

2. ANSWERS

a. $7 + 9 = 16$

b. $10 - 8 = 2$

c. The beehive with the most bees is the bottom left (10).

d. The beehive with the least amount of bees is the top left (7).

ACTIVITY 4: Bee Poetry!

TIME ESTIMATE: 10 minutes

SUBJECT: Language Arts/Literacy RF.K.3; RF.1.3; RF.1.3b; RF.K.3c; RF.K.3d Students will learn rhymes of words through vowel sounds.

MATERIALS: A copy of Activity 4 “Bee Poetry” per student or projected on an interactive white board

OUTLINE Part 1:

The Beeman is a rhyming book. Review rhyming and what a “poem” is. Rhyming words have similar sounds. An example would be hat/cat. Ask students if they can hear the rhyme. The two words have a sound that matches “at” (h-at c-at).

1. Ask students to think of two more words that rhyme with cat. (Bat, mat, sat, fat, etc.)
2. Use the word “bee” to try a second rhyme: see, tree, me, free, gee, he, knee, etc.
3. Ask students to complete the rhyme in this sentence: If I told you a joke about honey, you’d laugh because it was ____ (funny).
4. Remind students about the different types of bees. (Reread the pages on queen bee, drone bee, worker bee, and house bee before you begin.)

5. Read the poems on Activity 4, and use the clues in each poem try to figure out which type of bee the poem is describing.

6. After each poem ask students to identify the rhyming words. Students may draw a circle around the rhyming words in the poem or identify them on the white board.

ACTIVITY 5: Pollinator Puppets

TIME ESTIMATE: 30-45 minutes (See shortened activity directions below)

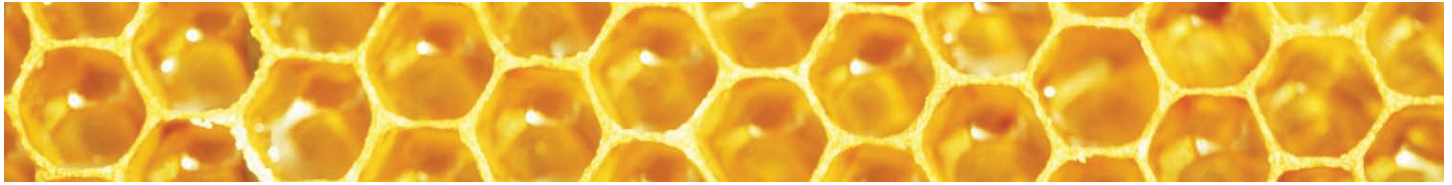
SUBJECTS: Language Arts/Literacy RL.1.1 A; RL.2.1; RL.K.4 & Science: 2-LS2-2 Students will learn the bees’ part in the pollination of plants.

MATERIALS: Copies of the bees, flowers and hive; paint sticks or rulers, cotton balls, glue, different colors of chalk, tape, scissors. (Copies of “Find the nectar maze” for each student or access to an interactive white board may also be used if not completed as part of Activity 1.)

OUTLINE: Briefly discuss pollination to establish student knowledge. (Insects are very important in the process of pollination. We would not have many fruits, vegetables and flowers without the work of bees.) Review questions may include:

- **What** is pollination? Review pollination in the back of the book.

When honeybees land on flowers, their legs brush up against the part of the flower that holds pollen. This pollen is collected on their legs and body. When the bees fly to the next flower, some of the pollen from the first flower is transferred onto the second flower. This pollinates the flower, which allows the flower to grow its fruits, nuts or vegetables.



- **Who** benefits from pollination? (We eat the fruit and vegetables created.)
- **Why** do bees visit flowers? (To drink nectar)
- **How** do flowers attract bees? (Color and smell)
- **Where** does the bee go after it collects pollen? (To another flower or back to the hive)
- **When** is the best time of year for bees to collect pollen? (Spring is a great time for bees to collect nectar from all of the blossoming flowers.)
- **Are there** any other insects that visit flowers? (Butterflies)

Pollinator Puppet Show will demonstrate how bees carry nectar and pollinate in the process.

- Make copies of the bee for six students.
- Make copies of the flower for all the other students.
- Make a poster of a beehive by enlarging the hive on page 12 or printing it on standard paper.
- An adult should color the center of each flower heavily with chalk. Try to use multiple colors of chalk with one color per flower.
- Have students cut out the bees and flowers, time permitting.
- Glue or tape the bees and flowers to rulers or paint sticks.
- Glue a cotton ball to the back of each bee.

Presentation:

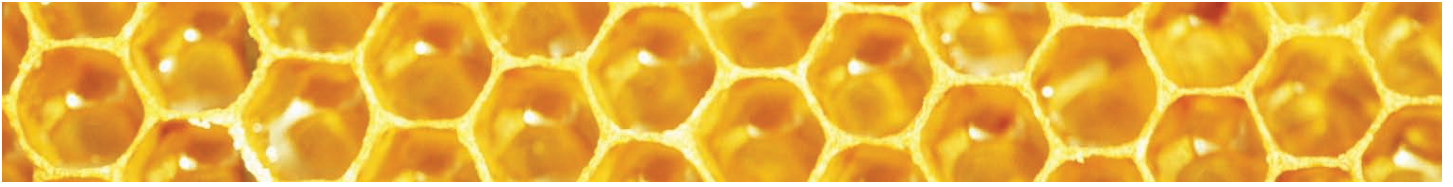
- Flower students stand along a wall (because plants do not move).

- Bee students gather by the hive before going to visit the flowers.
- Adults may need to help students gather pollen by transferring chalk from the flower to the cotton ball.
- Bee students return to the hive after visiting two or three flowers.

To modify for a shorter time period or larger class, the presenter should prepare two to three bees and five to six flowers ahead of time. Ask several students to demonstrate the pollination process by following directions from the presenter.

Conclusion:

- What happens when a bee lands on a flower? (It picks up pollen and drinks nectar.)
- What happens when the bee visits another flower? (Chalk from the first flower got on the second flower and the bee picked up more chalk.)
- What is this process called? (Pollination)
- If not used with Activity 1, the “Find the Nectar” maze can be a follow-up activity, or handout for the teacher to distribute. This may be very useful for the kindergarten and first grade classes.
- You can also use the puppets to make a pollinator bulletin board.
- Take a photo of your classroom with the puppets and tag us at @AgFoundation on Twitter. Be sure to use the hashtag #pollinatorpuppets and we will retweet you.



ACTIVITY 4 – Bees in Poetry

Directions: Read the poem and use the clues to fill in the blank in the last line.

I never leave my home
To fly around and roam.
Nectar the workers bring
I dry by moving wings.

I am a _____ bee.

I fly out of the hive every day
To collect nectar from far away.
Then I fly back to my hive,
So we can make honey to survive.

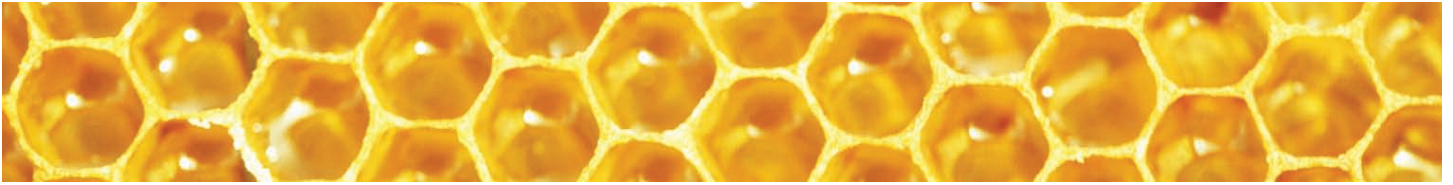
I am a _____ bee.

I am a type of bee.
The queen really likes me.
I am known for this trait -
With her it's my job to mate.

I am a _____ bee.

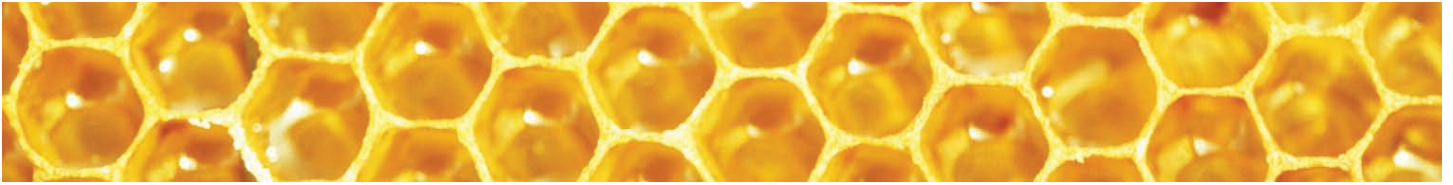
There is only one of me.
I am more than just a bee.
I reign over all I see.
I lay eggs for my colony.

I am the _____ bee.



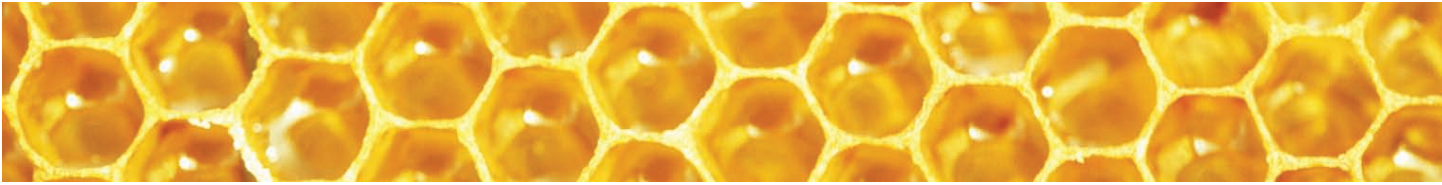
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