

Supplemental Week

**Kinder
Literacy
Units**



Preview Disclaimer

This packet is a free preview to my **KinderLiteracy** units. To teach this lesson you **WILL** need **Bees** by Laura Marsh. The supplemental text is optional and can easily be swapped for any text you have on hand that matches the theme.

I have also included a free preview to my **KinderLiteracy Home Connections** which pair with my KinderLiteracy units. If you have any questions, please email me at littlemindsatworkllc@gmail.com

Thanks so much!
Tara West

KinderLiteracy™

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Why KinderLiteracy Units?

KinderLiteracy units are based upon the close read model. Each week you will focus on one text and each day you will look closely at that text. It will be suggested that you bring in another text for comparison each week as well. The units have been completely planned out for you but with the ability for you to have them meet the individual needs of your students.

Each week you will have essential questions, focus standards, comprehension and story element focuses, and linked writing.

These are just a few highlights you'll see using the KinderLiteracy Units:



Kids TALKING
about books



Real-life
connections



Life Skills



Vocabulary

KinderLiteracy™

Overview of a Week

Below is a quick overview of how each week will be set up. You'll notice that you might see more than you can squeeze into one day. That is okay and what is best about KinderLiteracy. KinderLiteracy is made with the teacher in mind; pick and choose from the material for what your students need.

Kinder Literacy Units					Listen and Explore				
Unit: One Week 1		Monday	Tuesday	Wednesday	Thursday	Friday	Unit: One Week 1		
Unit Big Idea: Students will listen and explore books for enjoyment.		Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words and you will tell me if they rhyme. kip and hip; rag and tag; bed and red; fish and dish; sat and cat.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words and you will tell me if they rhyme. dog, log, star, car, hat; wig, pig, bat, cat.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words and you will tell me if they rhyme. rug, fan, big, top, hop; fox, hat.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words and you will tell me if they rhyme. pop, hop; fin, fib; rat, sat; dig, rag; sad, red; hat, cat; fox, box.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words and you will tell me if they rhyme. fox, box; dad, mom; fish, dish; jet, wet; pan, pad; car, jar.			
Unit 1 Standard Objective: I can ask and answer questions about key details in a text.		Shared Reading: Introduce and read chorally: "Jack and Jill"	Shared Reading: Reread chorally: "Jack and Jill"	Shared Reading: Reread: "Jack and Jill" Insert poem into notebook	Shared Reading: Reread: "Jack and Jill" Make retell poetry pieces	Shared Reading: Perform: "Jack and Jill" using retell pieces			
Week Theme: Sharing		Reader's Workshop (Close Read): Day One Objective: Students listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge.	Reader's Workshop (Close Read): Day Two Objective: simple recall question stopping to discuss vocabulary, then essential question.	Reader's Workshop (Close Read): Day Three Objective: Reread part of the text that lends itself to the text dependent questions. Students will turn and talk to partners to answer, and essential question.	Reader's Workshop (Close Read): Day Four Objective Part One: Review this week's vocabulary words with partner fun and talks.	Reader's Workshop (Close Read): Day Five Objective: Theme study wrap up with a comprehensive discussion and craft.			
Main Close Read Text: Rainbow Fish (Marcus Pfister)		Introduce the week's theme focus by placing it inside the bubble chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble chart.	Introduce the week's theme focus by placing it inside the bubble chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble chart.	Introduce the week's theme focus by placing it inside the bubble chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble chart.	Introduce the week's theme focus by placing it inside the bubble chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble chart.	Introduce the week's theme focus by placing it inside the bubble chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble chart.			
Optional (Non)Fiction Texts: Sharing (Sam Williams) I am Sharing (Nesher Mayall) or (non)fiction selection of choice									
Literacy Skill Focus Standard: Key Details RF.K.3									
Essential Questions: Who are the characters in our story? What does it mean to share?									
Week "I can statements": *I can identify the characters within the book.									
Comprehension Strategy: Connections									
Story Element: characters									
Writing Focus: Students will begin their first love for writing with free writes/drawings. Encouraging students to label.									
Literacy Standards: RF.K.2, W.K.2, RL.K.1, RL.K.2, RL.K.3, RL.K.4									

A closer look at the lesson plans: The lesson plans for the ENTIRE week are found on a two-page spread. This will greatly ease an overabundance use of paper. You will be able to place the lesson plans in a three-ring binder and lay it open flat to view your entire week. Also, the lesson plans can be read "word-by-word." You will not need to retype your lesson plans.

Along the left hand side will be your "guide" for the week. You'll find all your big ideas, standards, focuses, and texts there.

Overview of a Week

Below is a sample of the different resources that you will find in each weekly lesson of KinderLiteracy.



A closer look at the additional resources: Each week you will receive all necessary materials to teach the content. You will have two sets of vocabulary cards to choose from as well as a mini-set that could be used in journals. Each week there will be the weekly poem, poem retelling pieces, and word strips to build the poem. Any blackline masters for independent practice will be included as well. Each week there will also be an optional skill check and a craft for students.

Editable Lesson Plans

KinderLiteracy units are made for the teacher! If you should need to edit your weekly lesson plans, you will be able to. Included in the units will be two versions of editable plans. You will have the weekly lesson plans where you can edit the plans to fit your needs. Also included will be a completely blank version of lesson plans for you to create your own plans when needed. KinderLiteracy promotes teacher flexibility. You will be able to customize the unit to fit the needs of your students.

Unit: One Week 1		Kinder Literacy Units	
		Monday	Tuesday
Unit Big Idea: Your text here		Phonemic Awareness: Your text here	Phonemic Awareness: Your text here
Unit 1 Standard Objective: Your text here			
Week Theme: Your text here		Shared Reading: Your text here	Shared Reading: Your text here
Main Close Read Text: Your text here		Reader's Workshop (Close Read): Your text here	Reader's Workshop (Close Read): Your text here
Optional (Non)Fiction Texts: Your text here			
Literacy Skill Focus Standard: Your text here			
Essential Questions: Your text here			
Week "I can statements": Your text here			
Comprehension Strategy: Your text here			
Story Element: Your text here			
Writing Focus: Your text here		Independent Practice: Your text here	Independent Practice: Your text here
Literacy Standards: Your text here		Writing Lesson: Your text here	Writing Lesson: Your text here

Listen and Explore		Unit: One Week 1	
Wednesday	Thursday	Friday	
Phonemic Awareness: Your text here	Phonemic Awareness: Your text here	Phonemic Awareness: Your text here	
		Shared Reading: Your text here	
		Reader's Workshop (Close Read): Your text here	
		Independent Practice: Your text here	
		Writing Lesson: Your text here	

Best Practices in Close Reading:

What is Close Reading?

“Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension.” -Nancy Boyles, Educational Leadership.

“The overarching goal of close reading is to cause students to engage in critical thinking with a text.”
-Dr. Douglas Fisher, Close Reading in Elementary Classrooms.

- Close, analytic reading stresses engaging with a complex text directly and examining meaning thoroughly and methodically, encouraging students to read and reread with a purpose.
- By directing students attention to the text itself, we empower students to understand the central ideas and key supporting details.
- This purposeful reading enables students to reflect on the meanings of words and sentences; the order the sentences unfold; and the development of ideas over the course of the text—which ultimately leads to students to understanding the text as a whole.

As close reading practices are implemented over time, students become better equipped to handle more difficult texts, both in the classroom and independently.

Components of KinderLiteracy Close Reading and How it Supports Best Practices:

Determine what the text says: Understanding one’s purpose for reading is a metacognitive process that supports a reader’s comprehension of text. The KinderLiteracy close reading structure requires students to apply their sense of purposeful reading in order to locate information in a text. In addition to KinderLiteracy, teachers can think aloud and model how to read with a purpose by clearly stating the different purposes for them. Before and during reading, students discuss with partners and as a whole group their background knowledge, or schema, about the text topic. KinderLiteracy provides students with opportunities to develop collaborative conversation skills while allowing the integration of text evidence into their discussions. This allows students and teachers to determine their level of knowledge about a topic, which in turn will determine how a reader will read the text. Teachers can help students gain a thorough understanding of the text during the first read by posing low level questions in order to check for understanding and allowing students to turn and talk. After the first reading, students should have an understanding of their level of knowledge on the text topic and have a general understanding of what the text is about. Throughout the week of KinderLiteracy, the text (or parts of the text) will be read more than once, each time with a different purpose for reading.

Best Practices in Close Reading:

Reread the text to focus on unknown words or phrases: The second reading of a KinderLiteracy text during the week usually involves a focus on unknown words or phrases within the text. Students listen tentatively as the teacher reads aloud parts of the text, leading a discussion about any unknown words or phrases. Students can engage with unknown vocabulary in a variety of ways, such as: recording words as they hear them (as opposed to the teacher telling them which words are the vocabulary words), working in partners or small groups to determine the meaning of unknown words based on the text, or using the context clues to determine a “kid friendly” definition of the word/s, as well as pairing an “action” to describe the word.

Deepen understanding through text-dependent questions: “Text-dependent questions are used in reading instruction to promote the habit of rereading the text in order to build schema” (Fisher & Frey, Pearson & Johnson). In KinderLiteracy, these specific questions cause students to dive deeper into the text, and it signals to the reader that the information is complex enough to linger over the details. The text dependent questions move from explicitly stated information (similar to those asked after the first read) to those that require inferential and critical reading. Comprehension deepens at this stage of the lesson, as the basic outline of the text is now understood, allowing students to go back into the text to look for evidence to text dependent questions.

Evaluate the quality and value of the text: The fourth day of KinderLiteracy involves comparing the text in a variety of ways. The purpose for reading on this day provides students with opportunities to develop conversational skills while they integrate evidence from the text into their discussions. The collaboration that takes place on this day allows students to make a claim about the text, provide evidence to support the claim, and offer counter claims, all of which are necessary skills to be college and career ready. Comparisons of the text and author’s purpose can also be done through collaborative projects in which students must work together toward a common goal. Research conducted by John Hattie tells us that activities that involve cooperative learning, goal setting, and problem solving all have high effects on student learning. All of these components take place in this close reading structure.

Best Practices in Close Reading:

Strive for meaning through a writing prompt or extended discussion with a focus on synthesizing:

The final stage of the close reading model involves a post-reading task to demonstrate understanding of the standards and skills taught throughout the close reading lesson. The main focus of this day is to present students with a task that is not completely based on personal experience, but requires them to have read and deeply understood the text in order to complete the task. Students can demonstrate understanding through a written response, project, or discussion. This final task is a way to finalize the learning from the week. Students can use their annotations from the text, details from the collaborative discussions they have had throughout the week, as well as feedback they have received from the teacher in order to construct a thorough and well-constructed response to demonstrate understanding.

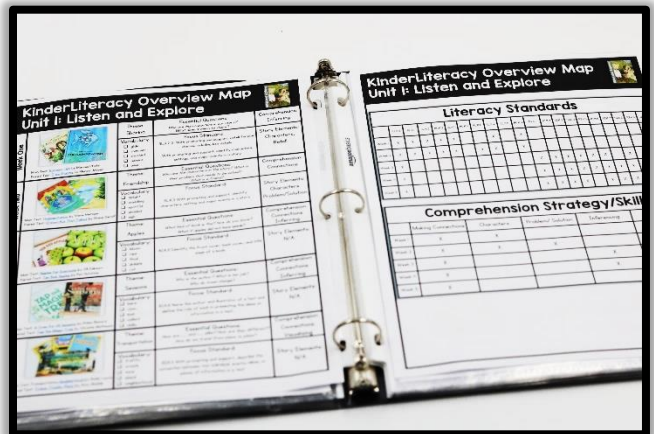
Phonemic Awareness instruction for Kindergarten and First Grade Lessons: Why is that important?

“Phonemic awareness and letter knowledge have been identified in several research studies (Anderson, Hiebert, Scott, & Wilkerson, 1985; Adams, 1990; Snow, Burns, & Griffin, 1998) as the two key indicators of how well children will master beginning reading skills during the first two years in school. Because it plays such a vital role in forming the foundation of reading development, phonemic awareness is the first thread in the tapestry of reading” (Threads of Reading, Karen Tankersley). The addition of daily phonemic awareness instruction in kindergarten and first grade lessons is vital to tying together decoding and comprehension as a young reader.

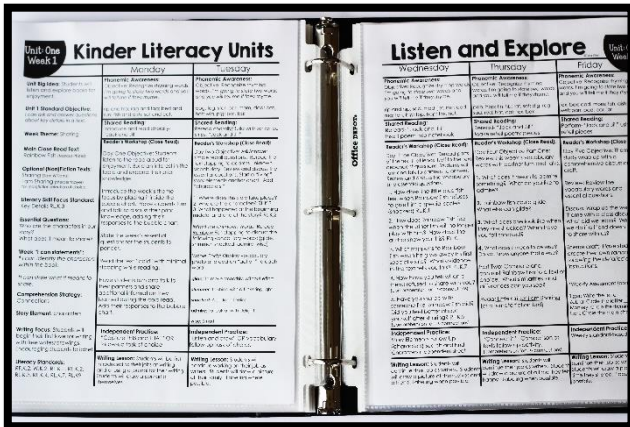
Organizing the Units



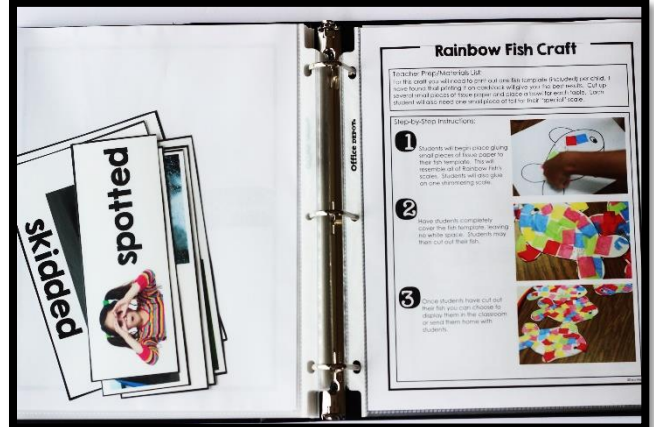
KinderLiteracy Units organized in a 1" binder



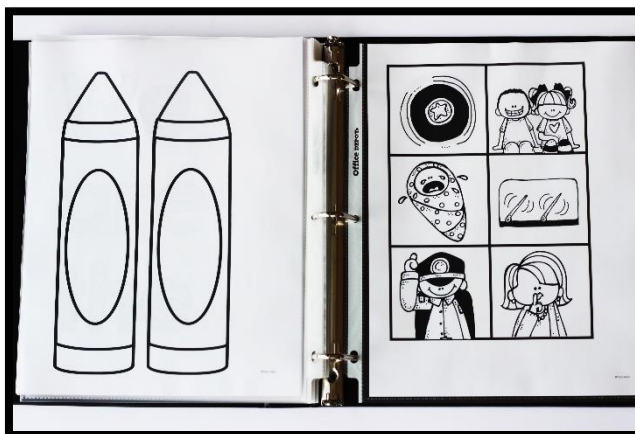
Overview Maps



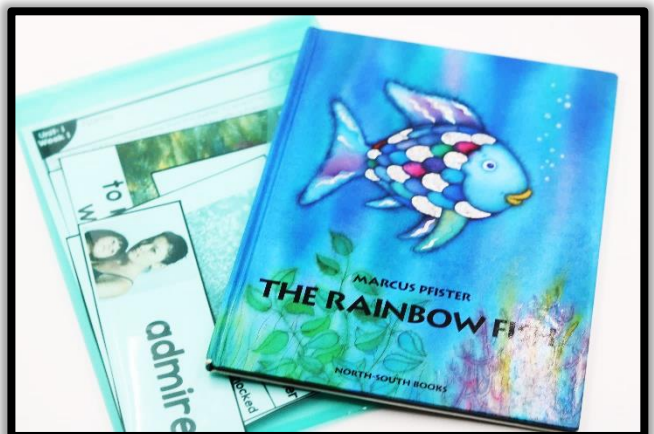
Lesson plans in a two page view



Weekly pieces stored easily in a clear page protector



Blackline masters stored in a page protector for easy copying access



Alternate: Store each week in its own folder

KinderLiteracy™

	Monday	Tuesday
Unit Big Idea: Students will listen and state text-based evidence and facts. Standard Objective: <i>With prompting and support, identify the reasons an author gives to support points in a text.</i> Week Theme: Bees Main Close Read Text: Bees {Laura Marsh} Optional Fiction Text: The Very Greedy Bee {Steve Smallman} Literacy Skill Focus Standard: Key Details: RI.K.8 Essential Questions: What is the author's purpose of this text and how does she prove this to us? What are the benefits of bees? Week "I can statements": <i>* I can state the author's purpose and how it is proven.</i> <i>* I can state how bees are beneficial.</i> Comprehension Strategy: Inferring Story Elements: N/A Writing Focus: Students will work on writing nonfiction bee fact booklets. Literacy Standards: RF.K.2, W.K.2, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RL.K.9	Phonemic Awareness: Objective: Manipulate final sounds. <i>I will say a word, and you will help me change the final sound and make a new word.</i> Cab - /n/; bed - /g/; sit - /p/; bug - /t/; pop - /t/.	Phonemic Awareness: Objective: Manipulate final sounds. <i>I will say a word, and you will help me change the final sound and make a new word.</i> Yam - /k/; led - /g/; pit - /g/; log - /t/; hug - /t/.
	Shared Reading: "I'm a Little Honeybee." Introduce and chorally read.	Shared Reading: "I'm a Little Honeybee." Reread chorally and build with sentence strips.
	Reader's Workshop {Close Read}: Day One Objective: Students listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge. Introduce the week's theme focus by placing it inside the bubble (schema) chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble (schema) chart. State the week's essential questions for the students to ponder. Read the text "cold" with minimal stopping while reading. Have students turn and talk to their partners and share additional information they learned during the cold read. Add their responses to the bubble (schema) chart. Use an alternate marker color to note the new learning.	Reader's Workshop {Close Read}: Day Two Objective: Ask/answer simple recall questions. Reread the text, stopping to address unknown vocabulary. Review and discuss the essential questions. Have students practice the action to remember the word. <u>pollen:</u> a sticky, yellow powder made by flowers (Fly like a bee and pretend to land on different flowers.) <u>nectar:</u> a sweet, sugary juice that flowers make (Place your index finger by your mouth and make a slurping noise.) <u>hive:</u> an open space within a tree, structure, or box where social bees live (Hold your arms open wide.) <u>solitary bees:</u> bees that live alone (Use your index finger and pretend to fly it around.) <u>social bees:</u> bees that live in a group (Have groups of students fly their index finger "bees" together.) <u>honeycomb:</u> a sheet of six-sided cells made by beeswax (Make your hands into two "C's" and put them together.) 1. Who is the author? What is their job compared to the illustrator? 2. What is one FACT we heard from the book?
	Independent Practice: "Capture THIS and THAT" OR follow-up task of choice	Independent Practice: "Listen and Draw" OR vocabulary follow-up task of choice
	Writing Lesson: Lead the students in a lesson showing the parts of a nonfiction book and its purpose (to inform). Discuss what we will need to do to make sure we INFORM our readers. Start the "Bees can/have/are" chart by writing "can" facts. Students will then write a "can" fact as their first page in the booklets."	Writing Lesson: Continue to model informational booklets. Lead a discussion on the importance of SPACING so that our readers will be informed. Continue the "Bees can/have/are" chart by writing "have" facts. Students will write a "have" fact in their story booklet.

Supplemental Weeks			Bees
©Tara West			
Wednesday	Thursday	Friday	
Phonemic Awareness: Objective: Manipulate final sounds. <i>I will say a word, and you will help me change the final sound and make a new word.</i> Tag - /b/; pen - /t/; hit - /p/; dot - /g/; cut - /b/.	Phonemic Awareness: Objective: Manipulate final sounds. <i>I will say a word, and you will help me change the final sound and make a new word.</i> Bad - /n/; web - /d/; sit - /x/; box - /b/; sub - /n/.	Phonemic Awareness: Objective: Manipulate final sounds. <i>I will say a word, and you will help me change the final sound and make a new word.</i> Ram - /g/; met - /n/; fix - /n/; cot - /b/; cut - /p/.	
Shared Reading: "I'm a Little Honeybee." Reread and insert poem into notebook.	Shared Reading: "I'm a Little Honeybee." Reread. Make retell poetry pieces and perform.	Shared Reading: "I'm a Little Honeybee." Read emergent reader.	
Reader's Workshop {Close Read}: Day Three Objective: Reread parts of the text that lend themselves to the text-dependent questions. Students will turn and talk to partners to answer. Review and discuss the vocabulary and essential questions. 1. Based on page 5, how does the author try to sway our opinion of bees? 2. We've learned several ways bees are helpful. Turn to a partner and share all of these ways. 3. Using pages 14-15, how does the author teach us the difference between bees and other insects? 4. Compare and contrast social bees and solitary bees. 5. What other animal babies have we learned about this year that are similar to bees? How are they the same? 6. Has your opinion of bees changed? If so, how did it change and why?	Reader's Workshop {Close Read}: Day Four Objective: Part One: Review this week's vocabulary words with partner turn and talks. 1. *Call up a student and place some glitter on his/her hands to represent pollen . Have them give high fives to transfer the pollen. 2. What is more similar to nectar : juice or water? Why is that? 3. What is more similar to a hive for you: your school or your home? Why do you think that? 4. *Call up a few students. Have one demonstrate a solitary bee and the rest demonstrate social bees . 5. *Call up six students to lay on the floor and make the cell of a honeycomb . Part Two: Read <u>The Very Greedy Bee</u> . Discuss the differences between features of nonfiction and fiction texts. Part Three: Label the parts of a bee.	Reader's Workshop {Close Read}: Day Five Objective: Theme study wrap up with a comprehensive discussion and craft. Review: Review the vocabulary words and essential questions. Discuss: Wrap up the week's theme with a class discussion. How do bees make a difference in our everyday lives? Journal prompt: What might happen if there were no bees? {A suggested drawing would be a sad person holding an empty vase.} Theme craft: Have students create their bee craft following the detailed craft instructions.	
Independent Practice: "Inference It!": Make an inference from the text.	Independent Practice: "Label It": Label the parts of a bee.	Independent Practice: Weekly assessment	
Writing Lesson: Continue to model informational booklets. Lead a discussion on the importance of NEAT HANDWRITING so our readers will be informed. Continue the "Bees can/have/are" chart by charting "are" facts. Students will write an "are" fact in their story booklet.	Writing Lesson: Continue to model informational booklets. Lead a discussion in the importance of PUNCTUATION so our reader knows when to "breathe." Have students write an additional informational fact for bees on their last page.	Writing Lesson: Continue to model informational booklets. Lead a discussion on the importance of going back to check our work and adding in more detail to our words and pictures. Students will edit any necessary pages and then present their booklets.	

Bees

Additional Resources

I'm a Little Honeybee

(Tune: I'm a Little Teapot)

I'm a little honeybee

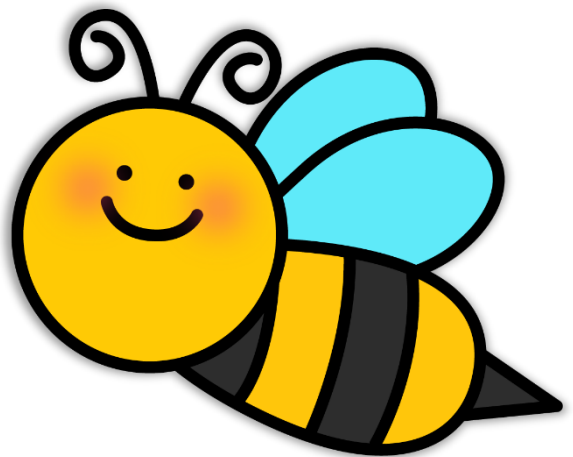
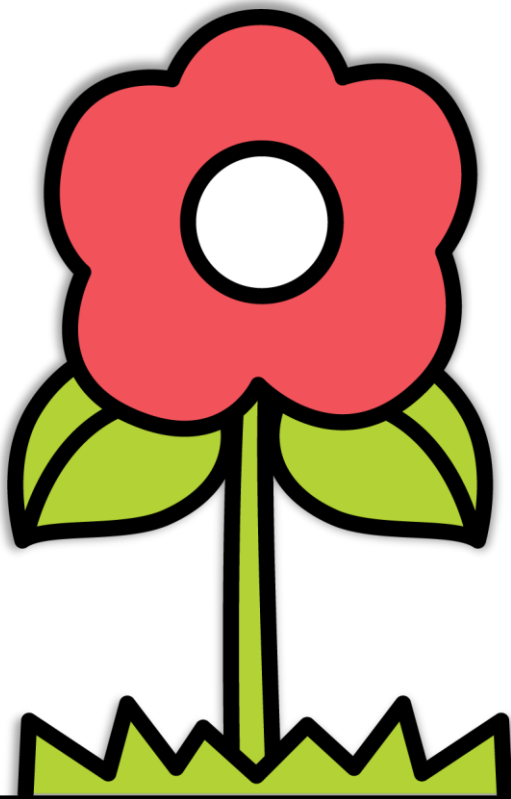
Yellow and black.

Here are my eyes

And wings on my back.

Flying all around is work, you see.

I help make honey for you and me.



I'm a Little Honeybee

(Tune: I'm a Little Teapot)

I'm a little honeybee

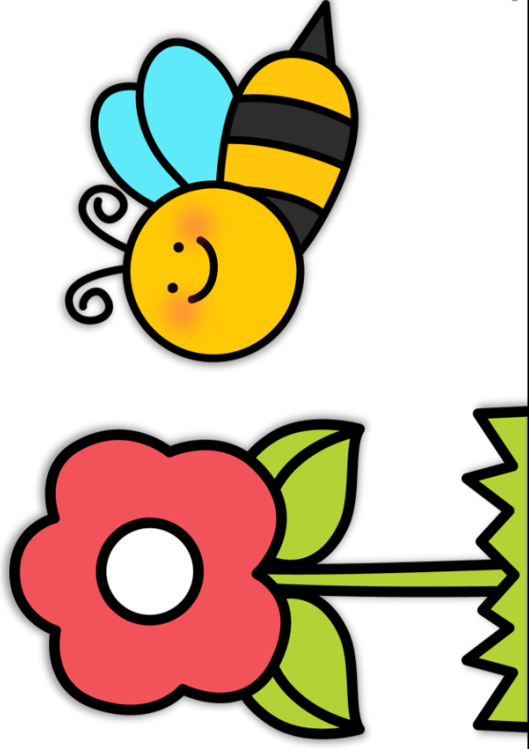
Yellow and black.

Here are my eyes

And wings on my back.

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I help make honey for you and me.



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I'm a Little Honeybee

(Tune: I'm a Little Teapot)

I'm a little honeybee

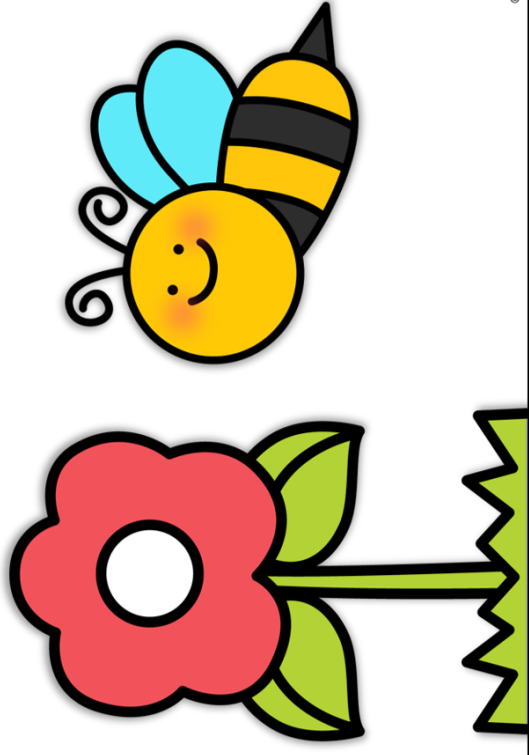
Yellow and black.

Here are my eyes

And wings on my back.

Flying all around is work, you see.

I help make honey for you and me.



©Tara West

I'm a little honeybee

Bees

Yellow and black.

Bees

Here are my eyes

Bees

Flying all around

Bees

And wings on my back.

Bees

is work, you see.

Bees

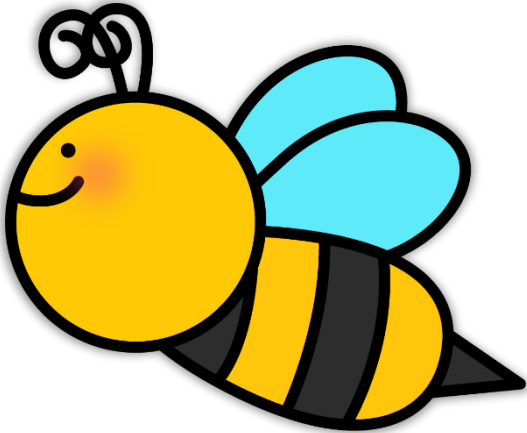
I help make honey

Bees

for you and me.

Bees

I'm a little honeybee
Yellow and black.



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Bees

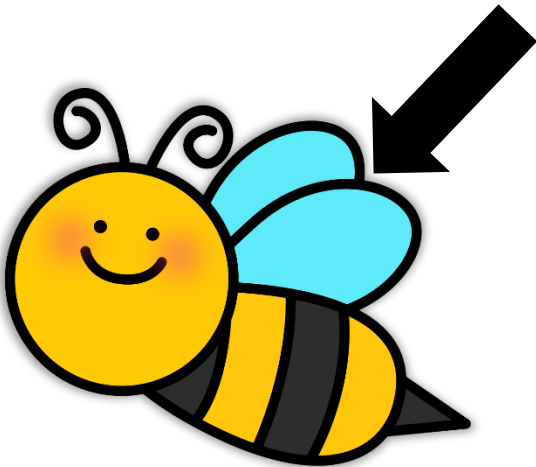
Here are my eyes



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Bees

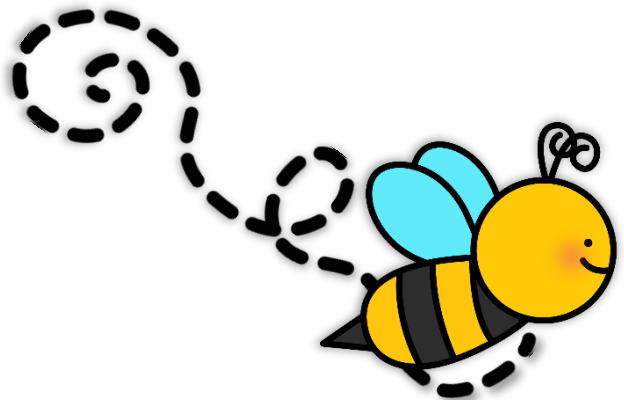
And wings on my back.



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Bees

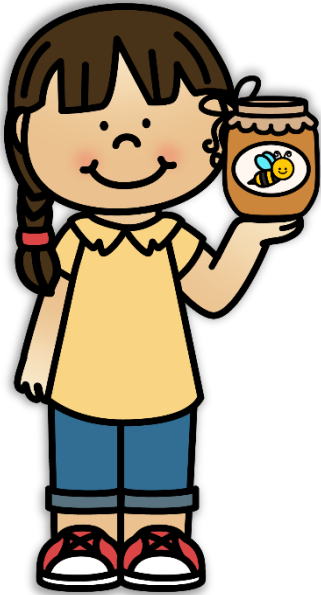
Flying all around is work, you see.



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Bees

I help make honey for you and me.

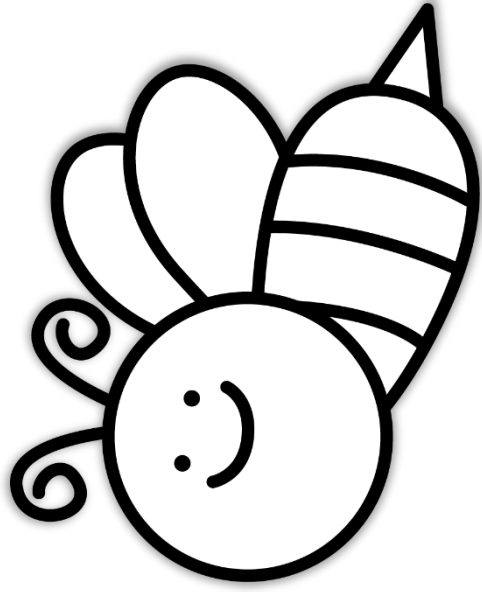


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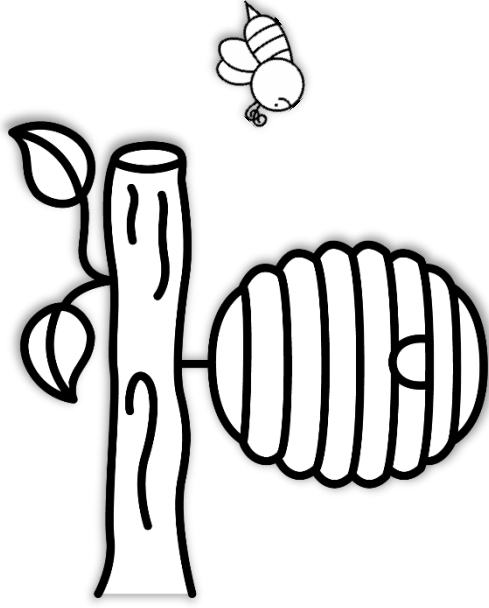
Bees

The Honeybee

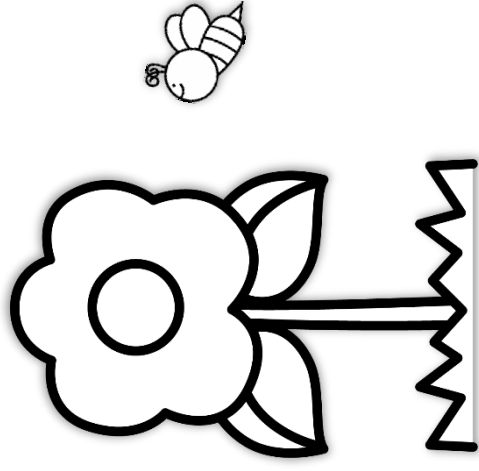
By: Tara West



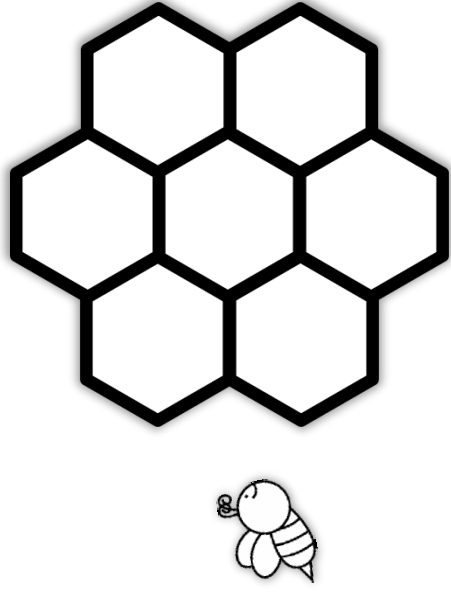
Bees



The honeybee can fly to
the hive.



The honeybee can fly to
the flower.



The honeybee can fly to
the honeycomb.

Essential Questions

What is the author's purpose of this text and how does she prove this to us?

What are the benefits of bees?

Text: Bees
Theme: Bees

"I can" Statements

I can state the author's purpose and how it is proven.

I can state how bees are beneficial.

Text: Bees
Theme: Bees



pollen

Bees



nectar

Bees



hive

Bees

Bees



solitary bees

Bees



social bees

Bees



honeycomb

Bees

Bees



pollen

Bees



nectar

Bees

Bees



hive

Bees



solitary bees

bees

Bees



social bees

Bees



honeycomb

Bees

Bees



Bees

pollen

Bees

©Tara West



Bees

nectar

Bees

©Tara West



Bees

hive

Bees



Bees

solitary bees

Bees



Bees

social bees

Bees



Bees

honeycomb

Bees

©Tara West

pollen

Bees

**a sticky, yellow powder
made by flowers**





nectar

**a sweet, sugary juice
that flowers make**

Bees

Bees

hive



**an open space within a tree,
structure, or box where social
bees live**

Bees

Bees

solitary bees



bees that live alone

Bees

Bees

social bees



bees that live in a group

Bees

Bees



honeycomb

**a sheet of six-sided cells
made by beeswax**

Bees

Bees



pollen



nectar



hive



**solitary
bees**



**social
bees**



honeycomb

Bees



pollen



nectar



hive



**solitary
bees**



**social
bees**



honeycomb

Bees

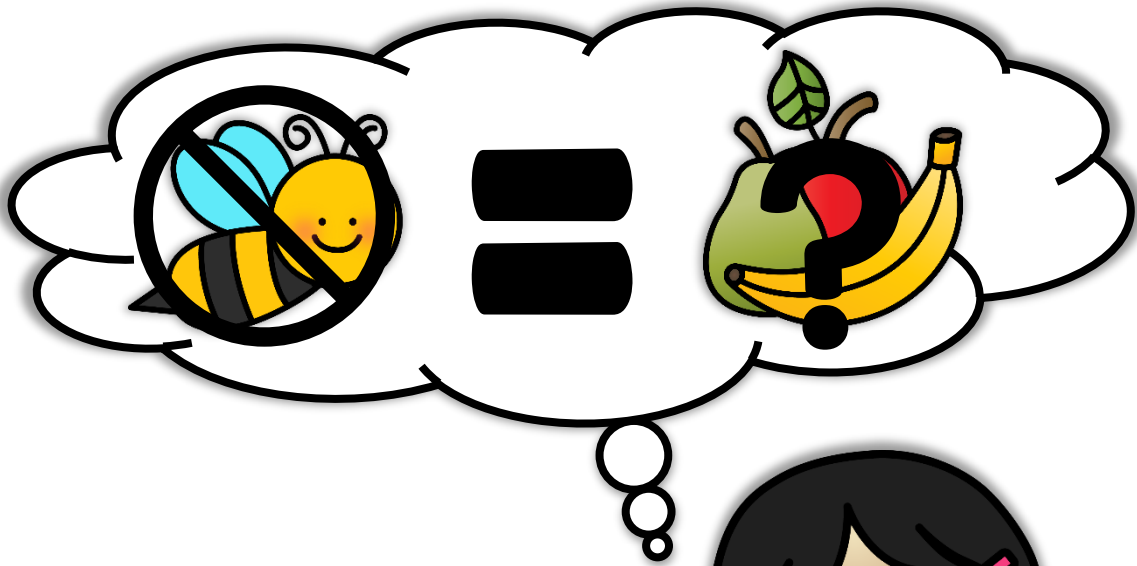
Bees

Bees

Inferencing

Bees

Inference



Bees

Name: _____

Capture This and That



Directions: Illustrate a solitary bee and social bees.

©Tara West

Bees

Name: _____

Capture This and That



Directions: Illustrate a solitary bee and social bees.

©Tara West



Directions: Illustrate a solitary bee and social bees.

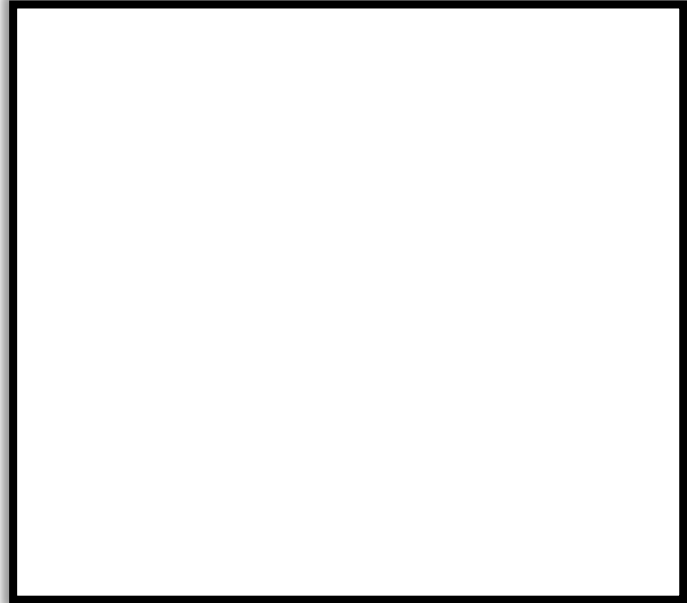
Bees

Name: _____

Listen and Draw



Directions: Illustrate a bee's **hive** and a bee's **honeycomb**.



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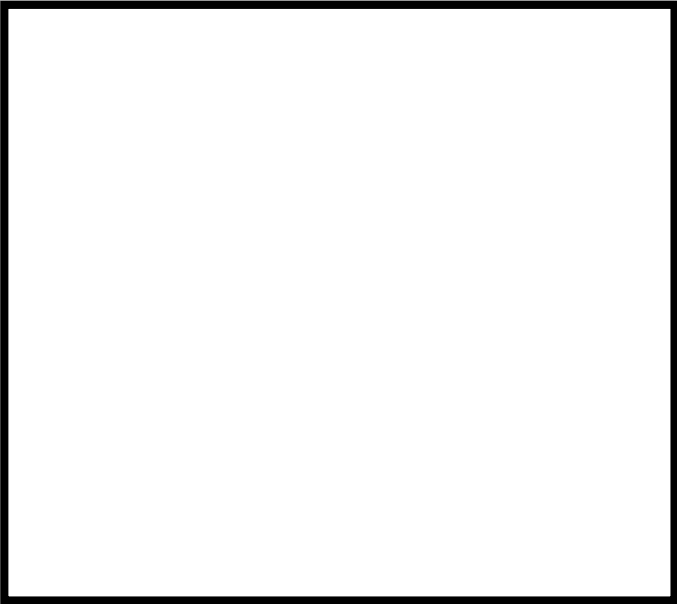
Bees

Name: _____

Listen and Draw



Directions: Illustrate a bee's **hive** and a bee's **honeycomb**.



©Tara West



Directions: Illustrate a bee's **hive** and a bee's **honeycomb**.



Directions: Listen and infer.



Inferencing

Can you infer that bees could live in water?



Can you infer that ALL black and yellow insects are bees?



Can you infer that flowers help keep bees alive?



Can you infer that our planet NEEDS bees?



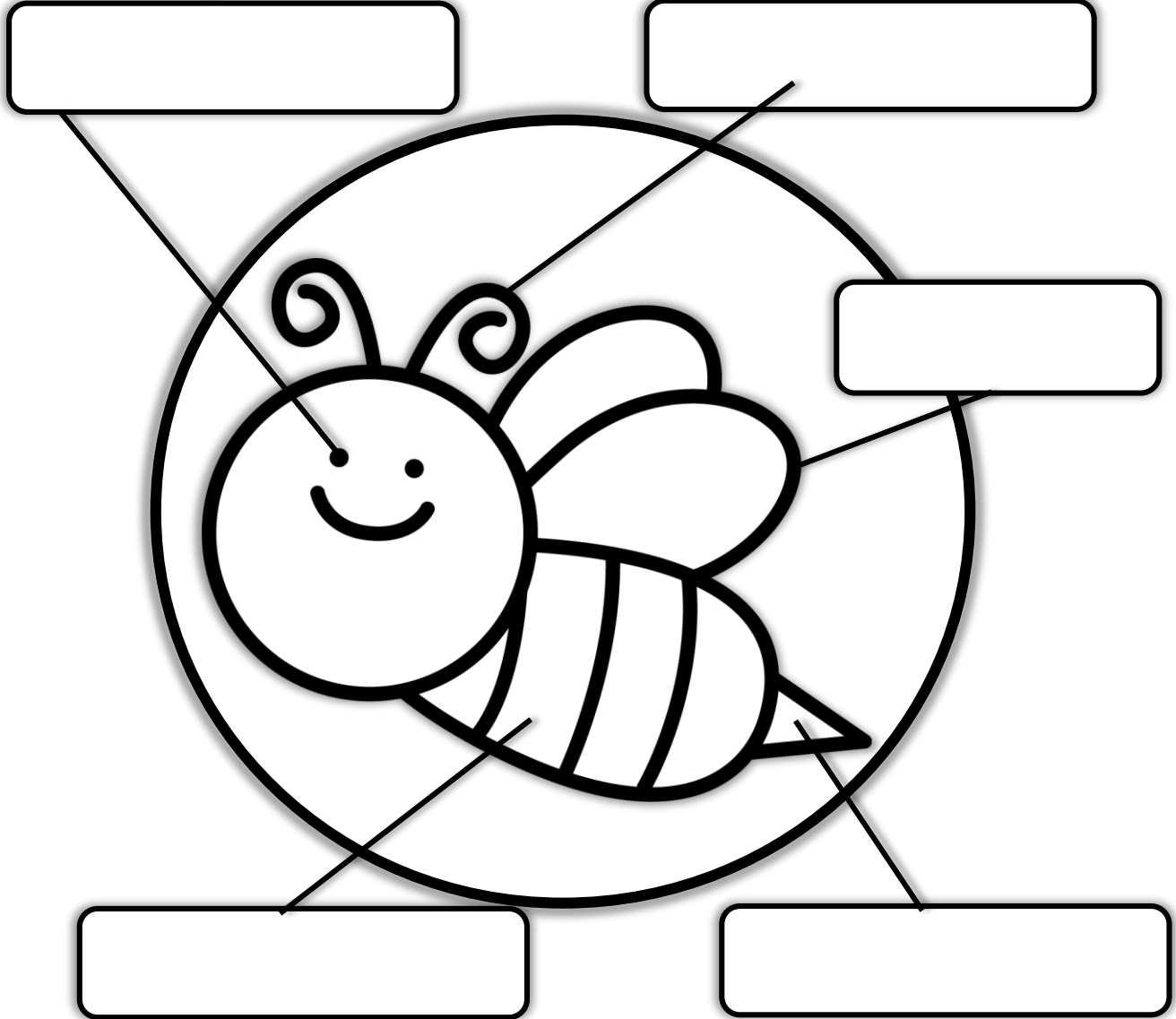
Can you infer about life as a bee? Illustrate what you would look like and do as a bee.



Directions: Label the parts of a bee.



Labeling



stinger eyes wings antenna abdomen

Directions: Have students cut and paste the journal prompt into their notebook and illustrate.

What might happen if there were no bees?

What might happen if there were no bees?

What might happen if there were no bees?

What might happen if there were no bees?

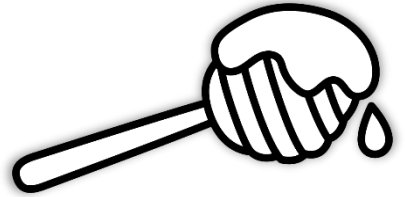
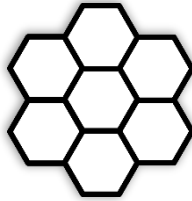
What might happen if there were no bees?

What might happen if there were no bees?

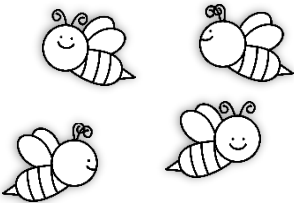
What might happen if there were no bees?

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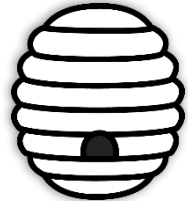
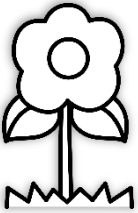
Which picture shows a honeycomb?



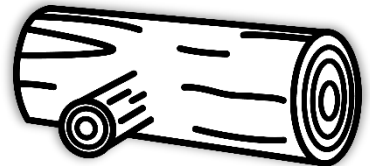
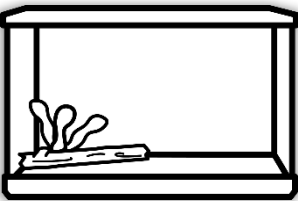
Which picture shows a solitary bee?



Where can bees get their nectar?



Where can bees live?



Where do honeybees make and store their honey?



Bees Assessment Tracker

Student	Score	Question 1: "honeycomb"	Question 2: "solitary bees"	Question 3: "nectar"	Question 4: key details	Question 5: key details
	/5					
	/5					
	/5					
	/5					
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	/5					

Bee Craft

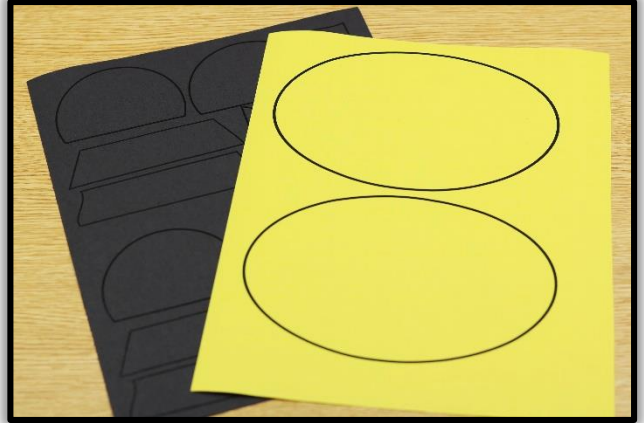
Teacher Prep/Materials List:

For this craft you will need to have printed the bee templates onto yellow and black construction paper. The students will need scissors and glue. They will also need a black crayon or black marker to draw on the mouth and eye. If choosing to use googly eyes, those will need to be provided as well.

Step-by-Step Instructions:

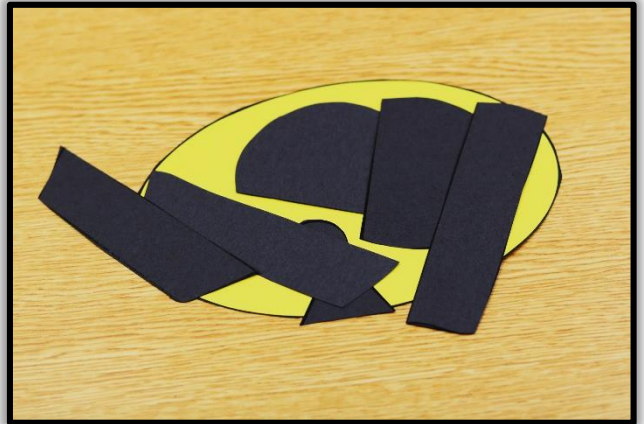
1

Give students the bee templates and have them cut out the individual pieces.



2

Students will glue the template together.

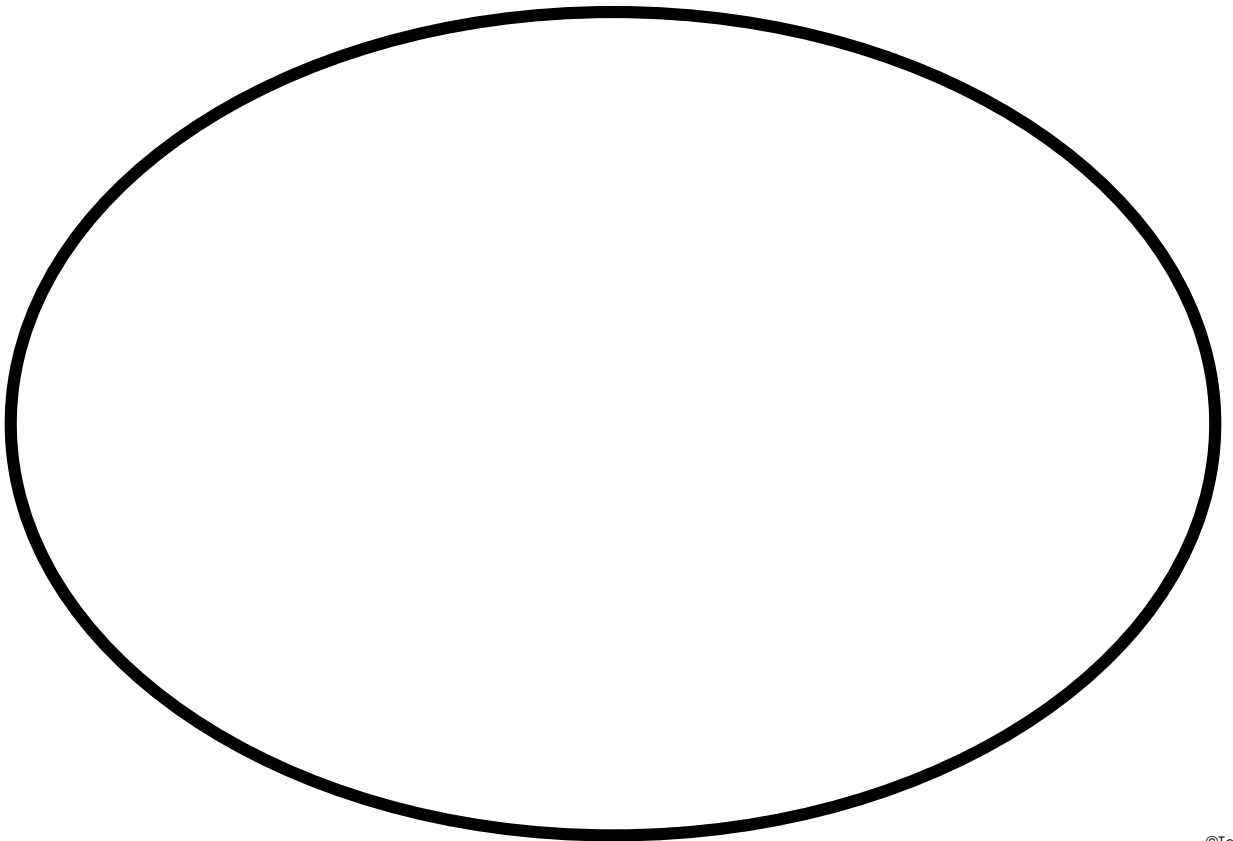
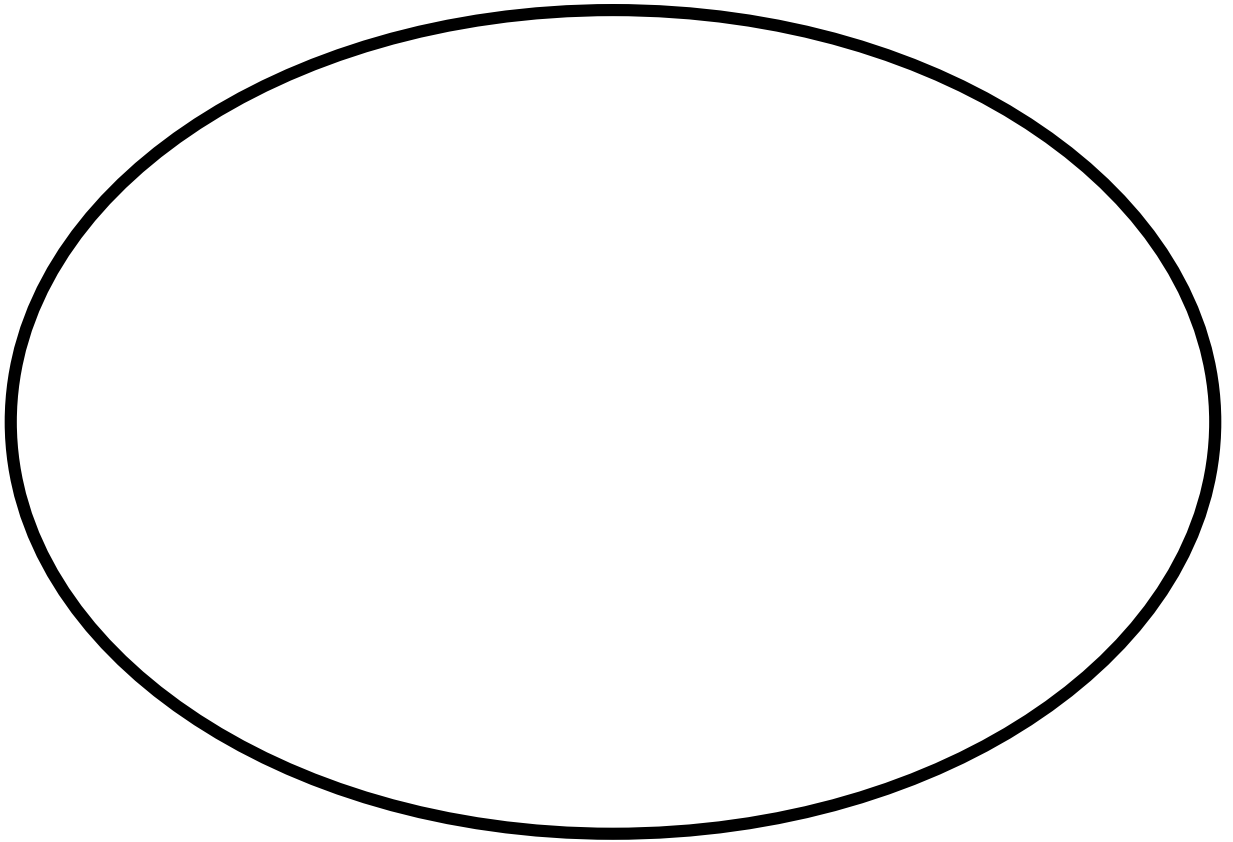


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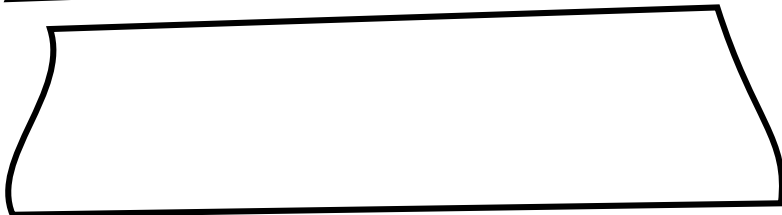
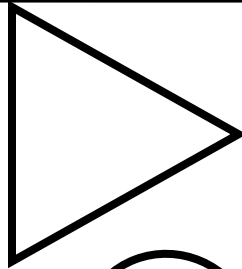
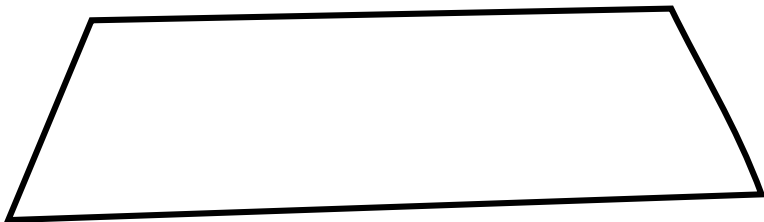
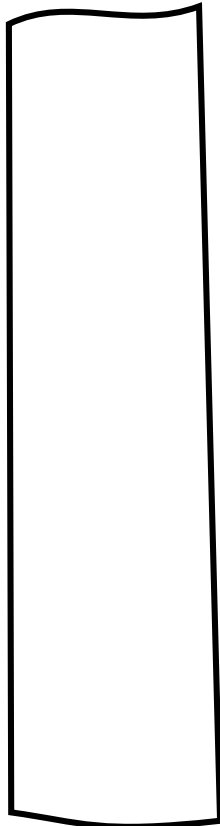
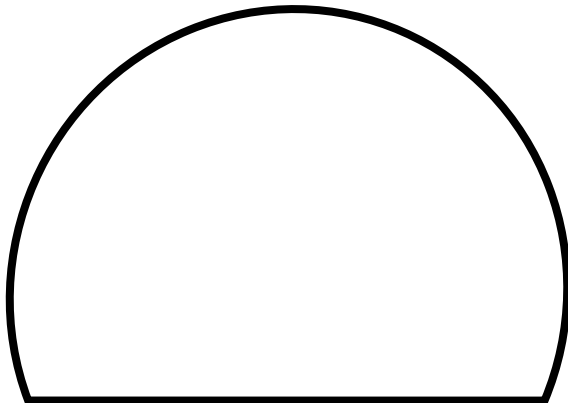
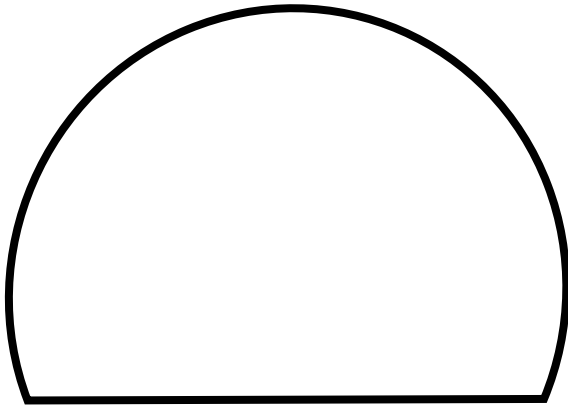
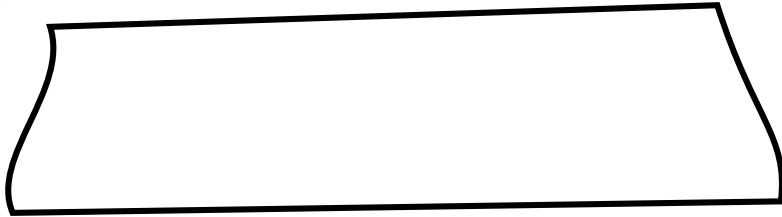
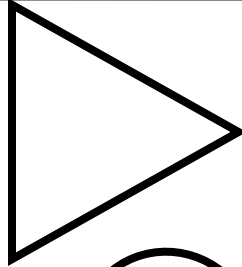
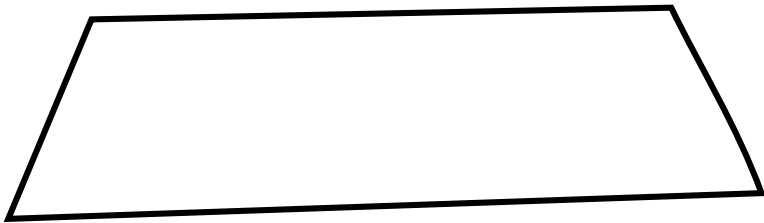
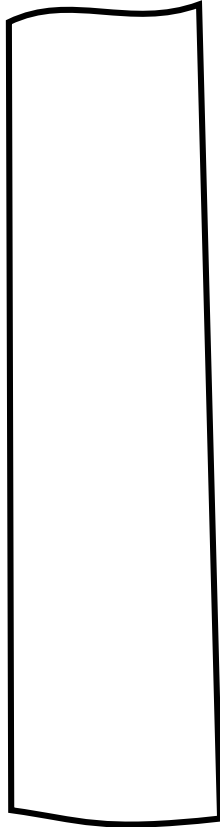
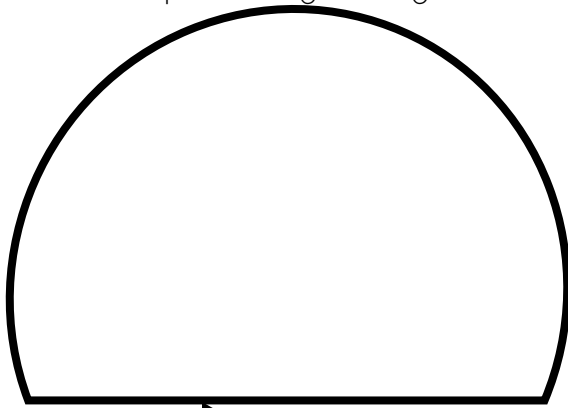
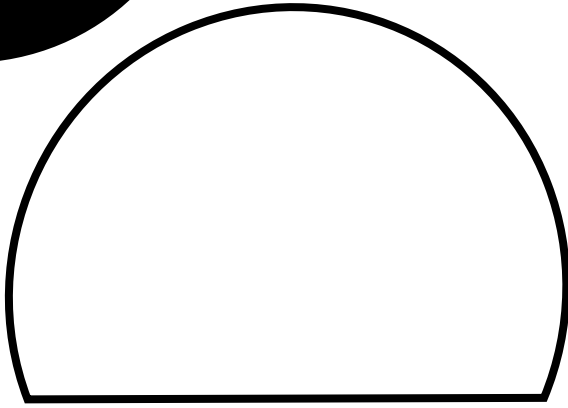
To complete the craft, students will attach all of the pieces and draw on a mouth and eye.



Body - print on yellow



Stripes, wings, stinger, nose - print on black



Bees

Bees

Can

Bees

Have

Bees

Are

Bees





head

Bees

thorax

Bees

stinger

Bees

eye

Bees

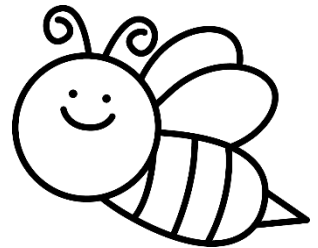
abdomen

Bees

antennae

Bees

All About Bees



Written and Illustrated By:

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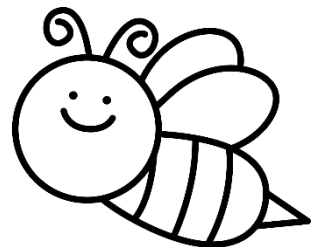
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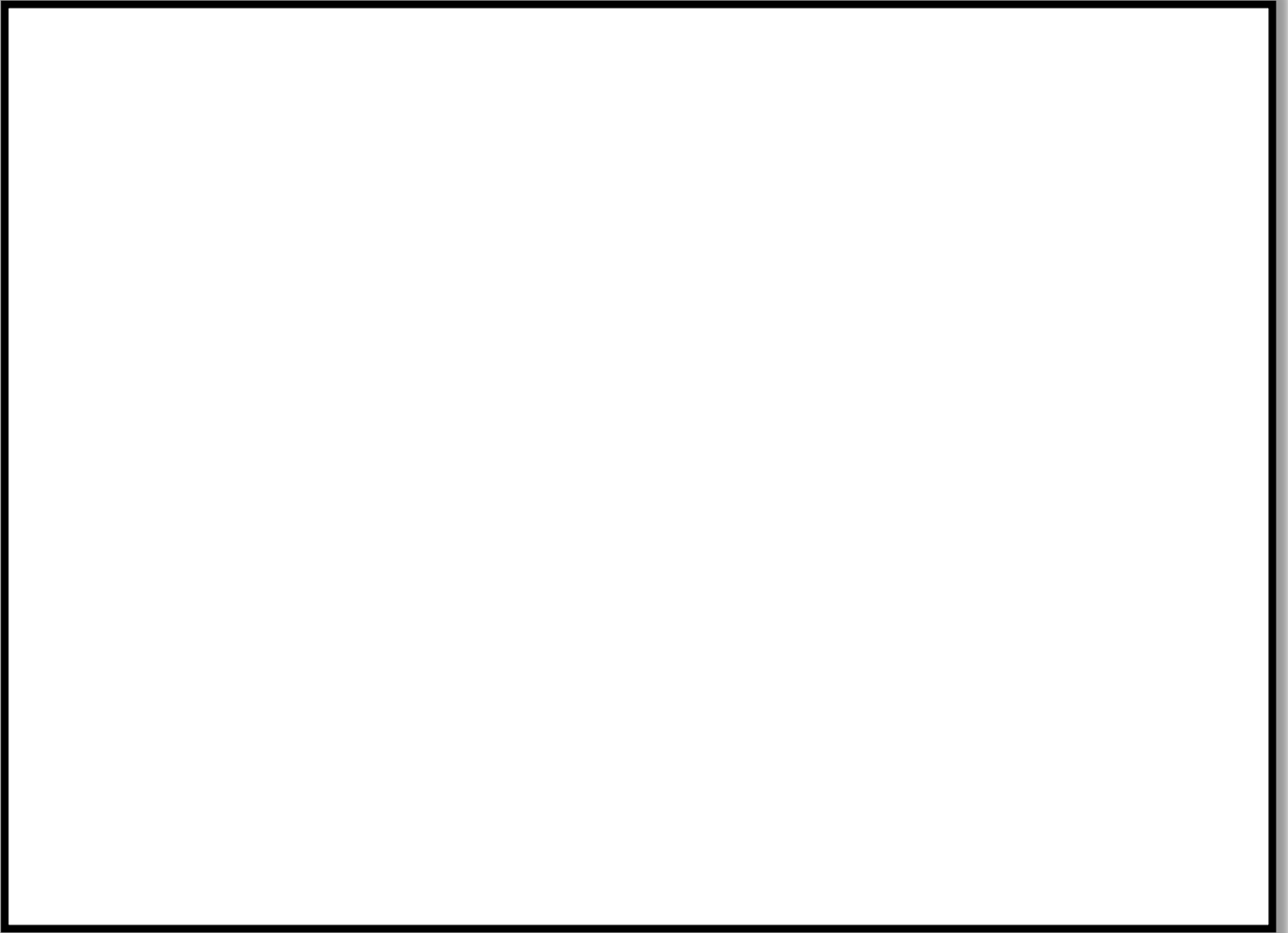
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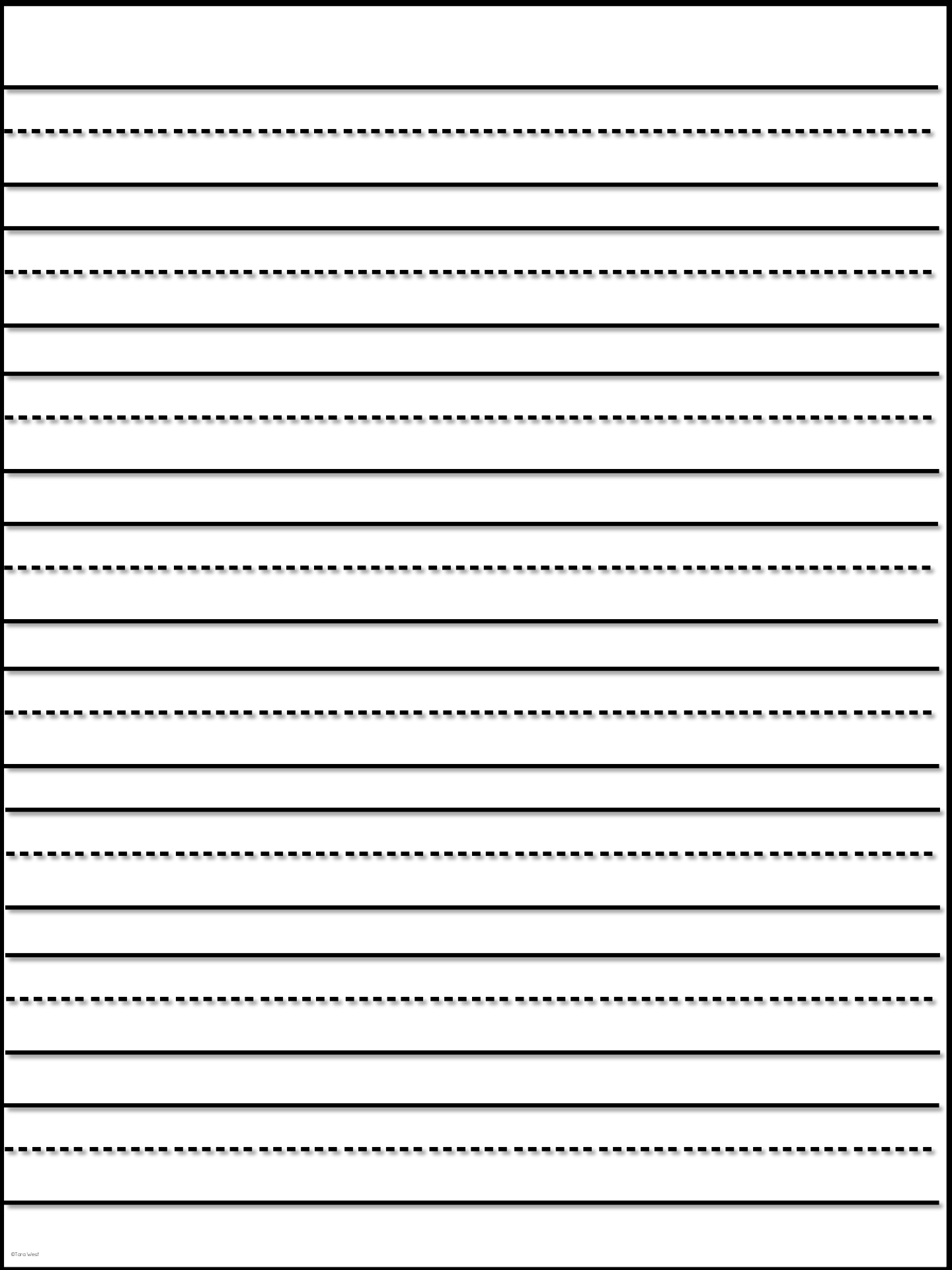
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Four sets of primary-ruled lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Bees
BLACK AND WHITE

I'm a Little Honeybee

(Tune: I'm a Little Teapot)

I'm a little honeybee

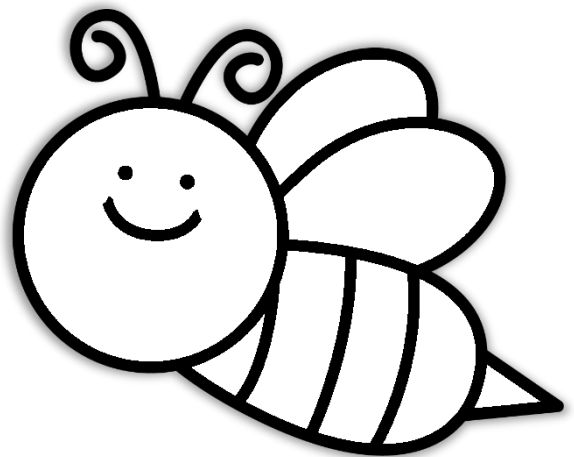
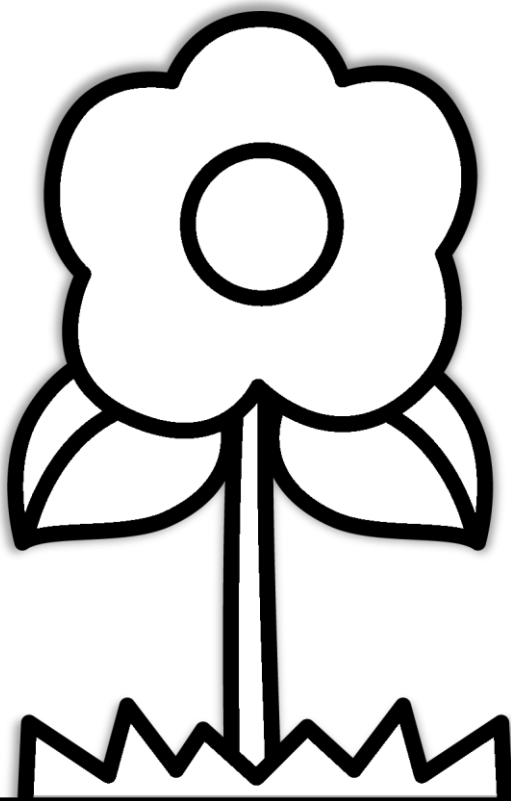
Yellow and black.

Here are my eyes

And wings on my back.

Flying all around is work, you see.

I help make honey for you and me.



I'm a Little Honeybee

(Tune: I'm a Little Teapot)

I'm a little honeybee

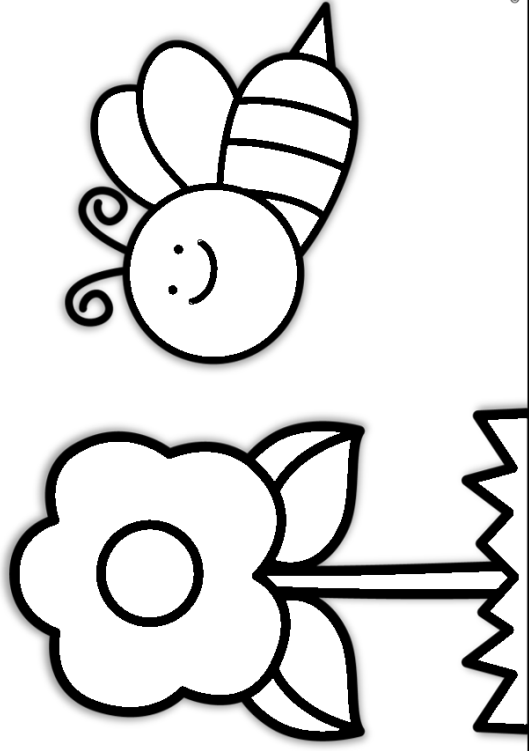
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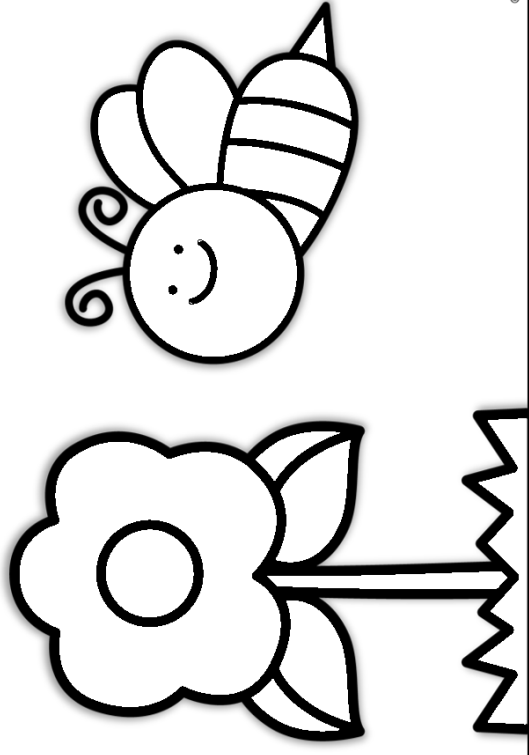
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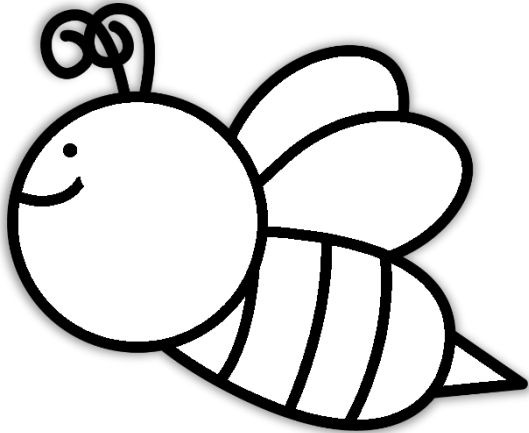
Flying all around is work, you see.

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©Tara West

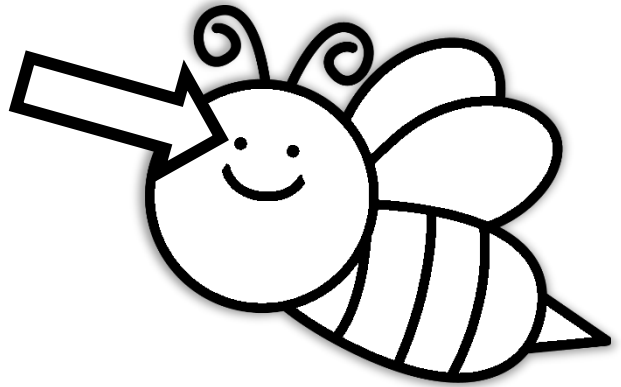
I'm a little honeybee
Yellow and black.



©Tara West

Bees

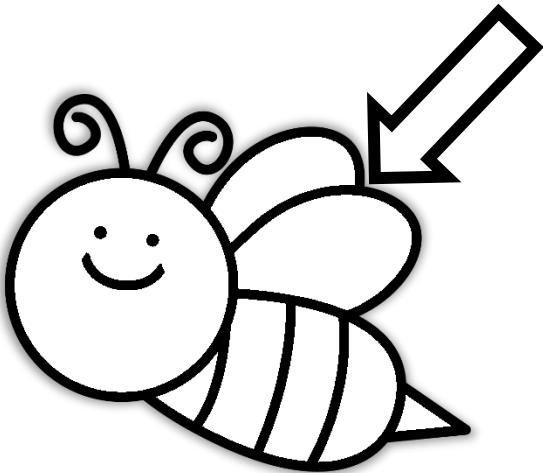
Here are my eyes



©Tara West

Bees

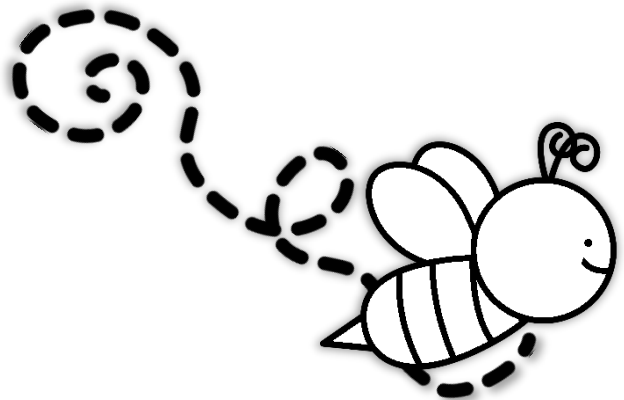
And wings on my back.



©Tara West

Bees

Flying all around is work, you see.



©Tara West

Bees

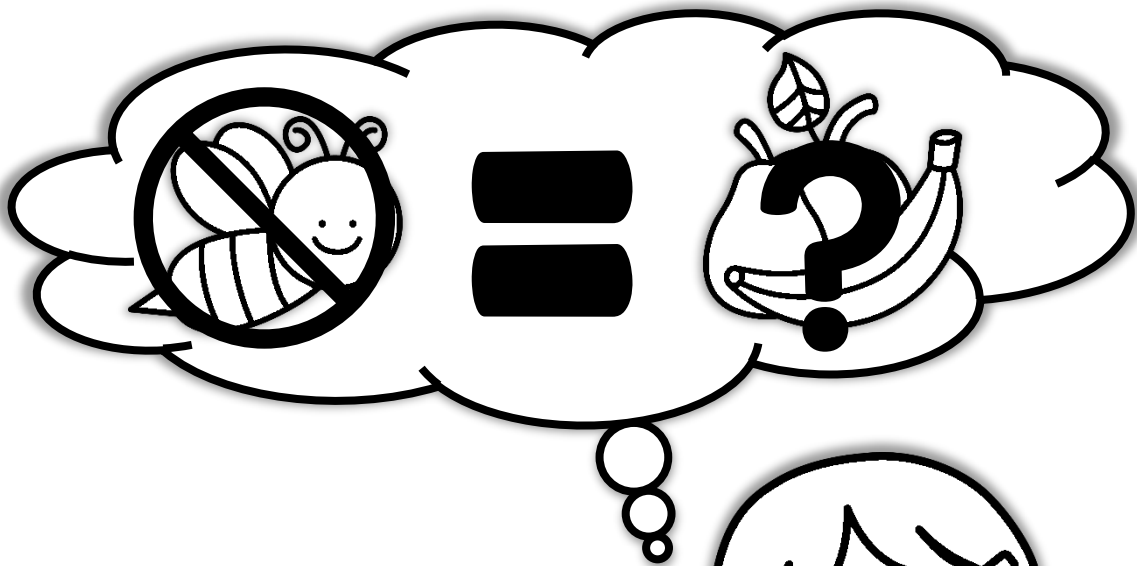
I help make honey for you and me.



©Tara West

Bees

Inference



Supplemental Unit Writing Templates

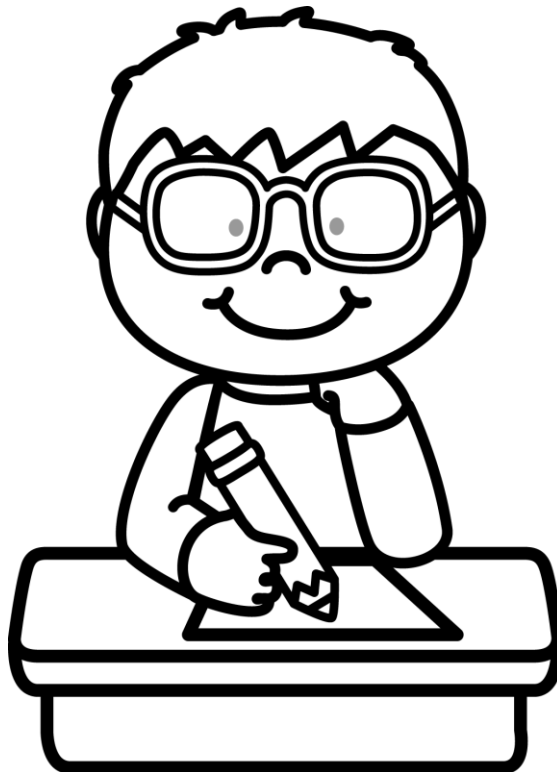
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Journal



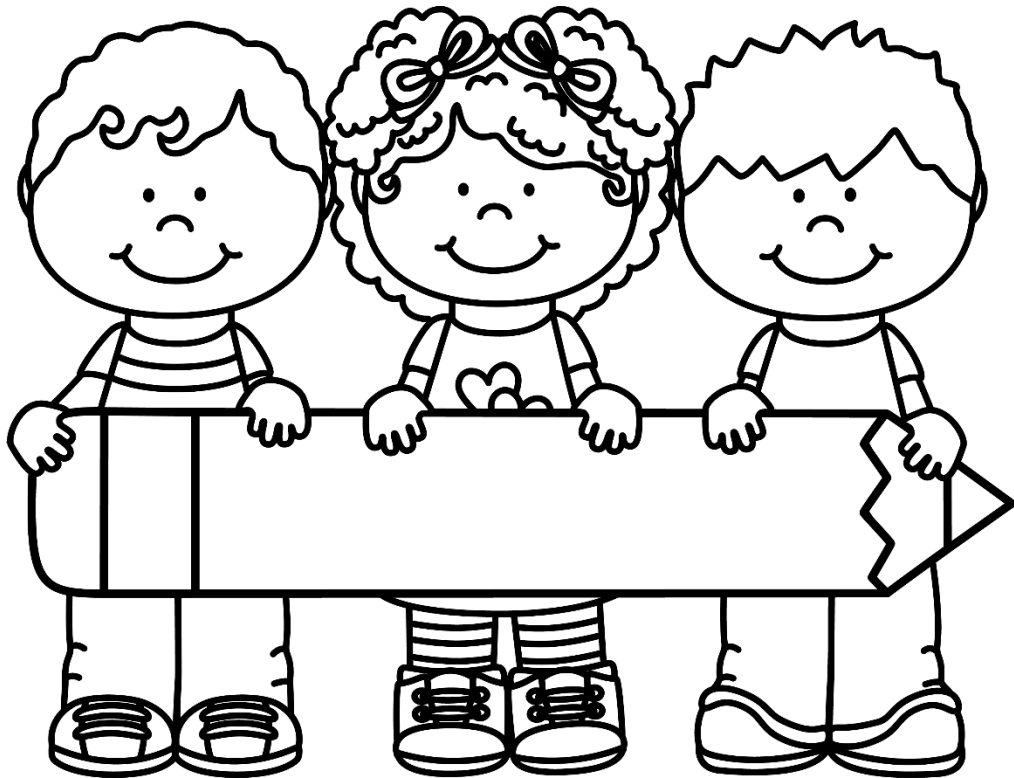
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Journal

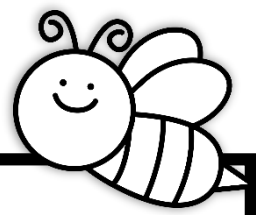


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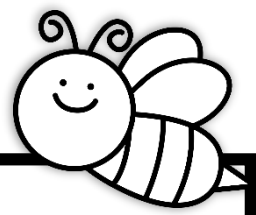
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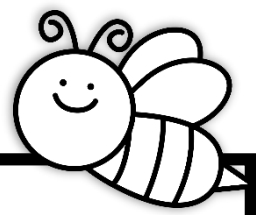
Date: _____



Date: _____



Date: _____



Bees Read Aloud Book List

Book	Purchase	Online
Bees by Laura Marsh	Here	Here
Optional: The Very Greedy Bee by Steve Smallman	Here	Here

Week Snapshot

Dear Family,

This week we will be learning all about bees. We will read and discuss Bees by Laura Marsh. We will discuss how bees pollenate flowers and drink nectar. The students will learn the positive ways bees make a difference in our everyday lives. The week will be wrapped up by discussing the importance of author's purpose and pairing our nonfiction text with a fiction text. We will also complete a bee craft.

Vocabulary

- pollen: a sticky, yellow powder made by flowers
- nectar: a sweet, sugary juice that flowers make
- hive: an open space within a tree, structure, or box where social bees live
- solitary bees: bees that live alone
- social bees: bees that live in a group
- honeycomb: a sheet of six-sided cells made by beeswax

Poem of the Week

I'm a Little Honeybee

(Tune: I'm a Little Teapot)

I'm a little honeybee
Yellow and black.

Here are my eyes
And wings on my back.

Flying all around is work, you see.
I help make honey for you and me.



Activities

Here are just a few activities you can do at home with your child this week!

- Discuss the importance of flowers to continue pollination. Help your child plant seeds to grow their very own flowers.
- Bees make yummy honey! Take time to try some yummy treats with honey. Some favorites are honey and peanut butter and even tea and honey.