

The Beeman

Overview: Students will learn the importance of bees and the roles of various types of bees in a hive. Students will also create unique poems to demonstrate that understanding.

Grades: 3-5

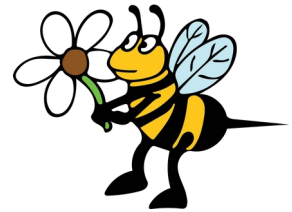
Objectives: The student will be able to:

Explain the important role of bees in pollination.

Describe how honey bees live in a hive.

List the types of bees in a hive and explain what they do.

Write a poem about bees.



Materials:

virtual tour with Fulfill Food Bank Beekeeper, Neptune, NJ, available to download at njagclassroom.org, NJAITC Lessons, Animal Agriculture and/or

The Beeman by Laurie Krebs book and/or read-aloud

Activity 4 – Bees in Poetry from The Beeman Educator's Guide (below), one per student

My Bee Poem worksheet (below) – one per student

for the teacher: Bees in Poetry, page 10 of The Beeman Educator's Guide

Optional:

Bees AgMag

The Beeman Educator's Guide

Procedure:

Show the students the NJAITC video of the Fulfill Food Bank Beekeeper and/or read *The Beeman* by Laurie Krebs.

Ask students what they learned about bees and list their responses. Review the jobs of each type of bee in a hive, and list them where students can see.

The Beeman is a rhyming book. Discuss rhyming words and poetry with your students.

Ask students to complete the Bees in Poetry worksheet below.

Next, ask students to write a poem of their own with a bee theme on the My Bee Poem worksheet. Tell them that they should use some facts they have learned about bees in their poem.

After writing their poem, students can draw a picture to accompany their poem so you can display them in the room or on a bulletin board.

Evaluation:

Completed bee poem.

Extensions:

The Beeman Educator's Guide contains other lessons connected to the information in the book. It is available to download at njagclassroom.org, NJAITC Lessons, Animal Agriculture.

Ask students to write an informational paragraph or essay describing what they have learned about the importance of bees and how they live.

New Jersey Learning Standards:

Science: 3:LS1.B 4:LS1.A 5:LS1.C

English Language Arts: 3:W.3.2.A-D, W.3.4,8 4:W.4.2.A-E, W.4.4,8
5: W.5.2.A-E; W.5.4,8



2. ANSWERS

- a. $7 + 9 = 16$
- b. $10 - 8 = 2$
- c. The beehive with the most bees is the bottom left (10).
- d. The beehive with the least amount of bees is the top left (7).

ACTIVITY 4: Bee Poetry!

TIME ESTIMATE: 10 minutes

SUBJECT: Language Arts/Literacy RF.K.3; RF.1.3; RF.1.3b; RF.K.3c; RF.K.3d Students will learn rhymes of words through vowel sounds.

MATERIALS: A copy of Activity 4 "Bee Poetry" per student or projected on an interactive white board

OUTLINE Part 1:

The Beeman is a rhyming book. Review rhyming and what a "poem" is. Rhyming words have similar sounds. An example would be hat/cat. Ask students if they can hear the rhyme. The two words have a sound that matches "at" (h-at c-at).

1. Ask students to think of two more words that rhyme with cat. (Bat, mat, sat, fat, etc.)
2. Use the word "bee" to try a second rhyme: see, tree, me, free, gee, he, knee, etc.
3. Ask students to complete the rhyme in this sentence: If I told you a joke about honey, you'd laugh because it was ____ (funny).
4. Remind students about the different types of bees. (Reread the pages on queen bee, drone bee, worker bee, and house bee before you begin.)

5. Read the poems on Activity 4, and use the clues in each poem try to figure out which type of bee the poem is describing.

6. After each poem ask students to identify the rhyming words. Students may draw a circle around the rhyming words in the poem or identify them on the white board.

ACTIVITY 5: Pollinator Puppets

TIME ESTIMATE: 30-45 minutes (See shortened activity directions below)

SUBJECTS: Language Arts/Literacy RL.1.1 A; RL.2.1; RL.K.4 & Science: 2-LS2-2 Students will learn the bees' part in the pollination of plants.

MATERIALS: Copies of the bees, flowers and hive; paint sticks or rulers, cotton balls, glue, different colors of chalk, tape, scissors. (Copies of "Find the nectar maze" for each student or access to an interactive white board may also be used if not completed as part of Activity 1.)

OUTLINE: Briefly discuss pollination to establish student knowledge. (Insects are very important in the process of pollination. We would not have many fruits, vegetables and flowers without the work of bees.) Review questions may include:

- **What** is pollination? Review pollination in the back of the book.

When honeybees land on flowers, their legs brush up against the part of the flower that holds pollen. This pollen is collected on their legs and body. When the bees fly to the next flower, some of the pollen from the first flower is transferred onto the second flower. This pollinates the flower, which allows the flower to grow its fruits, nuts or vegetables.



ACTIVITY 2 – Vocabulary Word Game


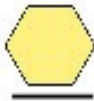

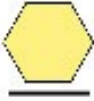

Directions: Fill in the blanks for each statement using words from the list.
Not every word will be used.

gloves
insects

worker
honeycomb

hive
fly

smoker
nectar

1. Bees live in a  _____ where the young are raised.
2. Bee colonies include the queen bee, house bees, drone bees and
 _____ bees.
3. Bees drink  _____ from flower blossoms.
4. Honeybees are in the animal group with wasps, ants, grasshoppers and
other  _____.
5. Bees may  _____ a long distance to gather food.

Write the letters in each honeycomb to answer this question: What do bees provide for the Beeman and everyone to enjoy?



Date _____

Write a poem with a Bee theme. Choose one of the following challenges:

- Don't forget to give your poem a title.**

[illegible]