

The Bee Man

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MATERIALS & RESOURCES:

- [Read Aloud Link](#)
- Available on [EPIC!](#) - free to educators
- The Beeman Assessment
- [Why Do Bees Build Hexagonal Honeycombs](#) - video for students
- [PBS Nature: Silence of the Bees](#) - video for students
- At least 1 empty toilet paper roll per student
- Scissors
- Ruler
- Pencil
- Glue sticks or hot glue gun

SUMMARY AND DETAILS

Grandpa, also known as the Beeman, and his grandson will delight audiences with lyrical verse and facts about honey bees. Learn all about where bees live, how they make honey, and the tools of the backyard beekeeper. The author also provides factual bee information at the conclusion of the story.

Lexile Level: 430L-530L

Guided Reading Level: I

Genre: Fiction

PRE-READING QUESTIONS

- The title of this book is The Beeman, what do you think this book might be about?
- What is the boy in this book wearing on his head on the front cover? What do you think that might be for?
- Who do you think this is on the back cover?
- What could this be on the bottom of the front cover that he is looking at? Maybe the little pictures inside the front cover can help us figure it out.
- What do you already know about bees?

POST-READING DISCUSSION QUESTIONS

- Listen to what the author Aileen Fisher wrote on the first page called Bees. What do you notice about some of the words?
- What do you think the author wanted you to think when you heard this poem?

- Can you hear a rhythm when we read this poem? Why do you think that is important?
- What kind of mood do you feel when you hear this poem?
- Do you think this is a fiction or nonfiction book? What is your evidence?
- Who are the main characters? Why are they important to the story?
- Who is telling the story? What are the clues that tell you that?
- Why do you think that the author calls the queen bee the heart of the hive?
- Is this a good title for this story? Why or why not?
- Turn and Talk: Retell this story to your neighbor.
- What is the mood of the story? What makes you think that? Do you think that the poem at the beginning of the book helped to set the tone of the book?
- Are you like the main character? How are you alike or different?
- Do you think that the author was trying to persuade you or inform you?

POST-READING DISCUSSION ANSWERS

- This is a poem that rhymes, not all poems are rhyming. Identify the rhyming words with the students.
- That bees are important for making flowers, peas, and apples. That pollen is part of how they help and that pollen sticks to the bee's legs.
- The rhythm helps the reader understand or feel the movement of the words, it has a sing-songy quality when you read it aloud. The rhythm is important because it conveys the mood of the poem and in this case sets the tone of the book.
- Happy, whimsical, silly, upbeat, excited to possibly learn more about bees.
- This is a fiction text, the characters are from the author's imagination although everything about the bees and the hive is factual.
- The boy and Grandpa are the main characters and they are important because they tell the story and demonstrate how to care for the bees.
- The boy is telling the story, he introduces his Grandpa on the first page, and also on the final page of the story he refers to himself in the first person by saying, "I'm glad that my Grandpa's the Beeman."

- She lays the eggs which give life to the hive, the heart pumps blood and the body cannot live without the heart.
- Open-ended answer.
- Check to see if the students got the high points of the story, beginning, middle, and end.
- The mood is happy, lively, grateful, and the rhyming scheme helps the reader discover the mood. The poem does set the mood for the book by creating a light-hearted tone.
- Open-ended answer.
- The author is trying to inform the reader about bees, their hives, tools, and supplies that a beekeeper needs to care for the hive.

ASSESSMENT

The Bee Man Assessment -- This activity will allow the students to sequence events in the text. The hexagons are not in a linear fashion which adds another layer of difficulty for the student to organize thoughts when building the correct sequence for the paragraph portion. The educator should point this out to the students when presenting this follow up work. Numbering the hexagons could be a good way for the students to organize their thoughts.

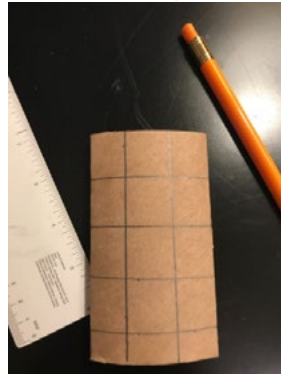
ACTIVITY: BUILD A CLASSROOM HONEYCOMB

This activity will help develop fine motor skills, reinforce measuring skills, and teach students the importance of community and working various jobs within that community. Bees are an incredible example of working within a community. Their honeycomb filled with baby bees, pollen stores, and honey is proof of their hard work and dedication to the community. Watch these videos to help your students learn about the shape of the honeycomb and how bees work together in the hive. This would also be a great opportunity to read the last pages of the book again for factual information about bees and beekeeping.

- [Why Do Bees Build Hexagonal Honeycombs](#) - video for students
- [PBS Nature: Silence of the Bees](#)

STEPS

1. Press a toilet paper tube flat. Measure and mark one-inch segments from top to bottom. You should have four one-inch segments and a little leftover that we will not use.
2. Measure and mark the width of the tube by thirds on the front and the back of the tube. This will be how you fold each section of the comb to make a hexagonal shape.



3. Cut the tube into sections from top to bottom, you will use the ones that are one-inch and get rid of the smaller piece as it will not fit into the honeycomb.
4. Fold the pieces so that they make hexagons. Each student will have four to glue together to form a piece of the honeycomb.



5. You can use a glue stick to glue the hexagons together or a glue gun (for safety the educator should use a glue gun, NOT the students). When using the glue stick approach, paperclips can be used to hold the pieces together until the glue dries. Point out to the students as they glue that the pieces fit together in such a way as to not waste space. This is part of the amazing mathematical approach to building the comb that bees are so famous for!



6. Invite the students to bring all of their individual pieces to the group. Remind them that they each have a job to do just like the bees. Have them talk about some of the things that they do to help the community. Examples: pick up trash, return materials where they belong, help a friend in need, do something kind for someone, give a compliment to another person
7. Glue all of their combs together and display them in the classroom.
8. Optional: put more materials on a tray in the classroom that is available for students to work on creating more hexagonal combs when they have free time or need a brain break.



JOURNAL PROMPTS

- What are some unique jobs or things that you bring to the classroom? What are some things that you can do to make your classroom a better community?
- Would you want to be a beekeeper? Why or why not? What would you like or dislike about it? Remember that your opinion is important so give lots of details to express what you think.

The Honeycombers Book Club - The Bee Man lesson standards

ELA COMMON CORE

WRITING STANDARDS FOR LITERATURE / INFORMATIONAL TEXT

1st Grade: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, W.1.1, W.1.3, W.1.8

2nd Grade: RL.2.1, RL.2.3, RL.2.4, RL.2.7, W.2.1, W.2.3, W.2.8



Name: _____

THE BEE MAN ASSESSMENT

Draw something in each hexagon that Grandpa did to get ready to work with the bees or what he did with the bees. Use the book as your resource! Then write the steps Grandpa took in order in a paragraph at the bottom of the page.

