

About the Book

Text Type: Nonfiction/Interview Page Count: 22 Word Count: 1,200

Book Summary

Sit in on an interview with Russell “Buzz” Riopelle, who has been keeping bees in Ohio for 30 years. Readers learn about the different types of bees, their roles in the hive, and how honey is made. Photographs, interesting fact boxes, and a scientific illustration support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Sequence events to gain understanding
- Identify open vowel y
- Identify and create contractions
- Recognize and use suffixes -y and -ly

Materials

Green text indicates resources available on the website

- Book—*The Beekeeper* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, contractions, suffixes -y and -ly worksheets
- Discussion cards



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

Vocabulary

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

- Content words:

Story critical: ***anther*** (n.), ***bellows*** (n.), ***congregate*** (v.), ***extract*** (v.), ***honeycomb*** (n.), ***pistil*** (n.)

Enrichment: ***cells*** (n.), ***native*** (adj.), ***pollen*** (n.)

Before Reading

Build Background

- Discuss what students already know about bees and beekeepers. Talk about the many different kinds of bees. Ask students if they know the names of any types of bees. Ask them to tell what they think a beekeeper does.

Preview the Book

Introduce the Book

- Give students a copy of the book, and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Model making connections to prior knowledge.
- **Think-aloud:** *The picture and title of the book remind me of an interesting science lesson when I first learned about bees and honey. Because I already know some interesting things about bees, I'm looking forward to learning about beekeepers. I can turn to the table of contents to see what kinds of things I might learn in this book.*
- Direct students to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Explain that each section title provides an idea of what they will read about in the book. After reviewing the table of contents, model using it as a way to make connections to prior knowledge. For example, say: *The section titled "Making Honey" makes me think about what I already know about how bees make honey.* Ask students if they know anything about how bees make honey.
- Together, read through the headings of the other sections and ask whether they provide students with a better idea of what the book is about.
- Have students preview the rest of the book, looking at photos, images, and captions. Point out the glossary, and explain that its purpose is to provide definitions for difficult content words along with page numbers for where the words appear in the text.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, point out any vocabulary that you think may be difficult for them.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words and prefixes and suffixes. They can also use context clues within a sentence to work out meanings of unfamiliar words.
- Write the following vocabulary words on the board: *anther, honeycomb, and pistil.*
- Explain that these words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and assign each pair one of the content vocabulary words. Give each pair a piece of blank paper and have them write or draw what they know about the word and create a definition using prior knowledge.
- Model how students can use the glossary to find a word's meaning. Have them locate the word *anther* in the glossary. Invite a volunteer to read the definition for *anther*.
- Have students turn to page 17 in the book and read the sentence in which the word *anther* is found. Have students confirm the meaning of the word.
- Repeat the exercise with the remaining vocabulary words.

Set the Purpose


- Remind students to think about what they already know about bees and beekeepers as they read the interview.

During Reading

Student Reading

- **Guide the reading:** Have students read to page 12. Have them think about the important parts of a beekeeper's job as they read. If they finish before everyone else, they should go back and reread.
- Ask students why they think the author presented the book in the form of an interview. Ask: *How can you tell who is asking the questions? Who is answering the questions? How do you know when Buzz stops talking?*
- Remind students to look for the vocabulary words as they read the text. Turn to page 6, and ask students why they think the word *bellows* is bolded. Then have students turn to the glossary to find the definition. Have a student read the definition to the class.

- Model making connections using prior knowledge.
Think-aloud: *I understood how Buzz felt when he talked about it hurting when he gets stung by a bee. I remember when I got stung by a bee, and it really does hurt! Ask students if any of them have been stung and, if so, what they remember about it. Ask students if they can understand how getting stung wouldn't bother Buzz after a while.*
- Encourage students to read the rest of the book. Remind them to think about what they already know about bees as they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Discuss how making connections with information in the text that they already know something about keeps them involved in the reading process and helps them understand and remember what they have read.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Ask what students think the author's purpose was for writing the book and what they learned about beekeepers that they didn't already know.
- **Introduce and model:** Review or explain that many writers present the events in a book in the order in which they happen in real life. Explain to students that often writers use signal words, such as *today, then, first, and after*, to show time order. Say: *Buzz is explaining how he gets the honey from the hive using a smoker. Often, explanations are written in sequential order. This means that Buzz explains what happens first, then what happens second, and so on. The first thing Buzz says happens is that he builds a fire in a can with a bellows. The next thing is that this fire causes smoke. The next thing is that the smoke makes the bees think there is a forest fire. Then the bees fill their stomachs with honey in case they may have to leave the tree. Finally, the beekeeper can get the honey.*
- **Check for understanding:** Ask students to turn to page 16 and reread the process of making honey. Then have students tell a classmate the sequence of events involved in making honey. Remind them to use time order words, such as *first, next, then, and finally*.
- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their responses. Other pages that could be organized on a flow chart are page 9 (forming a new hive) and page 17 (pollination).

 Instruct students to use the inside cover of their book to make a sequential list of the events of a beekeeper's day.

Build Skills

Phonics: **Open vowel y**

- Write the words *sunny* and *supply* on the board. Say the words aloud and have the students repeat them with you.
- Underline the letter *y* in each word. Read the words again with students, emphasizing the sound the letter *y* makes. Ask students to explain the difference between the sounds.
- Explain that the letter *y* at the end of a word can stand for more than one sound. Discuss that the letter *y* can make the long /e/ vowel sound as in *sunny* or the long /i/ vowel sound as in the word *supply*.

- **Check for understanding:** Write the following words on the board and say them one at a time with the students: *my, honey, lazy, many, fly, happy, and why*. Have students give the thumbs-up signal when they hear the long /e/ vowel sound and the thumbs-down signal if they hear the long /i/ vowel sound when you read the words ending in the letter y.

Grammar and Mechanics: Contractions

- Direct students to page 5 and point to the word *There's*. Review or explain that this word stands for two words. Ask students to use context clues to identify which two words were joined together to make the new word (*there and is*). Write both the contraction and the two words on the board. Point out that the letter *i* in *is* was dropped to make the contraction.
- Ask a volunteer to read aloud the second sentence on page 5, substituting *There is* for *There's* to check if these words make sense. (*There is a lot of work, and it has to be done at the correct time.*)
- Review or explain that a *contraction* is a word formed by joining two words and that an *apostrophe* shows where one or more letters have been left out.
- Ask students to turn to page 7 and identify the contraction (*don't*). Ask them to identify which two words were joined together to make the new word (*do and not*). Ask students to identify which letter was dropped to make the contraction *don't* (*the o in not*).



Check for understanding: Write the following contractions on the board: *can't* and *that's*. Have students write the two words that were joined together to form each contraction on a separate piece of paper. Have them write and circle the letters that were left out when the contraction was formed. Discuss their answers.

- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

Word Work: Suffixes -y and -ly

- Write the word *cloudy* on the board. Ask students what the root word is and write *cloud* next to *cloudy*. Say: *Cloud is the noun in the sentence "I can see a cloud." When I add the suffix -y to the word cloud, I make an adjective (cloudy). For example, "It is a cloudy day." The word cloudy describes what the day is like.*
- Write the word *easily* on the board and ask students to tell you the root word. Write *easy* next to *easily*. Say: *Easy is an adjective that describes something. When I add -ly to easy, I have to change the y to i. I make an adverb that tells how something is done—for example, "the bees are easily riled up."*
- **Check for understanding:** Have students turn to the second paragraph on page 14 to look for a word that ends in *-ly* (*quickly*). Ask whether the word is an adjective or an adverb and what it describes. (*Quickly* is an adverb with the root word *quick*. *Quickly* describes the verb *move*).
- **Independent practice:** Introduce, explain, and have students complete the [suffixes -y and -ly worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Interview Writing Connection

Have students conduct an interview with a partner. Working together, have the pairs formulate and write down the questions they would like to ask each other. Then have them interview each other and write down their partner's responses in the format that was used in the text.

Visit [Writing A-Z](#) for a lesson and leveled materials on transactional writing.

Social Studies Connection

Provide useful resources such as Internet sites, library books, and magazines to help students research the process by which honey moves from a honeycomb to the table. Have them include processing, packaging, distribution, shipping, and retail information.

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 reading strategy of making connections to prior knowledge to understand nonfiction text
- accurately identify the sequence of important events
- correctly identify and read words that contain open vowel y
- correctly identify and understand the use of contractions during discussion and on a worksheet
- correctly recognize and use suffixes -y and -ly during discussion and on a worksheet

Comprehension Checks

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