

The Flight of the Honey Bee

BY RAYMOND HUBER



MATERIALS & RESOURCES:

- [Read Aloud Link](#)
- [Flight of the Honey Bee Anchor Chart](#) printable
- [Flight of the Honey Bee Activity](#) printable
- [Hudson K12 Schools Powerpoint: Understanding Text Features](#) - Educator's Resource
- [Body Parts of the Honey Bee](#) - how to draw and label for students
- [Parts of a Bee](#) - video for students
- [What's the Waggle Dance and Why Do Honey Bees Do It?](#) - video for students

SUMMARY AND DETAILS

Scout is a little honey bee with a big mission! She needs to find the last flowers of fall to get the sweet nectar that she and her sisters will turn into honey. With winter on the way, honey will provide the food to keep the hive alive until spring. But she's got some pretty big obstacles coming her way!

Lexile Level: AD840L

Guided Reading Level: O

Genre: Nonfiction

PRE-READING QUESTIONS

The educator should have the Flight of the Honey Bee Anchor Chart posted on chart paper for the group of students to see it. The book should be visible as well to help the students to access their previous knowledge. Prior to reading the text, the educator should lead the students through what we think and what we wonder portions. In the face-to-face classroom, the students could use post-it notes to write what they think they know about bees, and what they wonder about bees, adding their post-its to the anchor chart.

If the class is working through a digital platform, the educator can display the Anchor Chart through video conference screen sharing. The educator will need to fill in the information as the students share with her either verbally or through the chat option.

- Look at the cover of this book, what are we going to learn about today?
- Have you seen bees in your yard or on the playground? What were they doing? Why do you think they were doing that?

- Why do you think that we have bees in our world?
- What do you think you already know about bees?
- What do you wonder about bees?
- As we read this book, we are going to learn about Scout. She is a bee with a mission!
- Some of the things that we think we know will be Confirmed, which means that we were right.
- Some of the things that we think we know might not be correct, those will be called Misconceptions. That means we thought it was true but we really were wrong.

POST-READING DISCUSSION QUESTIONS

After reading the book, the educator should continue the conversation using the Anchor Chart with the students to discuss anything that was confirmed or a misconception. Draw the student's attention to the italicized portions of the story as they have the most factual content.

- What genre is this book? What is your evidence to support that thought?
- On the opening page, the author says "this is the story of a scout." And when the story starts on page 1, the author changes the word scout into Scout with a capital letter. Why do you think he did that? What does the author want you to know?
- Did you notice on the first page that the story has two parts? The words at the top of the page are in one style of the text, and the words down to the bottom right are a different type of text. Do you know why that might be?
- Why are those letters slanted or italicized? Did you notice that it was on every page?
- What did the female guard bees have to do to protect their hive from the wasps?
- Why do you think the author wrote this book? What does he want you to know about?
- There is another text feature I want to show you in this book. It is called the index. What do you think you might use the index for?
- What were some of the predators in this book that wanted to cause harm or eat the honey bee? Do you know any other predators of the honey bee?
- What did you find most interesting in this book?

POST-READING DISCUSSION ANSWERS

- This book is non-fiction. The information in this book is literature based on facts about the honey bee. While there is not a specific bee named Scout, all of the things that happen to our hero could happen in real life.
- The word scout refers to the job of a bee, a bee that goes out to find flowers for nectar. When the author switches over to using Scout with a capital letter, she is turning the title of her job into her name for the purposes of the story.
- The text type on the top is the main storyline. The text that is located near the bottom of the page is italicized which is a kind of Text Feature (see Powerpoint link above for details). This author has chosen to use italicized words to introduce new information to the reader.
- The female guard bees had to wrestle the wasp off of Scout, they most likely stung the wasps to death.
- The author wrote the book to teach about the different jobs of the honey bee, some of the obstacles that she faces including predators, what is required to make honey, that bees communicate with one another, and that seasons affect the production of honey.
- You use the index to find out where you can locate important words in the book, the number beside the word is the page number, and the words are in alphabetical order. It is like a roadmap for the book and can help you quickly find the page for the information you need.
- The wasp and blackbird are predators in the book. Other predators of the honey bee include skunks, bears, hive beetles, raccoons, opossums, birds, and crab spiders.
- Open-ended answer.

ASSESSMENT

The Flight of the Honeybee Printable -- The teacher should explain to the students that they will draw their own version of Scout and label her body parts. The video link [Body Parts of the Honey Bee](#) will show the students how to draw and label a bee. The video link [Parts of a Bee](#) is a further explanation of the basic honey bee body parts. Both videos can be shown in face to face classrooms or via digital platforms and are there to support the student's needs. The students should also write or explain how her body parts help her with her mission of finding flowers, getting the nectar, making honey or protecting the hive. Remind the students that the book is a resource for this assignment.

HOST A BEE DANCE PARTY ACTIVITY

The author explains that bees use dance as a complex language to communicate with one another within the hive. The most common dances are the Waggle Dance and the Round Dance. The students will focus on the Waggle Dance. This [video link](#) from the Smithsonian Channel will explain the waggle dance and its purpose to the students. This [video link](#) will explain why the stop motion happens, which will be important for your dance party. Allow students to watch the videos before hosting the dance party and review the rules of the dance party before starting.

If at all possible, this should be done outside and preferably in a space with some type of flowers. The educator can also choose to bring cut flowers into the classroom. The point of the activity is to have fun and to also review how the bee does the Waggle Dance. The teacher should review the predators of honey bees with the class before beginning.

STEPS FOR THE DANCE PARTY



THE
HONEYBEE
WAGGLE
DANCE

- Gather the students at a safe distance from one another. If dancing digitally, make sure they have enough room to move in their space.
- Explain that when the music is playing the group may move in the same fashion as a honey bee
- Remind the students that the female bees will sometimes butt their heads gently against their sisters to let them know there is danger at the food source. It is not necessary for the students to butt heads but when the music stops they should freeze and shout out the name of one of the predators that may be near the food source.
- The educator can decide how long the dance party will continue. If permissible, the educator may want to video the students and share with families or school communities.



JOURNAL PROMPTS

- Pretend you are a honey bee in the hive. Which job would you want to have? Scout? Guard? Nurse? Queen? Give details about how you would do your job within the hive. Would you want to keep that job for your entire life or change jobs? Why?
- Draw the inside of the beehive and write about some of the activities that happen inside of the hive. Include the baby bees in their comb, the queen who is larger than her children, or the capped honey. Perhaps there is a scout bee doing the Waggle Dance too! Write about the dance and include why the bees do it.

EXTENSION OF THE LESSON

- If the students want to know more about the life of the honey bee, this video is an educational and humorous short film about the plight of the honey bee and how we can help.

[Flight of the Honey Bee](#) - 13:46 minutes

The Honeycombers Book Club - The Flight of the Honeybee lesson standards

ELA COMMON CORE

WRITING STANDARDS FOR LITERATURE / INFORMATIONAL TEXT

1st Grade: RI.1.1, RI.1.2, RI.1.5, RI.1.7, RL.1.1, RL.1.5, W.1.1, W.1.2, W.1.8

2nd Grade: RI.2.1, RI.2.2, RI.2.5, RI.2.6, RL.2.1, RL.2.3, RL.2.7, W.2.2, W.2.8

3rd Grade: RI.3.1, RI.3.2, RL.3.1, W.3.1, W.3.2, W.3.8

NEXT GENERATION SCIENCE

1st Grade: 1-LS1-2

2nd Grade: 2-LS4-1

3rd Grade: 3-LS4-2



Name: _____

FLIGHT OF THE HONEY BEE ANCHOR CHART

<p>What we think we know about bees...</p>	<p>What we wonder about bees...</p>
<p>Confirmed:</p>	<p>Misconception:</p>

<p>New Learning!</p>



Name: _____

FLIGHT OF THE HONEY BEE ASSESSMENT

Draw a picture of Scout, be sure to include all of her body parts. Use the Word Bank to help you label. Write or explain how her body parts help her with her mission of finding flowers, getting the nectar, making honey, or protecting the hive. Remember that the book is a resource.

Word Bank

Head

Abdomen

Forewings

Legs

Stinger

Thorax

Eyes

Hindwings

Antenna