about the hive? How do you know?"
- On page 5, have students summarize what they will learn from the page and then read the text to confirm their ideas.
- Continue with pages 6 and 7. Have students notice the holes in the hive. Let them trace the shape with their fingers. Explain that these shapes make up the honeycomb. Challenge students to find this word in the sentence.
- For pages 8 and 9, have students see that the bee is sitting on a flower. Challenge students to find the word *flowers*. Help students recognize other words in the sentence they might have already learned, such as *nectar* and *gather*.
- For pages 11 and 13, have students recognize the words *Honey bees* in each sentence. Model sounding out the word *nectar*. Help them fill in the rest of the words.
- Turn to pages 14 and 15. Let students point to the honey in the honeycombs. Help students read the word *ripens*, reviewing the CVCe long-vowel pattern.
- On pages 17 and 19, ask students to find all the spellings for the long /e/ sound—*y* (*honey*), *ee* (*bees*), and *ea* (*eat*).
- On page 21, help students read the word *sweetens*.

Rereading

Invite students to read the book again. Observe students to make sure they can read and understand repeated words that appear in different contexts.

Teaching Points

Word ending *-en* (*ripen, sweeten*); long /i/, spelled CVCe (*hives, ripens*) and *y* (*dry*)

Performance Assessment

Share with students that making honey is like cooking with a recipe; the honey bees must follow specific steps to make it. Assign student groups to write sentences that tell the steps in the honey-making process. Have each group member be responsible for writing and illustrating one step.



Honey Bees and Flowers

Early-Intervention Level: 10

Guided Reading Level: F

Supports

- New concepts are introduced slowly
- One to two sentences per page

Challenges

- Concept vocabulary: *hive, honeycomb, nectar, pollen, pollinate*
- CVCe spelling with short /i/ and long /i/ (*live, hive*)

Text Features

- High-frequency words: *and, are, back, from, in, on, the, then, they, to, where*
- Medial consonants and digraphs: *ll, th, s (other, pollen, visit)*

Lesson for Guided Reading

Honey Bees and Flowers

Have students describe the scene on the book cover. Ask, “What two objects do you see?” Write the words “honey bee” and “flower” when students suggest them. Help students match and read the words. Speculate with students why honey bees visit flowers. Have students read to check their ideas.

First Reading

- On the title page, invite students to read the title. Briefly discuss the photograph.
- Pause at the table of contents, and ask, “Where will we read about the honey bee’s hive? How can you tell?”
- For page 5, challenge students to find the words *Honey bees* and *flowers* in the text, reminding them that these are the same words that were on the cover and title page. Help students sound out the word *visit*.
- On pages 6 through 9, again encourage students to find the words from the book title. Help them sound out the other words, especially the medial digraph *th* and the medial consonant *ll*. Be sure to refer to the label on page 8.
- Let students explore the photograph on page 10. Ask, “What is all over the honey bee?” Lead students to the answer “pollen.” Have students continue reading. At the word *pollinate*, break the word down into two parts.
- For page 13, point out that students have learned most of the words on this page. Model sounding out the word *hive*.
- On pages 15 and 17, help students read *honeycomb* by breaking it into two words.
- For pages 19 and 21, help students notice the medial digraph *th* to sound out the word *other*. Point out that the last sentence is like the first sentence in the book. Ask, “Which new words were added?”

Rereading

Encourage students to read the book again. Check that students understand that a period signals the end of a sentence.

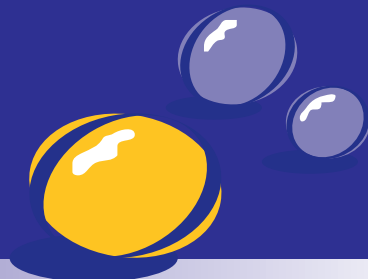
Teaching Points

Word ending *-er* (*flower, gather, other*); different pronunciations of *ow* (*flowers, shows*)

Performance Assessment

Write sentences on the board for students to complete, such as:
Honey bees visit _____. Honey bees gather _____. Honey bees carry _____. Honey bees live in a _____.

Extending the Lesson



The following activities incorporate concept knowledge gained from the Honey Bees set.

Objectives

The student will:

- Develop an understanding of how honey bees interact with their environments.
- Recognize that honey bees can affect their environments.

Entry Point—Engaging the Learners

- Invite students to recall what they learned about honey bees from the reading.
- Ask students which plants honey bees like to visit. When students say, “flowers,” talk with students about what honey bees get from flowers.
- Challenge students to tell you what a honey bee’s home is called. Speculate with students what it might sound like inside a hive.
- Talk with students about people who keep bees. Discuss if they would like to do this, and ask students to provide reasons for their answers.

Preparation

- Due to possible allergies and bees’ potential to harm, observing bees is probably not feasible. However, your area may have a honey bee expert willing to talk to students. Check with a local extension agency, 4-H club, or local college or university. Some farmers also keep bees.
- Bring a few jars of honey for students to sample, along with foods to eat with the honey, such as bread, crackers, pretzels, yogurt. Make sure students do not have food allergies.
- Visit a local florist shop for discarded flowers that can be explored by students. Choose flowers that show parts, such as tulips, irises, or daffodils.

Activities

- Announce that you have arranged for a honey bee expert to visit with the class. Before the visit,

generate with students a list of questions they want to ask the honey bee expert. After the visit, help students write a thank-you card, sharing what they learned from the expert.

- Remind students that bees make honey. Set up a table with honey and other snacks, along with paper plates, napkins, and plastic knives. Invite students to taste the honey, both by itself and on favorite foods. Let students dictate sentences that describe how the honey tastes.
- Remind students that honey bees collect pollen as they visit flowers. Explain that pollen is important because it helps plants to grow. When pollen from one plant gets into another plant, a fruit is produced. In this fruit are the seeds, from which other plants will grow. Divide the class into small groups, and give each group a flower to examine up close. Tell students that the colorful parts of the flower are the petals. Petals are important because they attract animals to the flower. Inside the flower, students will find a long stem with a yellow end. This is the stamen. They should also see another stemlike object that looks like a small tube. This is the pistil. These are the parts that make and collect pollen on the flower so the flower can make seeds from which new plants will grow. Instruct students to draw pictures of their flowers, labeling the parts.

Challenging and Checking

Invite students to hold a flower and explain the two things that the honey bee gets from the flower—nectar and pollen.

Reflecting

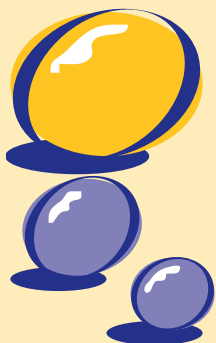
Assess what questions students can ask and answer about how animals interact with and affect their environments. (Where do honey bees build their homes? What two things do honey bees take from flowers? How does this affect another flower that the honey bee visits? What does a honey bee make inside its hive?)

Curriculum Connections

The following activities can be used to expand your honey bees studies into other subject areas.

Social Studies

- Share with students that some bees are considered “social” insects because they live in large groups. Bees within these group have specific jobs. Invite students to compare the life of a bee family with their own families. Start a two-column chart, one column for bees and one for people, for students to record ideas. Have students identify the bees’ home (a hive), then people’s homes (house, apartment, trailer). Tell students specific roles some bees play in the hive, such as the queen bee, worker bees, and guard bees. Talk about roles family members have, such as mother, father, grandparents, siblings, or family friends. Encourage students to talk about ways that family members work together at home, as bees work together in the hive.
- Recall with students that bees serve a function in the natural world: they pollinate flowers so fruits will grow, and they produce honey, which some animals eat. Suggest to students that bees are part of the natural community. Lead them to discuss their own community, describing services some people provide. For example, doctors provide medical care. Postal workers deliver the mail. Police officers provide protection. Make the analogy that their community is like a giant hive, with members busily working to contribute to the community. Assign various members of the community for students to draw and write a sentence about. Display their work on a bulletin board set up like the honeycomb of a hive.



Math

- Invite each student to draw and cut out several honey bees. As they work, set up a large box, perhaps with yellow hexagons to resemble the honeycomb. Using the box and the cutouts, encourage students to practice math skills. For example, have students place a number of honey bees in the box hive. Say, “Three bees are leaving to look for flowers. How many bees are left?”
- Remind students that as bees pollinate flowers, a fruit may grow. Recall that the fruit is the part of the plant that holds the seeds. Provide small groups with various fruits and vegetables that have seeds. Invite the groups to cut open the foods with plastic knives, then count the seeds inside. As a whole class, write less than/greater than equations to compare the number of seeds.
- Using a six-sided honeycomb cell as a starting point, review basic geometric shapes, encouraging students to count the sides. Have students count the sides of a honeycomb cell, and confirm that it is a hexagon. Start a chart to record other shapes and their numbers of sides.

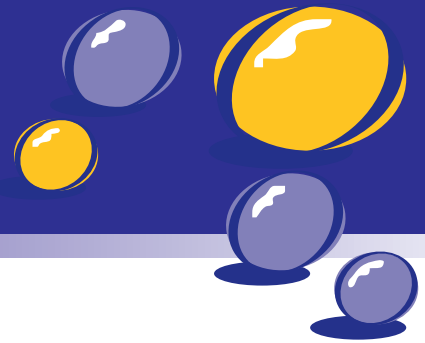
Geography

- Locate an orchard near school. Tell students they are going to plan a route to take from the school to the orchard. Provide the class with a local map, and spread it across a table or floor. Help students locate the school, then find the orchard. Encourage them to use their fingers to trace a route along the roads that lead from the school to the orchard. Write down their ideas, then have them come up with alternate routes.

Dramatic Play

- Let students work in groups to put on short honey bee role-plays. Suggest that they tell about their daily activities as honey bees, either collecting pollen outside the hive, or working inside the hive.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

School Work to Bring Home

- Let students bring home any writing assignments that you choose not to keep for assessment purposes. Encourage students to describe the books they read to their families and how their writing reflects what they learned.
- Encourage students to take home their flower diagrams that label the flower parts. At home, tell students to share the diagrams, then to work with family members to identify flower parts they see on plants their families have, either indoors or outdoors.

Show What You Know

- Ask students to draw for their families the six-sided cells of a honeycomb. As they do so, encourage students to explain how honey bees make honey. Further suggest that students share with their families other fun things they learned about honey bees.

Activities to Do at Home

- Invite students to work with their families to come up with recipes for new treats that use honey. You might send home a note with students, informing parents of the task. Ensure parents that they do not need to buy honey. If they do not have honey, they can imagine with their child what the snack would taste like. Have students write down not only the ingredients, but the cooking tools needed. With their families, have them write step-by-step directions.
- Encourage students to work with their families to create bee finger puppets. Instruct students to draw pictures of bees and cut them out. Tell students to have family members do the same. Then have students cut out strips of paper, about

2 inches (5 centimeters) long, and tape the ends together to form circles. Tell them to tape the paper circles to the backs of the cutouts. Explain that they should then slip the paper circles onto a finger, then move their fingers to show their bee puppets in action. Invite students to have fun with their families to come up with plays or conversations between their bee puppets.

- If the weather and season are appropriate, invite students to observe bees outdoors with their families. Make sure students understand that they should not get too close or disturb the bees in their work. As they observe, they should point out to family members what the bees are doing, such as collecting pollen and pollinating flowers.
- If students are able to observe bees with their families, encourage them to bring along a notebook. Have students draw the bees and flowers they see to record their observations. Also suggest that students record other sensory observations, such as the things they hear and smell. Tell students to ask their families for help spelling as they write.

Back in Class

- Encourage students to share their honey recipes with the class. You might combine all the recipes into a class “Honey Cookbook.” Let students take turns bringing the cookbook home to show how the family work has been included in a class project.
- If students were able to observe bees with their families, have them share their drawings and sentences with the class. Encourage students to share any new ideas they might have formed about bees as they observed.

Assessment

The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage in students effective prereading and post-reading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation of how each assessment tool provided here can be used.

Reading Skills, Behaviors, and Strategies Chart

Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart, and then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced, but overall emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated by reading books outside those included in this Pebble Books set or the unit to which it belongs.

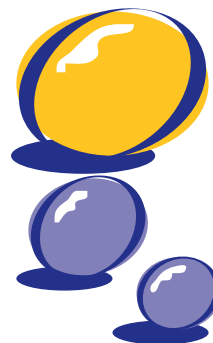
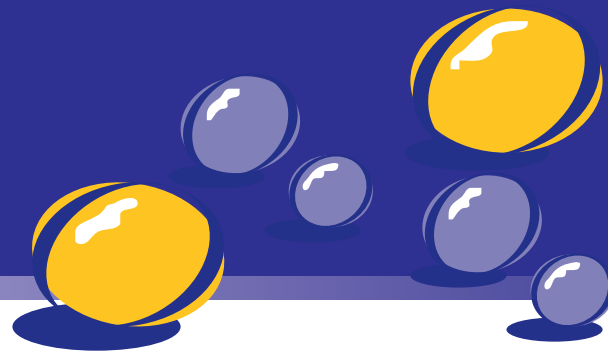
Think About It Chart

This chart, to be completed by the student, is modeled after the familiar K-W-L chart. The *Think About It* chart asks students to identify through writing what they already know about one of the subjects in this Pebble Books set; what they would like to learn about that subject; and then (to be completed during or after reading), what they

actually learned from reading that Pebble Book. By its nature, this pre- and post-reading activity encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

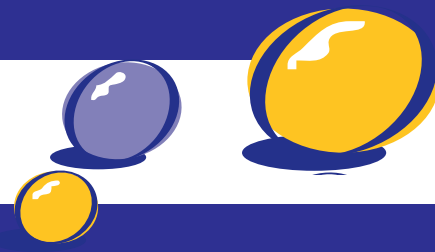
To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own similar assessment to test students' facility with other informational literacy skills that are emphasized in the Pebble guided reading lessons.



N = Not Yet

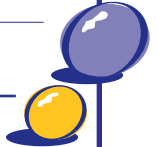
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Think About It

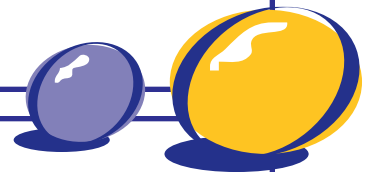


Name _____ Date _____

What I know about _____



What I want to know about _____



What I learned about _____

Informational Literacy Behaviors and Strategies



Name _____

Date _____

Have students briefly answer the following questions. Students may dictate for you to record their answers and your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use a glossary for?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
