



About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 70

Have you ever seen bees buzzing around outside? Did you know they actually have an important job when it comes to our food? In *Bees Feed Me*, students will learn why bees are important to plants that make different types of food we eat. The simple sentences and interesting photographs will support early emergent readers. While learning about this interesting topic, students will have the opportunity to identify the author's purpose as well as to ask and answer questions to better understand the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify author's purpose
- Segment syllables
- Identify initial consonant *Bb*
- Identify and use nouns
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*Bees Feed Me* (copy for each student)
- Chalkboard or dry-erase board
- Photograph of a bee
- Paper
- Index cards
- Cut-out pages from an extra copy of the book
- Author's purpose, nouns, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *have*, *not*, *would*
- Content words:
Story critical: **bees** (n.), **feed** (v.), **job** (n.), **tiny** (adj.), **without** (prep.), **world** (n.)

Before Reading

Build Background

- Place a photograph of a bee on the board. Ask students to identify the insect by calling out its name. Ask students to raise their hand if they have ever seen a bee before.

- Have students share with a partner any experiences they have had with bees. Invite a few volunteers to share their answers and record them on the board.
- Discuss the difference between fact and opinion. Ask students to sort the experiences on the board into facts and opinions about bees.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that engaged readers ask questions before and during reading, and then look for answers to those questions as they read. Point out that asking and answering questions while reading helps readers better remember and understand information from the story.
- Model asking questions by using the title and cover picture.
Think-aloud: This book is called Bees Feed Me, and I see bees buzzing around on the cover picture. Now, I have some questions. First, why is this book called Bees Feed Me? I know we don't eat bees, so how can they feed me? Am I going to eat their honey? Second, where are the bees going? Are they going to get food for me? I will search for the answers to these questions as I read the book.
- Have students use the title and picture on the cover page to generate questions about the story with a partner. Invite volunteers to share their questions and record them on the board.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that the author's purpose is the reason the author writes a story. An author might want to persuade, to inform, or to entertain readers. Explain that to *persuade* means to convince someone to think or act in a certain way, to *inform* means to give information or facts about a topic, and to *entertain* means to evoke emotions from the reader.
- Write the words *persuade*, *inform*, and *entertain* on the board in this order, and highlight the first letter of each word. Then, tell students that the author's purpose is as easy as PIE (*persuade*, *inform*, *entertain*). Explain that authors provide readers with clues that will help them determine the author's purpose.
- Model how to predict the author's purpose using the title and cover picture.
Think-aloud: I know that an author has a purpose when he or she writes a story. The author wants to persuade us, to inform us, or to entertain us. I also know that an author gives clues to help readers determine his or her purpose. After reading the title and looking at the cover picture, which is a photograph of real bees, I predict the author's purpose for this story is to inform us. I will have to read the story to see whether my prediction is correct.
- Have students give reasons why they predict the author's purpose is to inform, on the basis of the title and cover picture. (Accept any answers that students can support with evidence.)

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Wow, that photograph shows those bees up close! I know when I see bees in real life, they look tiny. What does tiny mean? That's right; tiny means very small.*
- Write the following story-critical words on the board: *bees*, *feed*, *job*, *tiny*, *without*, and *world*, and discuss the meaning of each word.


- Give students a piece of paper and have them fold it into six squares. Then, have students write one vocabulary word in each square. Have students draw a small picture to represent the definition of each vocabulary word.

Set the Purpose

- Have students read to find out how bees help feed us. Remind them to ask and answer questions as they read as well as to identify the author's purpose.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to page 6. Encourage those who finish early to go back and reread.
 - Model asking and answering questions.
Think-aloud: Earlier, I wanted to know how bees help feed me. After reading the beginning of the book, I learned that bees help feed me by pollinating plants that grow food, such as apples and carrots. I also wanted to know where the bees were going. Now I predict the bees are flying to different plants to pollinate them. This new information created a new question for me. What other types of food do bees help make? Do they help make any of my favorite foods? I will continue to ask questions and look for answers as I read.
 - Have students think about the questions they generated before reading. Invite them to share the answers to their questions with a partner. Then, have them share their answers with the class and record them on the board.
 - Ask students what new questions they generated after reading the beginning of the story. Record these new questions on the board, and remind students to look for the answers as they continue to read.
 - Draw students' attention back to the words on the board: *persuade, inform, and entertain*. Remind students to think about the author's purpose as they read the story.
 - **Check for understanding:** Have students read to the end of page 8. Encourage students to think about answers to the questions on the board. If any questions have been answered, record the answers on the board.
 - Ask students to think about what they have read so far in order to determine the author's purpose. Guide their thinking with questions, such as: Is the author convincing us to think a certain way about bees? Is the author giving us facts and information about how bees help make our food? Is the author telling us a silly story about a bee? Help students come to the conclusion that the author's purpose is to inform the reader with facts and information about how bees help make our food. Circle the word *inform* on the board.
 - Have students read the remainder of the book. Remind them to continually ask and answer questions as they read as well as to identify the author's purpose for writing this story.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share with a partner the answers to the questions on the board. Invite volunteers to share the answers with the class until all questions have been answered. Circle any questions that could not be answered from the story.

- **Think-aloud:** *I have finished the story, and I have answered many of my questions. However, I have some questions about bees that are still unanswered. Since I am interested in bees, I could do more reading and research to find the answers to these questions. Nonetheless, asking questions kept me interested in the book, and finding the answers to questions helped me better remember and understand what I read.*
- Reinforce with students how asking and answering questions give readers a purpose for reading and keeps them engaged with the text.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the three main reasons an author writes a story: to persuade, to inform, and to entertain. Remind students of the author's purpose for writing this story, which is to inform readers with facts and information about how bees help make our food.
- **Independent practice:** Introduce, explain, and have students complete the **author's purpose worksheet**. If time allows, discuss their answers.
- **Enduring understanding:** In this story, you learned about how bees help make our food. Now that you know this information, what do you think would happen if there were no more bees in our world? How can we help protect bees so they continue to make our food?

Build Skills

Phonological Awareness: **Segment syllables**

- Review or explain to students that every word contains one or more parts. Explain that these parts are called *syllables*.
- Say the word *computer*. Explain to students that you are going to count the syllables, or parts in the word. Repeat *computer* clapping at each syllable: *com-pu-ter*. Explain to students that you clapped three times because there are three parts, or syllables, in this word.
- Say the word *screen* and ask a volunteer to clap and count the syllables. Repeat with the following words: *monitor, mouse, keyboard*.
- **Check for understanding:** Have students work together to count syllables of words in the book. Give students a number of syllables, such as two, and have them search for words with two syllables. Repeat with another number of syllables.

Phonics: **Initial consonant Bb**

- Write the word *bees* on the board and say it aloud with students.
- Have students say the /b/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /b/ sound in the word *bees*.
- Have students practice writing the letter *Bb* with their finger in the air while saying the /b/ sound. Then, have students practice writing the letter *Bb* on a separate piece of paper while saying the /b/ sound.
- **Check for understanding:** Write the following words that begin with the /b/ sound on the board, leaving off the initial consonant: *bat, ball, bed*. Say each word, one at a time, and have volunteers come to the board and add the initial *Bb* to each word.

Grammar and Mechanics: **Nouns**

- Review or explain to students that a *noun* is a word that names a *person, place, or thing*. Write the words *person, place, and thing* on the board, and draw a quick sketch to illustrate each word.
- Place the cut-out pages from an extra copy of the book on the board. Have students work with a partner to find all the nouns they can in each picture and write a list of them on a separate sheet of paper. Invite volunteers to share their nouns with the class.
- Ask students to think about what they see at school every day that nouns name. Have students think of at least one noun for each of the three categories—one for a person, one for a place, and one for a thing. Call on random students and have them share a noun with the class.

- Invite volunteers to come to the board and write their noun under the appropriate category.
- **Independent practice:** Introduce, explain, and have students complete the **nouns worksheet**. If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order.
- Write the words *like*, *hot*, and *best* on index cards and display them on the board. Discuss how to put these words in alphabetical order, reminding students to look at the first letter in each word. Invite a volunteer to move the words into the correct order.
- Put students in small groups, and give each group the following six words on index cards: *who*, *sit*, *tell*, *big*, *do*, and *is*. Have students work together to put these words in alphabetical order. Once all groups have finished, invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *cut*, *full*, and *and* on the board. Have students write the words in alphabetical order on a separate sheet of paper and share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the author's purpose for writing this story and explain how they determined it.

Extend the Reading

Informational Writing and Art Connection

Have students research more facts and information about bees and their role in pollinating our food. Then, have students draw a detailed picture showing this process (and ask students to label their picture). Have students write a few sentences explaining how bees help make our food.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Discuss different types of bees (honeybees, bumblebees, and so on) and have students research information and facts about these various types of bees. Then, work with students to compare and contrast different types of bees.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can**

- consistently use the strategy of asking and answering questions to understand the text during discussion;
- accurately determine the author's purpose during discussion and on a worksheet,
- accurately segment syllables during discussion;
- identify and write the letter symbol that represents the /b/ sound in text and during discussion;
- correctly use nouns during discussion and on a worksheet;
- understand the process of arranging words in alphabetical order during discussion and on a worksheet.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)