

<u>Name:</u> Rong	<u>Grade Level:</u> Kindergarten	<u>Group Members:</u> N/A
<u>Lesson Title:</u> Bee & Me by Alison Jay	<u>Date:</u>	<u>Time to teach:</u> 20 minutes

CONTEXT FOR LEARNING

Central focus and instructional sequence:

This book was chosen because it has the possibility of merging science into language arts acquisition. It introduces a story between a bee and a little girl, through which readers can learn about bees, their patterns of living and how bees can contribute to the world we live in. Meanwhile, the teachers can also introduce concepts of season, weather, and time sequence through a read aloud of this book. Finally, they will develop and share ideas using words and pictures.

Standards:

Science

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

English Language Arts

- K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- K.RL.1 Actively engage in group reading activities with purpose and understanding.
- K.RL.2.4 Make predictions about what will happen in a story.

Learning objectives:

1. Students will learn about bees, their living patterns and needs to survive. (K-LS1-1)
2. Students will create ways to support bees in real life. (K-ESS3-3)
3. Students will identify story elements of the text. (K.RL.2.3)
4. Students will make predictions about story plots. (K.RL.2.4)

Knowledge about my students that influence planning: Academic, cultural, and personal assets:

- The students are typical kindergarten students just starting their fifth month of school.
- There are about 20 students in the class.
- Most of the children are five-year-olds.
- The entire class likes stories, and they sit well for up to 20 minutes if they are engaged.

Discipline-specific academic language support:

- Character
- Setting
- Bee
- Pollinate
- Flower
- Seed
- Garden
- Environment

Differentiation- individual supports and accommodations:

- Students will be actively involved during the story when they turn and talk with their partners.
- The teacher will pair students for "Turn and Talk" to avoid distraction.
- Scaffolding will be provided for students as needed when they are answering questions.

Assessment plan- evidence of student learning and evaluation criteria:

Objective: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

- Learn about a bee's need during vocabulary teaching
- Learn about a bee's needs during story reading
- Worksheet about bees.
- Q&A about bees in closure

Objective: K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

- After-reading activity about supporting bees.

Objective: K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).

- Learn about vocabulary of character and setting in the beginning.
- Recognize character and setting during reading

Objective: K.RL.2.4 Make predictions about what will happen in a story.

- Ask comprehension questions during reading

Technology and instructional resources needed:

- Multiple copies of *Bee and Me* book

- Laptop and projector to present PPT of vocabulary, worksheet
- Chart paper, crayon, markers, pencils
- Stickers of character, settings

INSTRUCTIONAL DESIGN:

Procedures/Order of Teaching/Learning Tasks

Attentional Prompt:

Ring the bell and have eye contact with students. Say, "*Okay class, we are going to read a story today together.*"

Recall Previous Experience:

- "*Today we are going to talk about bees. Do you know what bees are? (show picture of bees in PPT) Raise your hand if you have ever seen a bee before. Okay, great, look at this picture. Can someone tell me what bees look like? Do you know anything else about bees?*"
- "*Who can share your experience with bees?*"

PRE-READING

- Introduce the vocabulary 'bee' with PPT.
- Make connections with today's topic. "*Today we are going to read a story about a girl and a bee.*"
- Practice Vocabulary. Introduce character and setting with PPT, give examples and let students practice recognizing the two concepts. Then, say "*Before reading, I want you to read with two tasks in mind. First is to find out the characters in this story. Second is to find out the settings of this story. You can raise your hand when you find them while reading.*" Demonstrate a chart of character and setting to fill in during reading.

DURING READING

- "*Now let's read the book Bee and Me.*" Hold the book cover, "*This is the book cover, tell me, what do you see?*" Remind students of the task of finding characters and settings.
- Begin reading.
- Endpaper reading. "*Look at the front endpaper, what are these?*"
- Page spread 2-3. "*Wow, look what we have here, who can tell me what you see? So what is this place?*" Remind students of the task of finding settings.
- Page spread 4-5. Point at the images in sequence, then say, "*I want you to look at these images and think silently what is happening on these two pages for 20 seconds.*" Then, say, "*Okay, time is up. Turn to your partner, partner A will tell partner B what happened on the left page, and partner B will tell partner A what happened on the right page. Now begin.*" Then gather students' attention back and call on two or three pairs of students to share.
- Page spread 6-7. Then summarize the page. "*So we know that the girl fed the bee with sugar water because bees' food is sugar water or honey. And she learned that through reading books about bees.*"
- Page spread 8-9. "*What do you think the girl is thinking?*"
- Page spread 10-11. "*Wow, so many things happen here.*" Point to trace the growth of the bee. "*Turn and talk to your partner and discuss what did the girl and the bee do together?*" Then summarize the page.

- Page spread 14–15. “Look at this thought bubble, what is the bee thinking? What do you think they will do next?”
- Page spread 18–19. Instruct students to recognize setting change. “What type of place is on the left side of the river? What is on the right side of the river?”
- Page spread 20–21. “Do you remember what pollinate is? I think they are pollinating flowers.”
- Page spread 24–25. “Why do you think the bee is leaving?”
- Page spread 28–29. Lead students to read the greens on the buildings’ rooftop, compare to the beginning of the book, and explain why there are greens and flowers everywhere.
- Page spread 30. Lead students to recognize the bee is a queen.
- Page spread 31 Last page of “Bee Aware” facts should be shared.

AFTER READING

- After the story, say, “That is the end of the story.”
- After the story, ask, “Who can summarize what story we read today?”
- Next, present a worksheet on PPT, ask “What do bees look like?” “What do bees eat?” “What are bees good at?” “Why do we need bees?” “When do we see/not see bees?”
- Next, ask, “Now bees need our support to thrive. I want you to silently think about ways to help bees to live better.”
- Split up the students into small teams. (This should be quick and simple. Return to the tables)
- Explain, “In a minute, you are going to work with your group about your idea of helping bees. First, I want your group to come up with one idea with helping bees. Second, write down your idea on the top of your group chart, I can _____ to help bees. Third, draw pictures of how you can help bees. Now let’s work!” (alternatively, the teacher can instruct students to work one by one step.)

CLOSURE (This should flow directly from the after-reading activities.)

Sum-Up/Restate

- Summarize the book story
- Summarize the characters and settings of the story
- Summarize bee characteristics

Transition

- Now, it’s time for recess. When I say a word that begins with the same sound as your name, you may leave the carpet and line up.

RATIONALE/ANALYSIS/COMMENTARY

According to Trelease (2019), reading aloud is the single most powerful way to boost the knowledge needed for successful reading. Reading picture books aloud to children builds vocabulary knowledge and vocabulary knowledge is one of the strongest predictors of reading success. Bringing a class together for a read aloud also builds a sense of community around a shared experience.

REFERENCES

Jay, Alison (2016). Bee & Me

Integrated Connections for Future Lessons