

Newark Board of Education

ELA Integrated Science Curriculum- Grade 1



Roger León, Superintendent

Nicole T. Johnson, Deputy Superintendent

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

2021 - 2022

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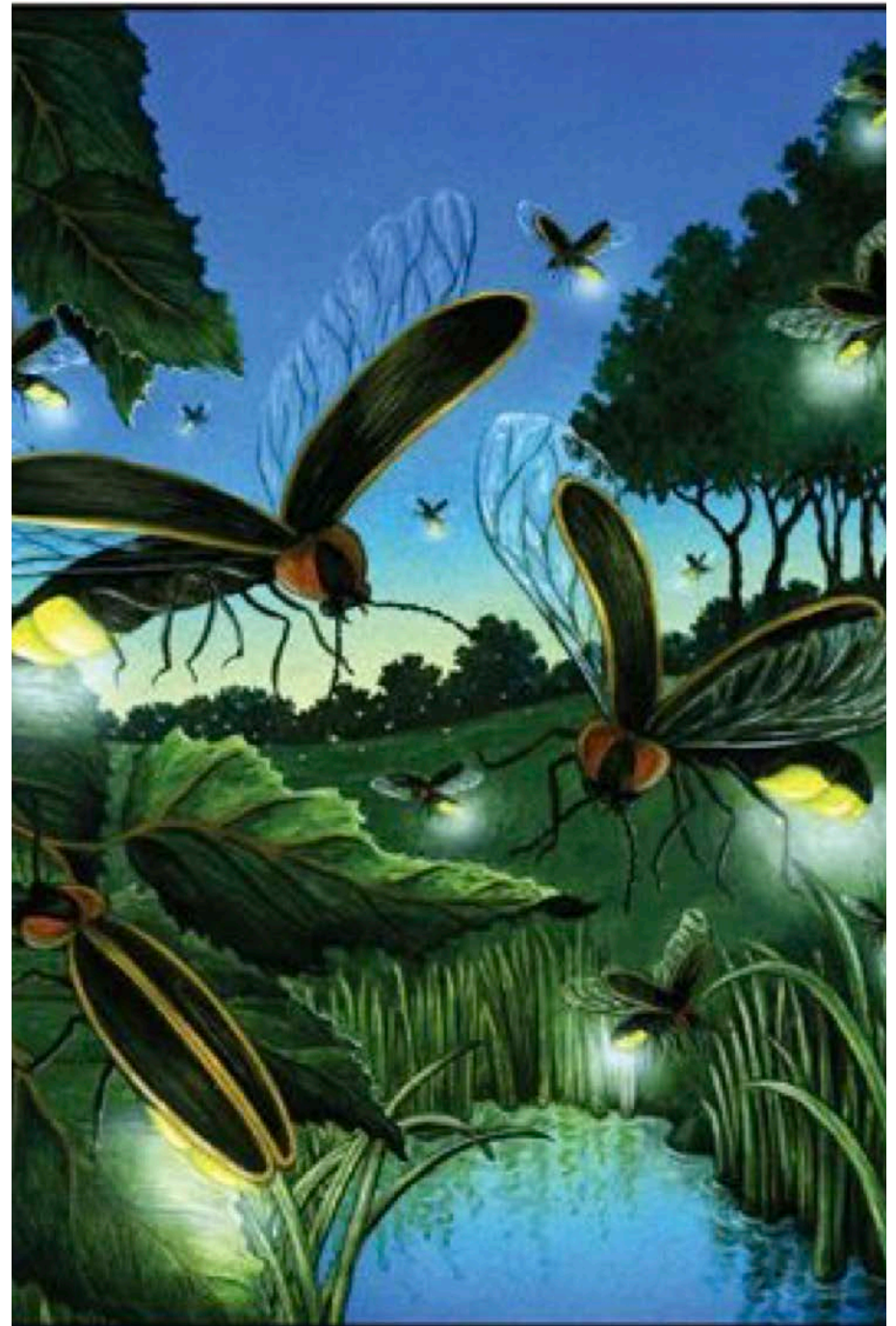
Curriculum Reviewers

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

Tiffany Wicks, ELA Supervisor, Office of Teaching and Learning

Insects

In this 4-week unit of study, students learn about insects, which are members of the invertebrates and specifically part of the arthropoda phylum. 85% of all known animals in the world are part of this class. Students learn about the ant, the honeybee, and the firefly through 5 read aloud texts. In the companion **shared and partner reading** unit, students add to their poetry notebooks with poems focusing on ants, honeybees, and fireflies and develop ELA skills.



SECTION 1

Outcomes

LEARNERS WILL

1. Understand that all organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. (1-LS1-1)
2. Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
3. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (1-LS1-2)
4. Explain what an insect is. (1R1)
5. Explain the life cycle of ant, honeybee, and firefly and the commonalities among these insects. (1R3)
6. Explain how honey is made. (1R3)
7. Identify facts. (1R1)

LEARNERS WILL

8. Participate in text-dependent discussions with peers. (1SL1, 1SL6)
9. Practice retelling stories. (1R2)
10. Deepen vocabulary through inferring and concept sorts. (1L4, 1L5)
11. Understand expository text by questioning, drawing, and inferring. (1R1, 1R3, 1R8, 1SL2, 1W4)
12. Orally ask and answer text dependent questions. (1SL2)
13. Write responses to brief text-dependent questions. (1W4)
14. Contribute to shared and interactive writing. (1W4, 1L1, 1L2, 1L6)
15. Write explanations. (1W, 1L1, 1L2)

STANDARDS

Science	RL & RI	RF	W	S & L	L
1-LSI-1, 1-LSI-2	1R1, 1R2, 1R3, 1R4, 1R5, 1R6, 1R7, 1R8, 1R9	1RF1a, 1RF3g, 1RF4	1W1, 1W2, 1W4, 1W7	1SL1, 1SL2, 1SL5, 1SL6	1.1, 1.2, 1.4, 1.5, 1.6

READ ALOUD CALENDAR FOR INSECTS UNIT. 35-45 MINUTE LESSONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Lesson 1: <i>Thinking About Ants</i></p> <p>First Write: Extended Task</p> <p>Concept Sort, Turn and Talk, Daily Instructional Task Prediction, Interactive Writing</p>	<p>Lesson 2: <i>Thinking About Ants</i></p> <p>Read Aloud, Stop and Sketch (1R9, 1SL5), Daily Instructional Task: Interactive Speaking & Listening (1SL1, 1SL2)</p>	<p>Lesson 3: <i>Thinking About Ants</i>, pp. 1-15, Reread, Answering Text Dependent Questions While Reading , Inferring Vocabulary, (pp. 4-16) Daily Instructional Task- Shared Writing</p>	<p>Lesson 4: <i>Thinking About Ants</i>, pp. 16 to end of book</p> <p>Reread, Answering Text Dependent Questions, Turn & Talk, Inferring Vocabulary, Daily Instructional Task: Shared Writing</p>	<p>Lesson 5: <i>Thinking About Ants</i></p> <p>Culminating Task: List-Group-Label, Turn & Talk, Daily Instructional Task: Interactive Writing</p>
<p>Lesson 6: <i>The Bee Book</i>, pp. 1-9</p> <p>Read aloud pp. 1-9, K-W-L, Answering Text Dependent Questions, Turn & Talk, Inferring Vocabulary, Daily Instructional Task: Shared Writing</p>	<p>Lesson 7: <i>The Bee Book</i>, pp. 10-15</p> <p>Read aloud pp. 10-15, K-W-L, Answering Text Dep. Questions, Turn & Talk, Inferring Vocabulary, Daily Instructional Task: Independent Writing</p>	<p>Lesson 8: <i>The Bee Book</i>, pp. 16-21 - Pollination</p> <p>Read aloud pp. 16-21, K-W-L, Answering Text Dep. Questions, Turn & Talk, Inferring Vocabulary, Daily Instructional Task: Independent Writing</p>	<p>Lesson 8: <i>The Bee Book</i>, pp. 22-25 Pollination</p> <p>Read aloud pp. 17-25, K-W-L, Answering Text Dep. Questions, Turn & Talk, Inferring Vocabulary, Culminating Task: Independent Writing</p>	<p>Lesson 10: <i>The Bee Book</i>, pp. 26-31</p> <p>Read aloud pp. 26-31, K-W-L, Answering Text Dep. Questions, Turn & Talk, Inferring Vocabulary, Daily Instructional Task: Independent Writing</p>
<p>Lesson 11: <i>The Honeybee Man</i></p> <p>Read Aloud/Think Aloud, Model Questioning, Turn & Talk, Daily Instructional Task: Interactive Writing</p>	<p>Lesson 12: <i>The Honeybee Man</i></p> <p>Read Aloud/Think Aloud, Model Questioning, Daily Instructional Task: Independent Drawing and Writing, Turn & Talk</p>	<p>Lesson 13: <i>The Honeybee Man</i></p> <p>Inferring Chart with Images, Reread, Think, Pair, Share, Culminating Task: Explanatory Writing</p>	<p>Lesson 14: <i>Fireflies</i> (Bryant) pp. 4-13</p> <p>Identifying Facts, Categorizing, Daily Instructional Task: Shared Writing</p>	<p>Lesson 15: <i>Fireflies</i> (Bryant), pp. 14-23,</p> <p>Finding Facts, Categorizing, Turn & Talk, Daily Instructional Task: Shared Writing</p>
<p>Lesson 16: <i>Fireflies</i> (Bryant)</p> <p>Read Aloud pp. 24-35 Identifying Facts, Turn & Talk, Categorizing, Daily Instructional Task: Shared Writing</p>	<p>Lesson 17: <i>Fireflies</i> (Bryant),</p> <p>Read aloud pp. 36-48 Identifying Facts, Categorizing, Turn & Talk, Culminating Task: Shared Writing</p>	<p>Lesson 18: <i>Fireflies</i> (Brinckloe)</p> <p>Before Reading Discussion, Turn and Talk, Thinking Strips, Read Aloud, Daily Instructional Task: Identifying Theme</p>	<p>Lesson 19: <i>Fireflies</i> (Brinckloe)</p> <p>Reread, Text Talk, Culminating Task: Comparison Writing</p> <p>Last Write: Extended Task</p>	

Prior to the Start of the Unit: First Write

First Write:

1. Introduce the topic of insects (show covers of books) and asks students to talk, briefly, about some things they know about insects.
2. Then invite each student to take a piece of paper and complete a First Write, which is a simple list of words they can think of that connect to the topic of insects.
3. **Teacher Note:** Read students' papers before reading aloud the first text. What students list will allow you to better understand what prior knowledge, misconceptions, and interesting connections students are making with the topic. First Write is a good diagnostic tool that can provide surprising insights.
4. Repeat this activity at the end of the unit. Compare how many topical words were added to each students's list.

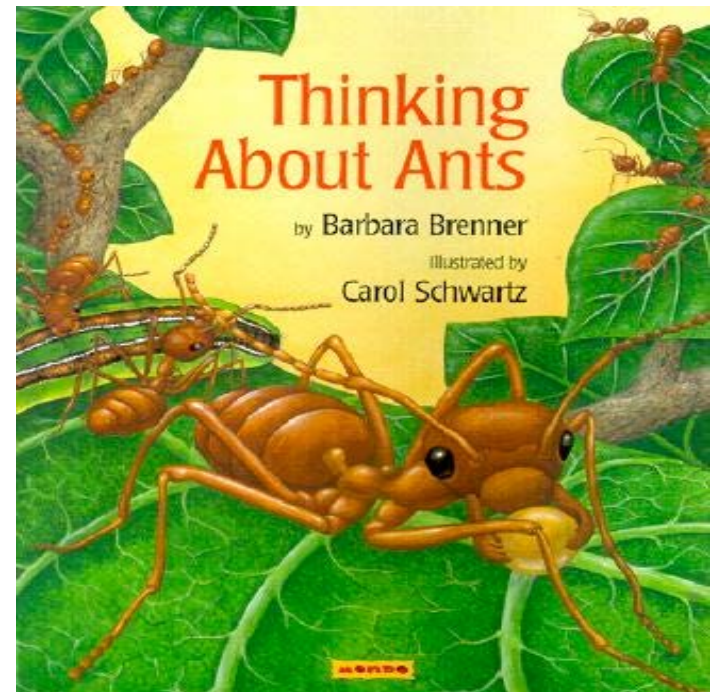
Lesson 1: Thinking About Ants - Concept Sort, Interactive Writing (1R4, 1W1, 1W4, 1SL5-6, 1L4, 1L5a)

Learning Intentions:

1. I am learning about the topic of insects.
2. I am learning how to place words in categories based on the word's meaning.

Success Criteria:

1. I can list words I can think of that connect to the topic of insects.
2. I can explain how words fit together and sort them by identifying them by stages of development or types of ant jobs.
3. I can participate in Interactive Writing about ants.



Reading strategy: using clues to figure out new words and concepts

Teacher says:

When I learn new words I can sort them into categories. Were you ever asked to put something in order, like food or clothing? What things did you organize? Why did you need to organize the items?"

Explain to students that today they will learn the definitions of "sort" and "categorize" and will sort and categorize words. Ask students to sort the words in a way that is meaningful to them. Be sure to follow up to check for students' understanding of the categories and words.

2. Ask students to think about how these words fit together. They will be working with a partner and sorting the words into these two categories:
3. Show students the T-Chart, taking time to read aloud each heading. **life cycle, queen, worker, soldier, egg, larva, pupa,**

MOVIE 5.1 Concept Sort



A brief film that explains Concept Sorts. Downloaded from here on 5.3.18.

https://www.youtube.com/watch?v=d_R5wfmWIIQ&list=PLLxDwKxHx1yL-25-YT7vv5SxxlpK7OxK&index=1

Brenner , Barbara . (1996). *Think -ing About Ants* . Illustrated by Carol Schwartz. New York: Mondo Book Publisher.

Lexile Level: 310

Vocabulary Strategy: Concept Sort (1R4, 1L5a)

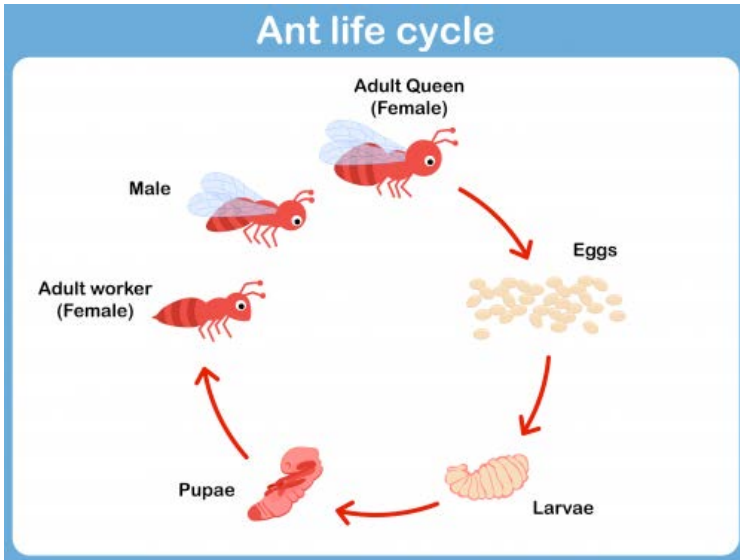
A concept sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic or book.

Method

1. Provide students with a list of terms or concepts from reading material.
2. Ask students to place words into different categories based on each word's meaning.
3. Categories in this case will be defined by you. They can also be defined by students. .

Closed Concept Sort

1. Show students the following list: **life cycle, queen, worker, soldier, egg, larva, pupa.** Say each word aloud and let students know that these words are from the book, *Thinking About Ants*. It is helpful to include an illustration next to each word (See next page).



Queen



Worker



Soldier



eggs



larva



pupa

STAGES OF ANT DEVELOPMENT	TYPES OF ANT JOBS

Concept Sort Directions

1. **Model** your thinking by showing students how you would sort two of the words.
2. **Pair** students or arrange them into small groups and give each a T-Chart and a set of vocabulary words with illustrations.
3. **Invite** the children to sort the terms into the two categories and while doing to share their thinking with their partner.
4. **Think** about children who can do this work with independence, as well as those who would benefit by being in a guided group with you.
5. **Gather** the children after they have had a go of it and review the work completed by asking students to share their thinking and charts.
6. **Restate** the words and ask students to predict what *Thinking About Ants* is going to be about based on the words they have just sorted and the title.
7. **Daily Instructional Task:** Record their answer using **Interactive Writing (1W4)**.

Ask students for ideas to complete the sentence. Remind them of the ideas they shared in the T-Chart. When the class agrees on how to complete the sentence, ask for a volunteer to come to the chart and take the pen to complete the sentence.

Lesson 2: *Thinking About Ants*: Read Aloud, Stop and Sketch (1R9, 1SL5), Daily Instructional Task: Interactive Speaking & Listening (1 SL1, 1SL2)

Learning Intentions:

I am learning about the topic of insects.

I am learning how to Stop and Sketch what I visualize during a read aloud.

I am learning how to explain what the book is mostly about.

Success Criteria:

I can Stop and Sketch what I visualize during the read aloud
Thinking About Ants

I can explain how sketches help me to remember the content of the book.

I can listen and ask my partner about one thing they learned about ants.

During the first reading, invite students to stop and sketch what they imagine at four points in the text. Provide each student with four large post-its, pencil, and clip board to lean on. Show them the chart they will be using to post their drawings.



Teacher says:

When I am reading I can visualize what I am reading. I can also stop and sketch what I visualize. This will help me to understand and remember what I read.

1st Stop and Sketch - After you read aloud:

First of all think small, because the largest ant in the world is only about the size of a person's thumb. And some ants are small enough to hide inside an apple seed. So think tiny.

Prompt: Stop and sketch what you visualize in this part of the book.

2nd Stop and Sketch - After you read aloud:

Food! What do ants eat? Some eat meat. A snack of a dead bug. A hunk of worm. A bit of lizard. Or an ant will munch on a piece of hot dog left from someone's picnic lunch.

Prompt: Stop and sketch what you visualize in this part of the book.

3rd Stop and Sketch - After you read aloud:

There are soldier ants too. They guard the nest. They stand at the entrance, alert swinging their feelers, picking up strange shapes and smells. An if an invading army comes, they're fierce. They tear their enemies to pieces with their sharp jaws. A soldier ant can bite a strange bug's head off.

Prompt: Stop and sketch what you visualize in this part of the book.

4th Stop and Sketch - Read to the end of the book.

Now that's how it would be to be an ant.

Prompt: Stop and sketch what you visualize in this part of the book.

Follow-Up: After students have finished their drawings have them post them on the chart.

1. Ask students to say what they notice about each set of drawings.
2. **Turn and Talk:** What is this book mostly about?
3. **Turn and Talk:** How do their sketches help them to remember the content of the book? (1R1, 1R2)

Daily Instructional Task: Interactive Speaking & Listening (1SL1, 1SL2)

1. Think about what you learned today about ants.
2. Turn and tell your partner one important thing you learned today about ants.
3. Listen as your partner tells you one thing he or she learned about ants. Ask your partner a question based on what he or she said.

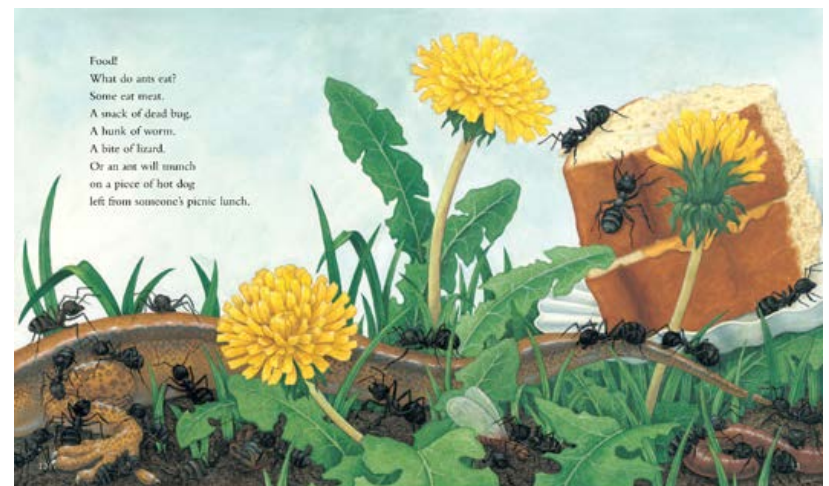
Lesson 3: Reread, Answering Text Dependent Questions While Reading , Inferring Vocabulary, (pp. 4-16) (1R1-4,1R6, 1R7, 1R8, 1R9, 1SL1, 1SL2, 1L4), Daily Instructional Task- Shared Writing

Learning Intentions:

I am learning all about ants
I am learning how rereading helps me understand the text.
I am learning how to answer text dependent questions.

Success Criteria:

I can reread to help me understand the text.
I can answer questions using the text.
I can explain what and how an ant's life can be threaten using words and illustrations.



Question 1: (after page 5): When the author asks, *How would it be to be an ant?*, she is asking you to imagine. What does it mean to **imagine**? Turn and tell your partner. Let's record that word on our vocabulary chart with our explanation. (1R4, 1L4)

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult
imagine	form a mental picture, visualize

Question 2: (after page 7) Compared to you, how big is the largest ant? The smallest ant? Who can show me that information in our book? (1R1, 1R9)

Question 3: (p.9) Listen to this description of an ant: "A body with three parts, six legs instead of two." Now listen to this definition of an insect: "a small arthropod animal that has six legs and generally one or two pairs of wings." Is an ant an insect? (yes) (1R1)

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult
imagine	form a mental picture, visualize
insect	a small arthropod animal that has six legs and generally one or two pairs of wings."

Question 4: (pages 10-11): Let's read the description of an ant's face on page 10. Look at the illustration on page 11. What are the closest things to feelers that people have? (fingers) How does the author describe feelers? Based on this description, what is the purpose of feelers? (1R1, 1R7, 1R9)

Think about smelling with your fingers! It might sound strange, but ~~that's what ants do with~~ their feelers. You did a great job looking for details as you read. You also were able to find details in the text to ~~support~~ inferences. Noticing details and making inferences is a good way to read informational texts. Let's record an explanation for feeler on our vocabulary chart. (1R4, 1L4)
Let's read on.

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult
imagine	form a mental picture, visualize
insect	a small arthropod animal that has six legs and generally one or two pairs of wings.
feelers	Two antennae ("feelers") are attached to the ant's head. Ants use feelers to detect chemicals, air currents, and vibrations. They also are used to transmit and receive signals through touch.
scissor jaws	Ants have jaws that are different from ours. They are sharp and powerful. They come together like a pair of scissors to tear the food so ants can eat their food.

Question 4: Let's reread pages 10 and 11. . . . What is the main idea? (what an ant's face looks like) How do you know? (The first line is a question, and that's how the author brings up a new idea) (1R2)

Question 5: How can you tell what **scissor jaws** look like? (I can look at the picture.) Let's add that to our chart. (1R4, 1L4, 1-LS1-1)

Question 6 (page 16): The author says that these things are dangerous to an ant (reread from page 16):

"a stomping foot, a hungry flicker, a spiny anteater, heavy rain, bug spray, toads" and other ants.

Who can show us what a stomping foot is? (1R9)

Show them this picture or an-other of a hungry flicker,



Show them this picture or an-other of a spiny anteater.

Why would a stomping foot, a hungry flicker, a spiny anteater, heavy rain, bug spray, toads or other ants be dangerous to ants? Choose one of these and explain why it would be a threat to an ant's life. [1R8]

Daily Instructional Task:

Think of the ways a ant's life can be threatened: stomping foot, a hungry flicker, a spiny anteater, heavy rain, bug spray, toads or other ants. Choose one and explain how they can threaten an ant's life using words and illustrations.

	3	2	1
Accuracy of Writing	Using words and illustrations the writing accurately explains how an ants life can be threatened.	Using words and illustrations the writing attempts to explain how an ants life can be threatened.	The writing attempts, however, does not accurately explain how an ants life can be threatened.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

Lesson 4: *Thinking About Ants* - Reread, Answering Text Depend-ent Questions While Reading , Inferring Vocabulary , Shared Writ-ing (pp. 16 - End of Book)
Learning Intentions:

I am learning all about ants

I am learning how rereading helps me understand the text.

I am learning how to answer text dependent questions.

Success Criteria:

I can participate in a close reading to gather information about antsl can use the ant life cycle diagram and write an explanation of the life cycle of the ant.

Reading Strategy: Reading to learn asking questions while you read. Say good readers ask questions as they read. When I read I like to ask myself questions about what I am reading. When I am done reading I can use the text to help me answer questions about what I just read. This strategy helps me build understanding about what I am reading in the text.

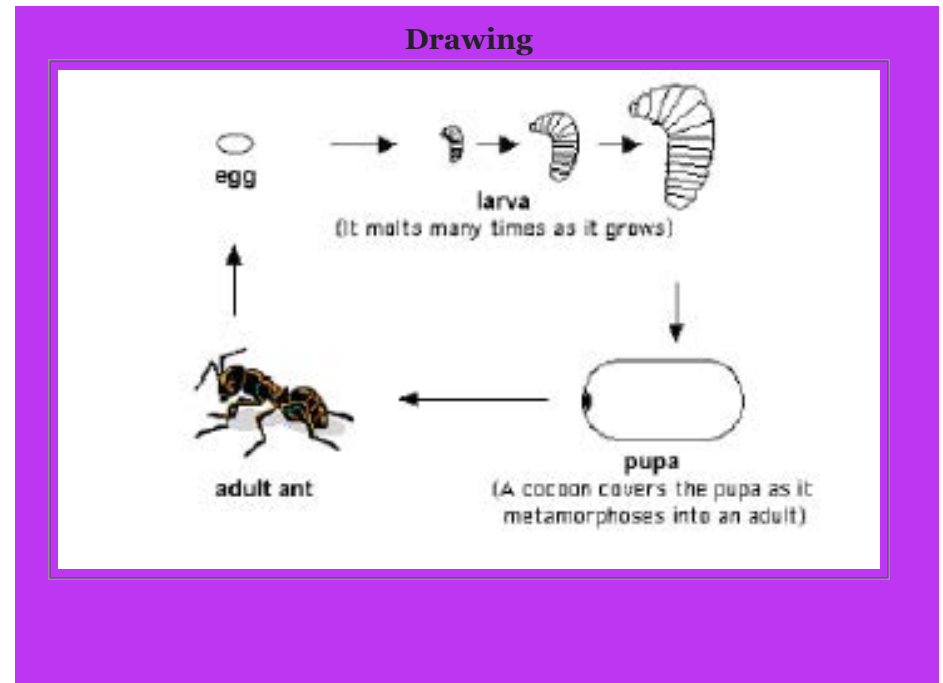
Question 7: (p 21) Let's do a close read of page 21. Listen as I re-read the page. What does **lots of company** refer to here? Look at the illustration. Do you ever have company? Are ants ever alone? Do you know another meaning for the word company? We can figure out which meaning the author is using by looking at the text around the word. We've talked a lot about what ants look like, how and what they eat, and how they live. We've been using the illustrations and diagrams to find out more information. Who can tell us what we learned from the author's question and answer structure? (1R4, 1R5, 1R8)

Question 8: On pages 22-23 is a two-page illustration of an ant nest. Study the illustration. Let's chart the jobs. (1R1, 1R7)

Question 9: Read pp. 24-29 and add to the chart. (1R1, 1R7)

LIFE CYCLE OF THE ANT: EXPLANATION

THE QUEEN ANT LAYS AN EGG. THIS IS THE FIRST STAGE OF LIFE FOR THAT ANT. THE EGG THEN DEVELOPS INTO LARVA WHERE IT MOLTS AND GROWS SOME MORE. THE THIRD STAGE IS WHEN THE ANT IS A PUPA AND CREATES A COCOON AROUND ITSELF. THE LAST STAGE IS WHEN THE ANT EMERGES FROM THAT COCOON AS AN ADULT ANT.



WHAT JOBS DO WORKER ANTS DO? (1R1)	WHAT JOBS DO SOLDIER ANTS DO? (1R1)	WHAT JOB DOES THE QUEEN DO? (1R1)	HOW DO THE ILLUSTRATIONS HELP US TO UNDERSTAND THESE ROLES? (1R6, 1R7)

Daily Instructional Task- Shared Writing

A life cycle is the stages that occur in a plant or animal's lifetime. A life cycle is a circle that has no end since when one life ends another one always begins. Let's think about ants. Let's think about what we have learned while reading this book. Look at the diagram and let's write an explanation of the life cycle of the ant. (1R1, 1W4, 1-LSI-2)

	3	2	1
Accuracy of Writing	Using words and illustrations the writing accurately explains the life cycle of an ant.	Using words and illustrations the writing attempts to explain the life cycle of an ant.	The writing attempts, however, does not accurately explain the life cycle of an ant.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

Lesson 5: *Thinking About Ants* -

CULMINATING TASK List-Group-Label, Interactive writing (1R4, 1W4, 1SL1, 1SL6, 1L4, 1L5a)

Learning Intentions:

1. I am learning how to recall and list information I learned.
2. I am learning how to group and label information.

Success Criteria:

1. I can recall and list information I learned.

1. Reread the entire text.

Reading Strategy: Monitoring and Organizing Ideas and Information

2. List-Group-Label

Let's think about all that we have learned about ants. (RI.1.1, 1.2) 1.

List: Have students brainstorm information about ants they have learned and list that information **but do not organize it. It helps to list information on separate sentence strips so that you can group information.**

2. **Group:** Next ask students: How could we organize this information to help us quickly remember **key facts** about ants? Which information goes together? Model how you would connect information from the chart. Sort the sentence strips that you would place together as an example. Then ask students to work together to sort the information. Guide this process.
3. **Label:** After all the words and phrases have been sorted into subgroups, say to the children, "Let's read through our subgroups and give each a label."
4. Place a label on top of each subgroup.

MOVIE 5.2 List Group Label



A brief film that explains List, Group, Label strategy

Downloaded from here:

<https://www.youtube.com/watch?v=K731qicwYcY&list=PLLxDw>

[KxHx1yL- 25-YT7vv5SxxlpK7OxK&index=2](#)

	3	2	1
Accuracy List Group Label	List, group and label all the key facts about what we have learned about ants.	List, group and label most of the key facts about what we have learned about ants.	Attempts to list, group and label most of the key facts about what we have learned about ants.
Collaboration	Effectively works with the group to offer ideas that are aligned to the task.	Partially works with the group to offer ideas that are aligned to the task.	Attempts, however, does not work with the group to offer ideas that are aligned to the task.
Usage	Lists groups and labels included various and effective use of content vocabulary.	Lists groups and labels include sufficient various and effective use of content vocabulary.	Lists groups and labels include some use of content vocabulary.
Total			

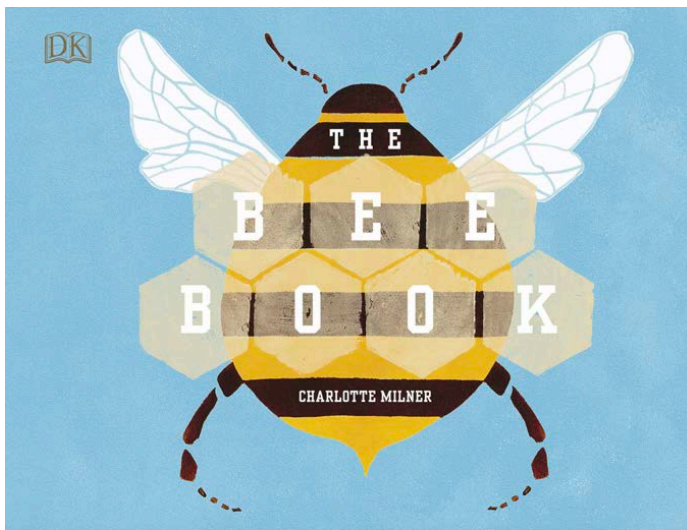
Lesson 6: The Bee Book - pp. 1-9 - K-W-L, Answering Text Dependent Questions, Inferring Vocabulary, Shared Writing

Learning Intentions:

1. I am learning how my prior knowledge can help me understand a topic.
2. I am learning how using a KWL chart can help me understand a topic.
3. I can tell what I learned from the text.

Success Criteria:

1. I can share what I know and want to learn about bees.
2. I can ask and answer questions about bees.
3. I can tell what I learned from the text about bees.



Milner, Charlotte. (2018). *The Bee Book*. New York: DK Publishing.

Read aloud pp. 1-9, *The Bee Book*.

Conduct K-W-L with children as you read parts of this book aloud. Activate students' background knowledge about bees by discussing what students will read and what they already know.

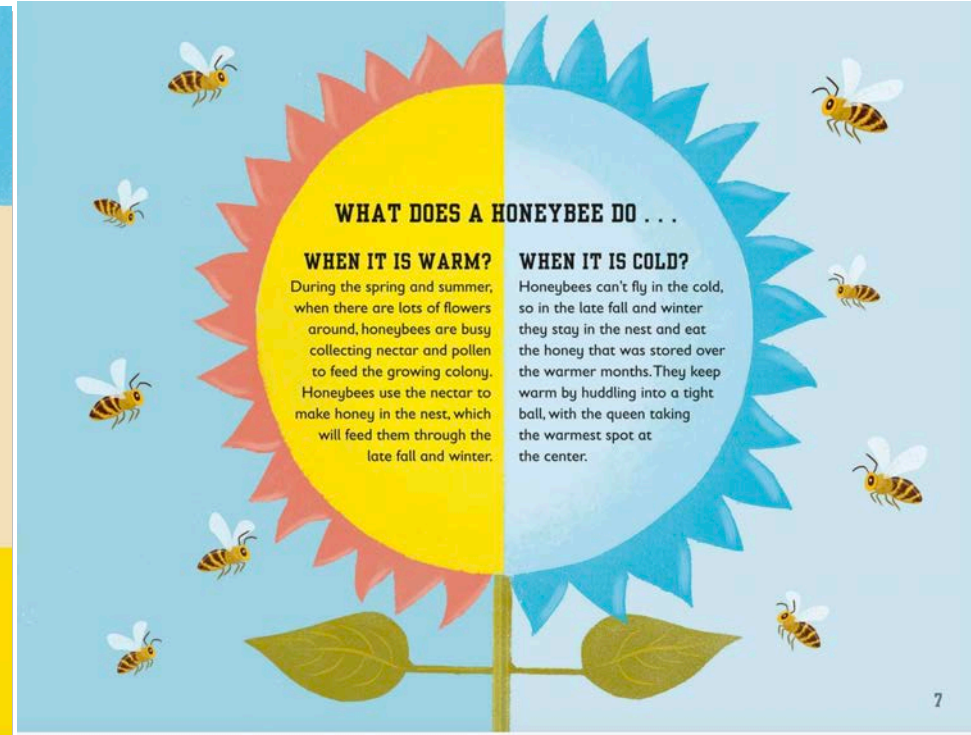
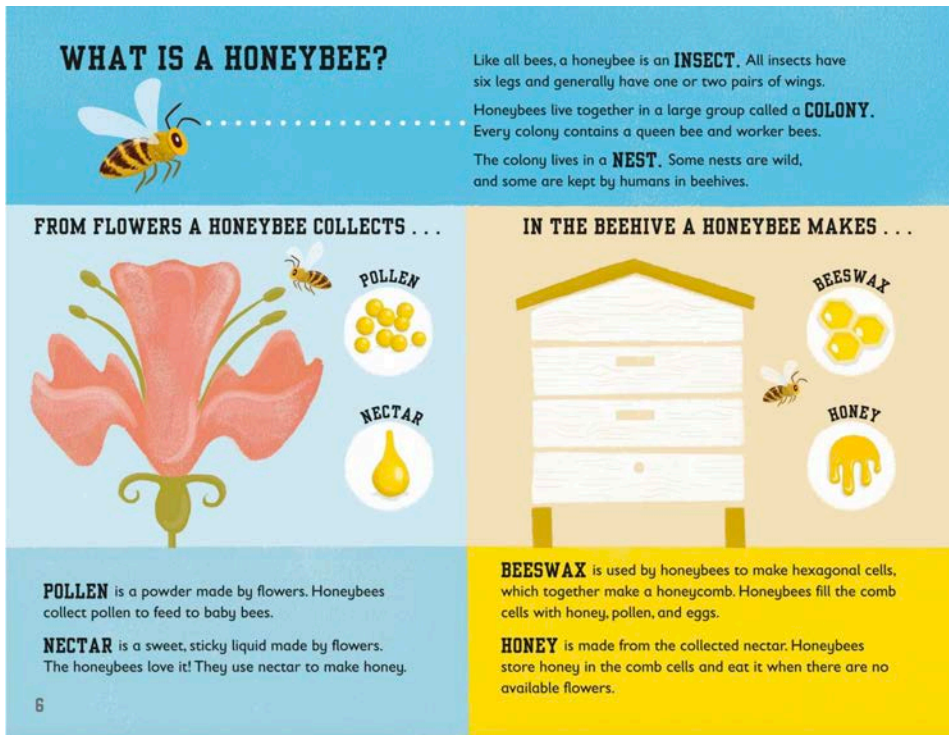
K-W-L

K-W-L helps children activate their background knowledge and to set purposes for reading.

The following chart shows the steps in each part of the procedure:

1. Children discuss what they already know about bees. Ask the children to say what they know about bees and list and then organize the students' ideas into broad categories, such as (only an example):
 - Experiences with Bees
 - Types of Bees
 - Honey Makers
 - Parts of the Bee
2. Students discuss what they want to learn from the read aloud (Show them the cover) and you help them to phrase specific questions that they think may be answered in the book.
3. After reading portions of the text each day, students discuss what they learned from it. Guide students to answer one question each day from the "W" portion of the chart and generate a written response to the questions based on what has been learned from *The Bee Book*.

Book Introduction (after K-W-L has been started):



Continue reading aloud **pages 6-7**, stopping as children express interest and pose questions. Pose these questions if they have not already been discussed by the students.

Question 1: The honeybee like the ant is an insect. What makes a honeybee an insect? Could we add this word, **honeybee**, to our vocabulary chart as another example of insect? (1R1)

Question 2: What is a **colony**? Can we add that to our vocabulary chart? (1R4, 1L4)

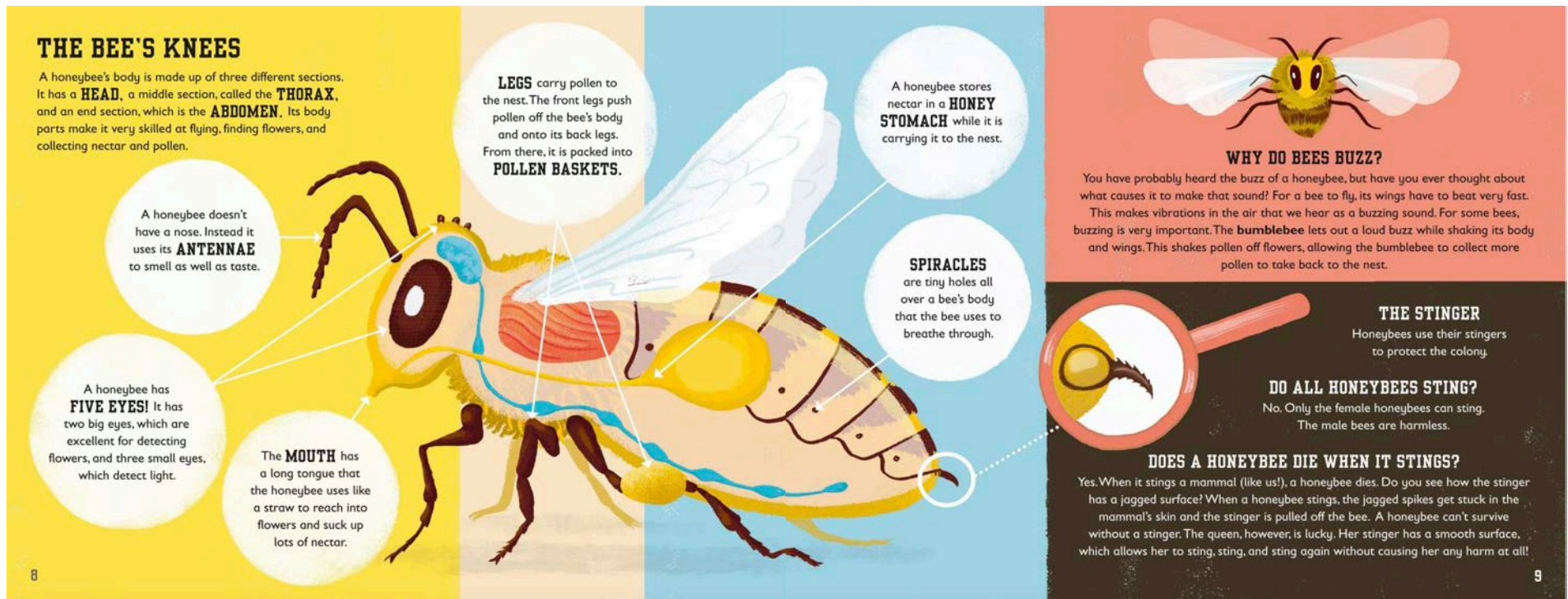
Question 3: What is a nest in the wild? What is a nest that is human made for honeybees? Let's add the word **nest** to our vocabulary chart? (1R4, 1L4)

Question 4: (p. 6): Have you ever heard of **pollen**? What is it? Turn and tell your partner as I reread this section Let's add the word nest to our vocabulary chart? (1R4, 1L4)

Question 5: (p. 6). What is **nectar**? Let's add the word nest to our vocabulary chart? (1R4, 1L4)

Question 6: (after p. 7) What do honeybees do when it gets cold outside? (1R1)

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult
imagine	form a mental picture, visualize
insect	a small arthropod animal that has six legs and generally one or two pairs of wings. (ant, honeybee)
feelers	Two antennae ("feelers") are attached to the ant's head. Ants use feelers to detect chemicals, air currents, and vibrations. They also are used to transmit and receive signals through touch.
scissor jaws	Ants have jaws that are different from ours. They are sharp and powerful. They come together like a pair of scissors to tear the food so ants can eat their food.
honeybee	an insect who lives in a colony along with thousands of other honeybees, either in a nest in the wild or a human-made nest. The honeybee produces honey.
colony	a large group of bees
nest	the place where bees live. Some nests are made in the wild, others are made by humans.
pollen	a powder made by flowers.
nectar	a sweet sticky liquid produced by flowers.
thorax	the middle section of a honeybee that includes the chest area, legs and wings.
abdomen	The end section of the honeybee that includes the stinger.
antennae	Two long thin body parts on the head of insects, like the honeybee. Antennae help animals sense the world around them.
domestic	that which is made or maintained by humans.
bee keepers	people who take care of honey bees in beehives
pollination	The process of pollen moving from one flower to another is called pollination.
larva	The second part in the life cycle of some insects like ants and bees. A larva changes into a pupa.
pupa	The third part in the life cycle of some insects. The pupa changes into an adult.
waggle dance	The movement that bees use to communicate with other bees about the location of flowers.



Pages 8-9 : The Bee's Knees

Question 1: (pp.8-9): What are the three parts of the honeybee's body? Tell your partner how your body and the bee's body is similar and different. Let's add **thorax, abdomen, and antennae** to our vocabulary chart. (1R4, 1L4)

Question 2 (p. 9 after "Why do bees buzz?"): Explain to your partner why bees buzz. (1SL2)

Question 3: Tell your partner one things that surprised you about what you learned about honeybees today. (1R9, 1SL2)

Daily Instructional Task: Shared Writing (1W4)

1. Let's review the questions we wanted to know. Did anything we read answer any of these questions?
2. Let's generate a written response to this question.
3. Invite the students help you answer the question as you record their response. Edit as needed. (1L1, 1L2)

	3	2	1
Accuracy of Writing	Using words and illustrations the writing accurately answers the questions posed on the KWL chart.	Using words and illustrations the writing attempts to answer the questions posed on the KWL chart.	The writing attempts, however, does not answer the questions posed on the KWL chart.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

WHERE DOES HONEY COME FROM?

Some honeybees live and make honey in the wild. Others are domestic and make honey that is collected by humans. These honeybees are kept in beehives and are cared for by **BEEKEEPERS**. It is this special relationship between honeybees and beekeepers that allows us to find honey in the stores and on our breakfast tables.

In the wild, honeybees make nests in rocks, hollow trees, and caves.

Beekeepers keep their honeybees in **BEEHIVES**. These homes protect honeybees from the cold and rain, as well as keeping them cool in the summer. Inside the hives, honeybees build honeycombs and fill them with honey that can be collected by beekeepers and put into jars.

Humans have been collecting honey for 13,000 years, which is a very long time! Jars of honey were even found in Egyptian tombs. The Pharaoh Tutankhamen loved honey so much that he was buried with it!

MEET THE BEEKEEPERS WHY DON'T THEY GET STUNG?

BECAUSE THEY KNOW THE HONEYBEE
Knowing about how honeybees behave and what they get up to inside the hive is important for keeping a healthy colony. Having this understanding allows the beekeeper to stay calm when checking the hive and collecting honey. A calm beekeeper means that the bees will be calm, too.

BECAUSE THEY WEAR A BEE SUIT
A bee suit has gloves, a hood, and a veil. Every part of a beekeeper needs to be covered so that they can't get stung.

BECAUSE THEY USE A SMOKER
A smoker pumps out smoke around the nest and calms the honeybees. The smell of smoke makes the bees think that there is risk of a fire, and so they start to eat honey in case they need to abandon the hive. Stinging is the last thing on the honeybees' minds if they think there might be a fire!

Lesson 7: *The Bee Book*, pp. 10-15 - Honey making - K-W-L, Answering Text Dependent Questions, Inferring Vocabulary, Independent Writing,

Learning Intentions:

1. I am learning how to answer text dependent questions.
2. I am learning how using a KWL chart can help me understand a topic.
3. I am learning how to independently write what I learned from the text.

Success Criteria:

1. I can share what I learned about how bees make honey.
2. I can ask and answer questions about how bees make honey.
3. I can independently write what I learned from the text.

1. Revisit the K-W-L Chart . Explain that you will be reading information about how bees make honey. Ask students if they know anything about these two topics : honey making and pollination . List what they know and see if there is a broad category their knew concepts and ideas might fit into.
2. Then ask students if there is anything new they want to learn now that they have learned some information about honeybees and know what the read aloud will focus on. Add their new questions to the chart.
3. Read aloud pages 10-13. Ask children to listen for where honey comes from and how it is made.




pp. 12-13: Where Does Honey Come From?

Question 1: What is the difference between wild and domestic . Let's reread and see if we can infer.

Some honeybees live and make honey in the wild. Others are domestic and make honey that is collected by humans. These honeybees are kept in beehives and are cared for by beekeepers.

WHAT'S HAPPENING IN THE HIVE?


There are about **35,000 HONEYBEES** in a beehive. The colony has three types of bees: a queen, worker bees, and drones. Each type relies on the other to keep the colony healthy.

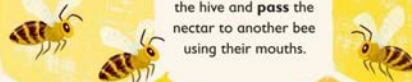
<p>THE QUEEN [FEMALE]</p> 	<p>HOW MANY: There is just one queen in a beehive. HER LIFE SPAN: 5 years. HER JOB: As the mother to most of the bees in a hive, the queen must lay eggs. She can lay 2,000 eggs every day!</p>
<p>THE WORKER [FEMALE]</p> 	<p>HOW MANY: Thousands. HER LIFE SPAN: 40 days. HER JOB: The worker bee has the most jobs to do, including cleaning and guarding the hive, foraging, and making honey.</p>
<p>THE DRONE [MALE]</p> 	<p>HOW MANY: Hundreds during the summer. HIS LIFE SPAN: Just a few weeks. HIS JOB: A drone bee doesn't do much work, but is needed in the summer to mate with a queen from another colony. In the fall, the drones are pushed out of the hive.</p>


14


HOW DO HONEYBEES MAKE HONEY?

- Honeybees collect nectar from flowers with their tongues and store it in their honey stomachs.


- These bees fly back to the hive and pass the nectar to another bee using their mouths.


- This bee makes spit bubbles with the nectar until it turns into honey, which is then stored in wax cells.


- The bees seal the honey in each cell with a wax lid on top to keep it fresh.



The warm hive is the perfect place to make honey. Bees flap their wings to keep air flowing through the hive, keeping the colony dry.

15

Tell your partner what domestic means. How is it different from wild? (1R1, 1R4, 1L4)

Question 2: What is a beekeeper? Let's add that to our chart. (1R4, 1L4)

Question 3: Why do beekeepers use a smoker? (1R1)

p. 14: What's Happening in the Hive? Read aloud pp. 14-15

Question 4: What are the three types of honeybees that live in the colony? (1R1)

Question 5: How are the three types of honeybees who live together in a colony similar to ants living in an ant colony? (1R1)

Question 6: What is the queen's job? Tell your partner. (1R1)

Question 7: How is the worker's job connected to the queen? (1R3)
Explain the word, foraging (searching for food).

Question 8: What does the drone honeybee do? (1R1)

p. 15: How Do Honeybees Make Honey?

Question 9: Let’s list the steps that explain how honeybees make honey. (1R3)

1. Honeybees use their tongue to collect nectar from flowers and store it in their honey stomachs.
2. They fly back to the hive and pass the nectar to another bee using their mouths.
3. That bee processes the nectar (making spit bubbles) until the nectar changes to honey and stores it in wax cells within the hive.
4. The bees seal the honey cell with a wax to keep the honey fresh.

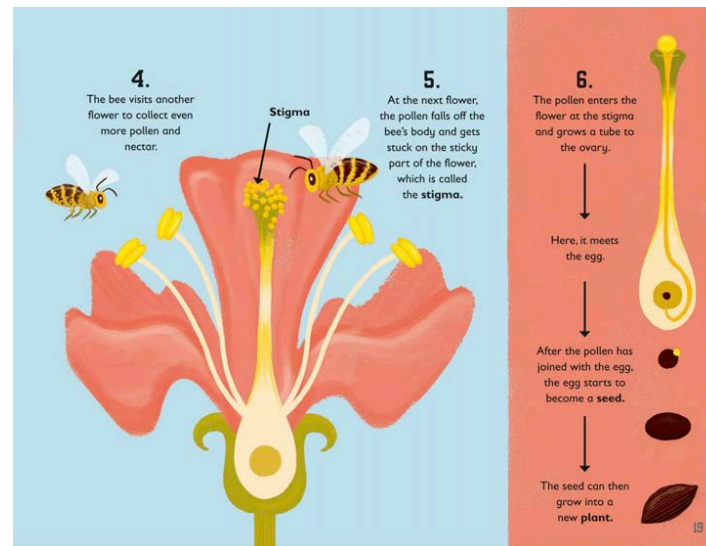
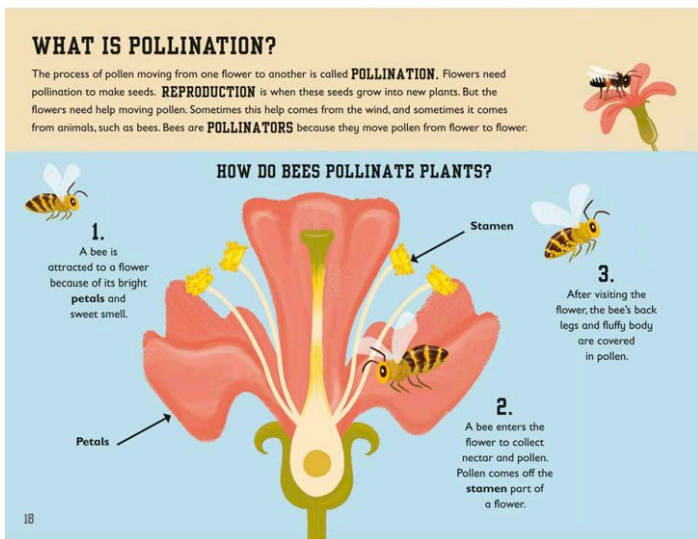
Question 10: How did the numbers in the illustration help us to understand how bees make honey? (1R5, 1R7)

Daily Instructional Task: Guided and Independent Writing

1. Let’s review the questions we wanted to know on our K-W-L chart. Did anything we read answer any of our questions? Let’s generate a written response to this question. (1W2, 1W4)
2. Invite the students help you rehearse an answer to the question. Then invite students to write their own response in their notebooks.

Note: If there are students who cannot complete this task, conduct a small group guided writing lesson.

	3	2	1
Accuracy of Writing	Using words and illustrations the writing accurately answers the questions posed on the KWL chart.	Using words and illustrations the writing attempts to answer the questions posed on the KWL chart.	The writing attempts, however, does not answer the questions posed on the KWL chart.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			



Lesson 8: The Bee Book, pp. 16-21 - Pollination, K-W-L, Answering Text Dependent Questions, Inferring Vocabulary, Independent Writing

1. Revisit the K-W-L Chart. Explain that you will be reading information about the process of pollination. Ask students if they know anything about this topic. List what they know and see if there is a broad category their new concepts and ideas might fit into. (1 w4)

2. Strategy: Reading to Learn- Learning Information from Nonfiction

Teacher models:

I'm going to think about what I already know about honeybees. This helps me figure out what I don't know. Then I can come up with questions about what I want to learn from this book. Once I started thinking about what I know about honeybees, I see that I have a lot of questions. I know that someone else might have different questions. But as I read, I'll see if the book answers my own questions.

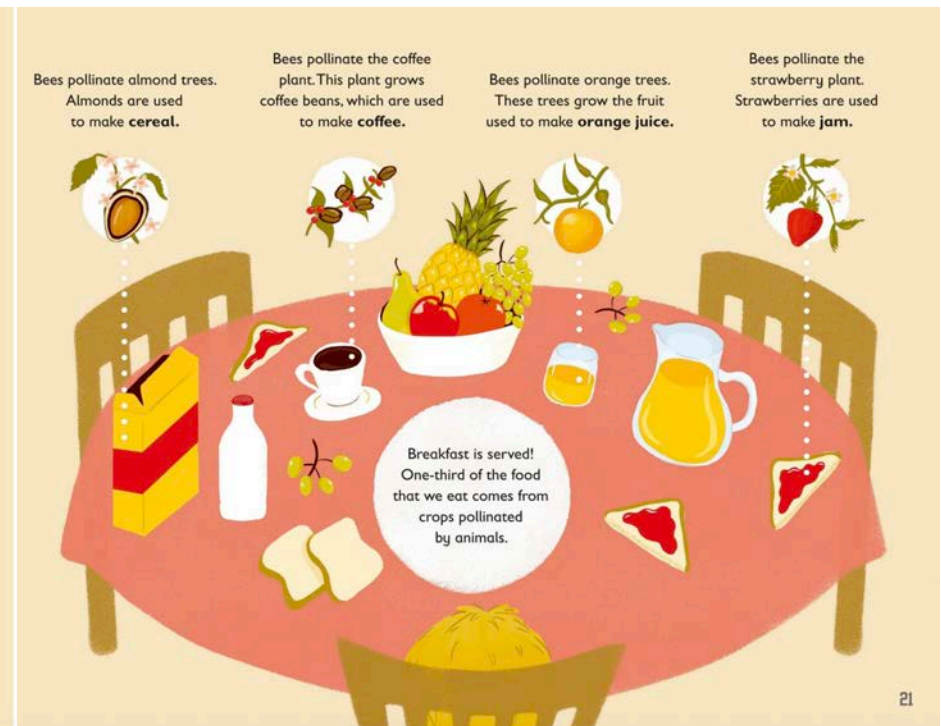
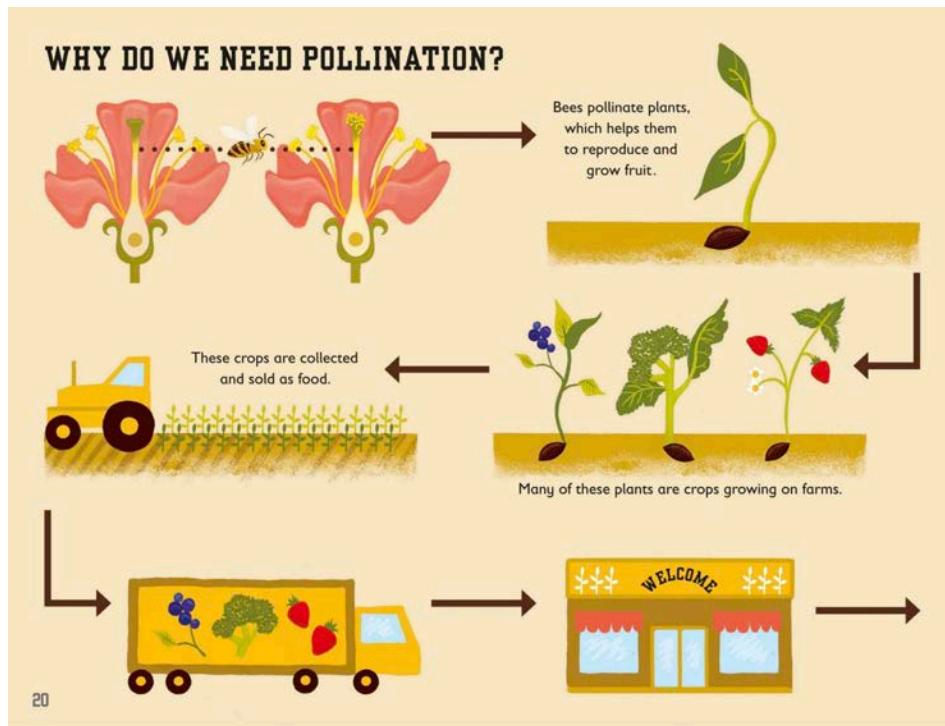
Then ask students in there is anything new they want to learn now that they have learned more information about honeybees. Add their new questions to the chart.

3. Read aloud pages 16-20. Ask children to listen for what pollination is and why it is important to the honeybee and us.

Question 1: As you read pages 18 - 20 with the students, after each sentence ask, **Does this sentence tell us what pollination is?** (1R8). If so, write it under the **Main Point** on the chart paper. If not, explain why not.

Question 2: How do honeybees help the pollination process? Explain to your partner. (1R3)

Question 3: What happens after the pollen meets the egg? Which number on the illustration best answers that question (#6)? (1R3, 1R7)



Question 4 (page 20). Why did the illustrator use arrows on this page? How do the arrows help us to understand how we benefit from the honeybees pollination of plants? (1R7-8)

Question 5 (page 21): Tell your partner one product you like that gets made because bees pollinate a plant?

Question 6 What has this section of the text been mostly about? (RI.1.2) Let's add write an explanation of what pollination is on our vocabulary chart. (1R4, 1L4)

Daily Instructional Task: Guided and Independent Writing

1. Let's review the questions we wanted to know on our K-W-L chart. Did anything we read answer any of our questions? Let's generate a written response to this question. (1W2, 1W4)
2. Invite the students help you rehearse an answer to the question. Then invite students to write their own response in their notebooks. Students will write one-two sentences stating one thing a bee pollinates, as well as what it is used to make.

Note: If there are students who cannot complete this task, conduct a small group guided writing lesson.

	3	2	1
Accuracy of Writing	The writing accurately explains what bees pollinate and what products can be made from it.	The writing attempts and explains mostly what bees pollinate and what products can be made from it.	The writing attempts; however, does not accurately explain what bees pollinate and what products can be made from it.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			



Lesson 9: The Bee Book, pp. 22-25 Worker Honeybee

Learning Intentions:

1. I am learning how to answer text dependent questions.
2. I am learning how using a KWL chart can help me understand a topic.
3. I am learning how to independently write what I learned from the text.

Success Criteria:

1. I can share what I learned about the worker bee.
 2. I can ask and answer questions about the worker bee.
 3. I can independently write what I learned from the text.
-
1. Revisit the K-W-L Chart. Explain that you will be reading information about the worker bee. Ask students if they know anything about these topics: honeybee jobs. List what they know and see if there is a broad category their knew concepts and ideas might fit into.(1W2, 1W4)
 2. Then ask students in there is anything new they want to learn now that they have learned more information about honeybees and know what the read aloud will focus on. Add their new questions to the chart. (1W2, 1W4)

Reading to Learn - Learning Information from Nonfiction
identifying new information you want to learn, as well as
answering questions as you read

Teacher models:

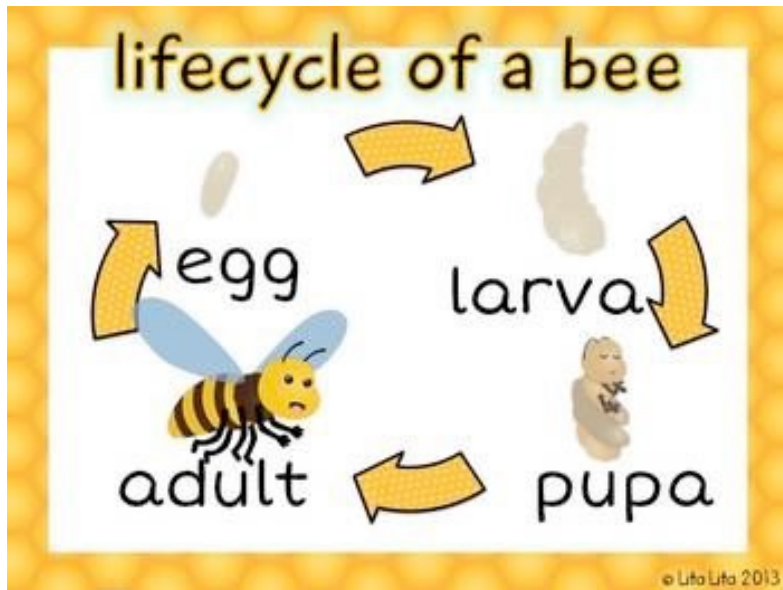
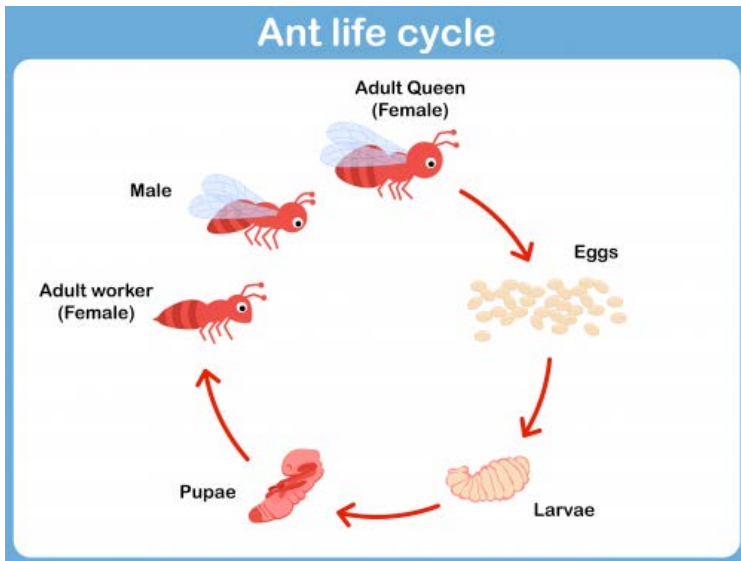
I ask myself questions about the book before I start reading . I have a lot of questions before I start reading. I wonder what the book is about. I wonder about the information in the book. Now that I am reading the book , I'm finding lots of answers . The pictures are helping me think about what we have learned already. I think I'm going to get answers to most of my questions- maybe even all of them!

3. Read aloud pages 22-25. Ask children to listen for how the worker honeybee is born and what its life is like.
4. Show students that you are going to begin reading about how the worker honeybee is born. Show them the section of text.

Question 1: How many days from the time the queen honeybee lays an egg does it take for the adult bee to be developed? How do the illustrations help us to know that? (1R1, 1R7)

Refer to the life cycle of the ant you had charted. Ask students to look at it again and to say how it is similar to the worker honeybee. (1R1)

Question 2: Refer to the life cycle of the ant you had charted. Ask students to look at it again and to say how it is similar to the worker honeybee. (1R1)



Question 3: Which section of the graphic on pages 24-25 show what happens to the adult honeybee worker? Tell your partner. (1SL1)

Question 4: What are the five jobs worker honeybees do? Let's list them. (1R1, 1W7)

DAYS	TASK
1-2	Cleaning Comb Cell where it was born
3-11	Nursing larvae
12-17	Build Comb Cells
18-21	Guarding the nest's entrance
22+	Foraging for food

Daily Instructional Task: Guided and Independent Writing


- Let's review the questions we wanted to know on our K-W-L chart. Did anything we read answer any of our questions? Let's generate a written response to this question. (1W2, 1W4)
- Invite the students help you rehearse an answer to the question. Then invite students to write their own response in their notebooks.

	3	2	1
Accuracy of Writing	Using words the sentence accurately answers a question from the KWL chart.	Using words the sentence attempts to answer a question from the KWL chart.	Using words the sentence attempts, however, does not accurately answer a question from the KWL chart.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

WHO IS QUEEN BEE?

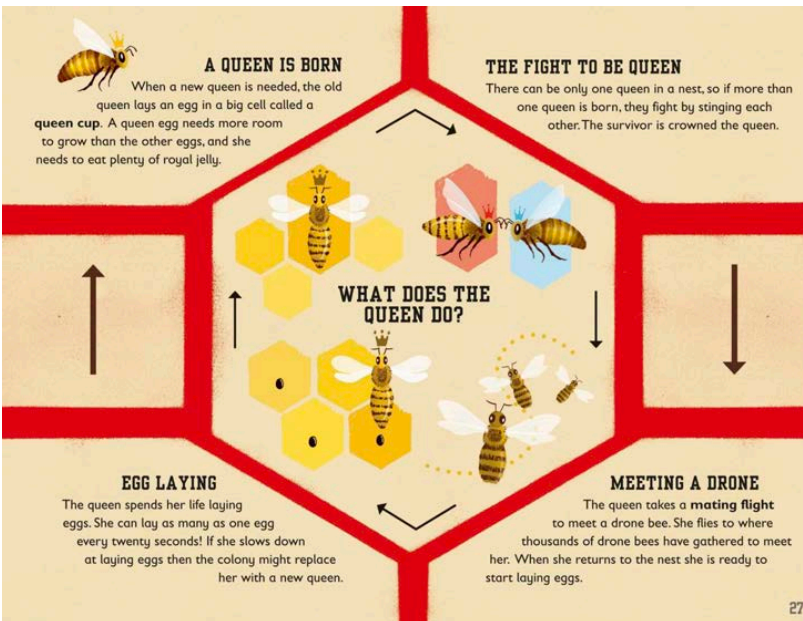
Even though we call her the queen, she isn't really in charge of all the bees in the nest. It is better to think of the queen bee as more of a superhero. This is because she is the mother of most of the bees in her nest. It is the queen's job to populate the colony by laying eggs that will hatch into the next generation of bees.

WHAT MAKES A HONEYBEE A QUEEN?



- The queen has a **LONGER** and more pointed body than the other bees in the colony.
- Like a celebrity, the queen always has other worker bees surrounding her. These **ATTENDANTS** feed her, groom her, and pass on her scent to the other bees in the nest.
- The queen has a special scent that the bees in the colony can detect. Her **QUEEN SCENT** tells the colony that she is alive and healthy. This message is important, because without a queen, a colony can't survive.
- The queen can **CONTROL** whether an egg will hatch into a male drone bee or a female worker bee.

26



A QUEEN IS BORN

When a new queen is needed, the old queen lays an egg in a big cell called a **queen cup**. A queen egg needs more room to grow than the other eggs, and she needs to eat plenty of royal jelly.

THE FIGHT TO BE QUEEN

There can be only one queen in a nest, so if more than one queen is born, they fight by stinging each other. The survivor is crowned the queen.

WHAT DOES THE QUEEN DO?

EGG LAYING

The queen spends her life laying eggs. She can lay as many as one egg every twenty seconds! If she slows down at laying eggs then the colony might replace her with a new queen.

MEETING A DRONE

The queen takes a **mating flight** to meet a drone bee. She flies to where thousands of drone bees have gathered to meet her. When she returns to the nest she is ready to start laying eggs.

27

Lesson 10: The Bee Book, pp. 26-31 queen, swarm

Learning Intentions:

1. I am learning what the words, queen and swarm, mean.
2. I am learning about the way bees communicate.

Success Criteria:

1. I can ask and answer questions about the text.
 2. I can use drawings and sentences to explain ways bees communicate.
-
1. Revisit the K-W-L Chart. (1W2, 1W4) Explain that you will be reading information about how the jobs of honeybees, specifically the queen bee. You'll be reading about the way bees communicate, and what a swarm of bees is.
 2. Ask students if they know anything about these topics: queen bee, ways bees communicate, and what a swarm is. List what they know and see if there is a broad category their new concepts and ideas might fit into.

Teacher models:

Before I read, I think about what I might know about the things in this book. I know this story is about honeybees because there is a picture of it in on the cover. I also know from other books I have read that bees communicate with one another and that there is a queen bee. I wonder what else I might learn from reading this story about the ways bees communicate, the queen bee and what a swarm is? Now that I got my brain ready by thinking about what I already might know, I am ready to read this book!

3. Then ask students if there is anything new they want to learn now that they have learned more information about honeybees and know what the read aloud will focus on. Add their new questions to the chart.
4. Read aloud pages 26-27. Ask children to listen for information about the queen bee.

Question 1 (p. 26): What is the Queen Bee's main job? (1R1)

Question 2: (p.26) Ask students to say what the word scent means (odor, a distinctive smell) What is the queen scent and why is it important to the other honeybees? (1R3-4, 1L4)



Question 3 (p. 26): How is the queen like a celebrity? Tell your partner. (1SL1)

Question 4 (p. 26): After a queen bee is born what happens to her? Let's read through the illustration so we can understand. Read and summarize. (1R1)

Read aloud pages 28-29.

Question 5: What does the question (How Do Honeybees Talk to Each Other?) at the top of the page tell us? (1R1, 1R5) Throughout the book, the author has posed a question and then answered it. This is on text structure that writers of information often use.

Question 6: What is the waggle dance? Turn and tell your partner. Let's add that to our chart. (1R4, 1L4)

Question 7: What do bees communicate during the waggle dance? (distance and location and type of flower [by smell]) (1R1)

WHAT IS A SWARM?

A large group of honeybees flying together is called a swarm. A swarm forms when the queen, along with some of the colony, leaves the old nest to find a new nest.

A swarm is made up of one queen and up to 20,000 worker bees. **Can you spot the queen in the swarm?**

A swarm occurs when a nest becomes overcrowded. Just before a new queen is born into the colony, the old queen gets ready to swarm with around half of the worker bees.

The old queen leaves with the swarm to find a new nest, while the new queen is left behind with the rest of the bees.

The bees prepare for their long flight by eating lots of honey to give them energy. But the queen is not a strong flier, so the swarm may have to stop along the way to let her rest.

Even though a swarm of bees may look scary, they are not usually dangerous. As long as their hunt for a home doesn't get disturbed, they will not sting.

30

Read aloud pages 30-31:

Question 8 (p. 30): What is the topic of these two pages? How does the question help us to identify the topic? (1R2)

Question 9: What is a swarm? Let's add it to our chart. (1R4, 1L4)

Question 10: Why do honeybees swarm? (R1R)

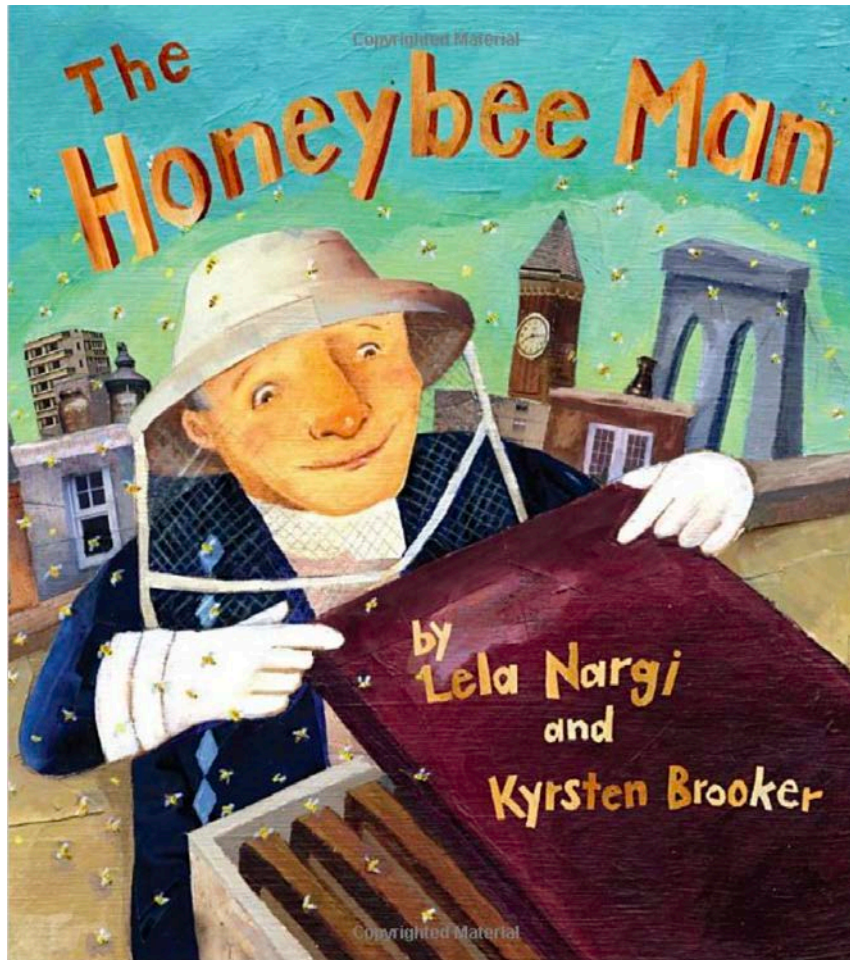
Culminating Task: Guided and Independent Writing

1. Let's review the questions we wanted to know on our K-W-L chart. Did anything we read answer any of our questions? Let's generate a written response to this question. (1W2, 1W4)
2. Invite the students help you rehearse an answer to the question. Then invite students to write their own response in their notebooks. Students will draw a picture and write one-two sentences explaining what they learned about how bees communicate with one another.

Note: If there are students who cannot complete this task, conduct a small group guided writing lesson.

Explanatory	3	2	1
Accuracy of Writing	The writing accurately explains how bees communicate with one another.	The writing attempts and explains mostly how bees communicate with one another.	The writing attempts, however, does not accurately explain how bees communicate with one another.
Organization	The writing includes an introduction, facts, and conclusion.	The writing includes 2 out of 3: an introduction, facts, and conclusion.	The writing includes 1 out of 3: an introduction, facts, and conclusion.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

Lesson 11: *The Honeybee Man*, Read Aloud/Think Aloud, Model Questioning, Daily Instructional Task: Interactive Writing



Nargi, Lela. (2011). *The Honeybee Man*. Illustrated by Kyrsten Brooker. New York: Schwartz & Wade.

Lexile Level: 870

Learning Intentions:

1. I am learning how skilled readers construct meaning from a text.
2. I am learning about the concept of thinking aloud.

Success Criteria:

1. I can identify which strategy (predict, use schema, ask questions, make connections, use illustrations) is being used while the reader thinks aloud.
2. I can discuss with a partner which strategy is being used and provide a reason why.
3. I can participate in Interactive Writing about the process of making honey.

Think Aloud

Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. from [here](#). (Reading Rockets, http://www.readingrockets.org/strategies/think_alouds)

Introduce students to the concept of thinking aloud if it is new to them. You might say something like: "Today I am going to be reading *The Honeybee Man*" You will know I am reading the text as I will be holding the book up, with the pages facing you so you can see the illustration. When I close the book and start talking, I will be doing a think aloud. As I read and think aloud I want you to notice what strategy I am using each time I stop and think aloud. You'll be using your strategy cards and discussing the strategy you thought I used with your partner.

Makes sure students have these five cards on their ring: predict, ask questions, use illustrations, make connections, and use schema.

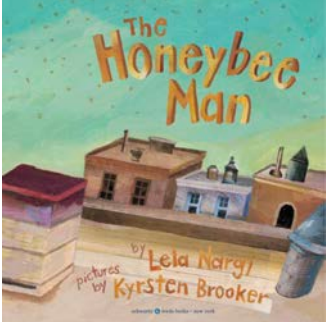




Predict


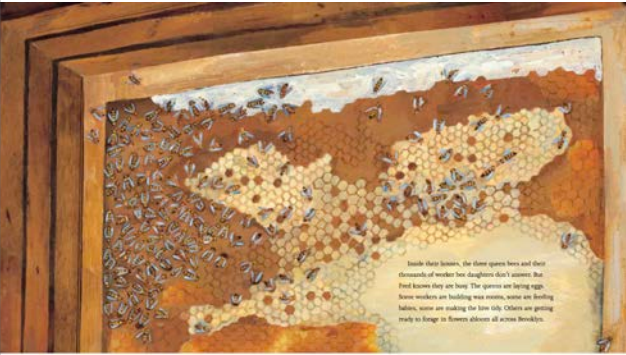


Use
Schema



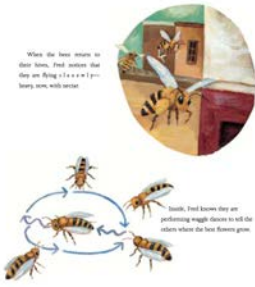

Ask
Questions









Make
Connections

Use
Illustrations

TEXT	MY THINKING	STRATEGIES
	<p>I know a lot about honeybees from our last book, <i>The Bee Book</i>. I wonder if that will help me understand <i>The Honeybee Man</i>? (Stop and ask students what they noticed)</p>	<p>Make Connections Ask Questions</p>
	<p>I realize that this isn't an informational book. This is a story. I'm getting my clues from the illustrations, and from the way the book opens. I have read other stories that begin by telling you when and where the story happens and who is in it. It tells me the setting - July and a city and the characters: Fred, Copper, and Cat.</p>	<p>Use Schema Use illustrations</p>
 	<p>I'm really getting a sense of Fred and I love the way the illustrator portrayed Fred's home. It reminds me of the color forms kits I had as a kid. I bet he keeps beehives on the roof.</p>	<p>Make Connections Use Illustrations Make Prediction</p>
	<p>I remember in <i>The Bee Book</i> that hives had thousands of cells inside. I think that is what the narrator is telling me here. I'm predicting that the three boxes are hives. It's kind of neat how Fred thinks of the hives like tiny cities.</p>	<p>Make Connections Make Prediction</p>

TEXT	MY THINKING	STRATEGIES
 <p>Fred inhales the smells of a summer city morning: maple bacon and gasoline and the trees and dust. He knows in the city air and inhales its mystery, summer smelt—a little like seaweed, a little like ripe peaches.</p> <p>"So the bees have found Fred again. Good morning, Queen Mab!"</p> <p>And to the other bees too, "Good morning, Queen Nefertiti. Good morning, Queen Bodicea!"</p> <p>Then Fred gives the sun all his thanks, which has more memories than he can count. "Good morning, my bees, my darlings!"</p>	<p>My prediction was correct. The boxes are hives and each hive has its own queen. I wonder who the queens are? Who are Mab, Nefertiti, and Bodicea?</p>	<p>Ask Questions</p>
 <p>Inside their boxes, the three queen bees and their thousands of worker bee daughters don't pause. But Fred knows they are busy. The queens are laying eggs. Some workers are building new combs, some are building hives, some are making the hive tidy. Others are getting ready to forage in flowers all over Brooklyn.</p>	<p>I remember learning about the different types of bees from <i>The Bee Book</i>. Worker and Queen bees are mentioned here and their jobs. I remember the worker bees fed the babies. The illustration really lets me see inside the hive. I wonder what forage means? It seems important. "Others are getting ready to forage in flowers abloom all across Brooklyn." [NOTE: Ask the children to help you define the word, forage.]</p>	<p>Use Schema</p> <p>Use Illustrations</p> <p>Ask Questions</p>
 <p>Fred closes his eyes and lets his mind wander. Will Queen Mab's daughters find more flowers, as they did last year? Will Queen Bodicea's honey be dark like molasses, or light and clear like amber? As he thinks about bees, Fred's mouth begins to wobble. "I can't wait to find you!"</p> <p>Fred pictures the park at the end of his block. He imagines his bees crawling from flower to flower, bring water down to and show which ones are through wings, which they eat, and some like propolis. Fred wishes he could fly there with them, with the wind rushing over his back.</p>	<p>I remember when we read <i>Thinking About Ants</i> that word imagine was used. What does it mean? Let me look at our vocabulary chart. Imagine means to form a mental picture, visualize. I can see in the illustration that Fred is sitting with his eyes closed. He is imagining that he's flying. I am wondering why Fred does not know whether the honey his bees will make will be dark or light. I am also wondering how he could find out whether the bees will find mint or other specific kinds of flowers.</p>	<p>Make Connections</p> <p>Ask Questions</p> <p>Use vocabulary chart</p> <p>Use illustrations</p>
 <p>The baby's mouth is wide open. Fred wonders if the baby is crying. He looks at the baby's face and sees tears. Fred thinks about the baby's mother. He wonders if she is looking for him. Fred thinks about the baby's father. He wonders if he is looking for him. Fred thinks about the baby's grandparents. He wonders if they are looking for him. Fred thinks about the baby's friends. He wonders if they are looking for him. Fred thinks about the baby's world. He wonders if it is looking for him.</p>	<p>What does wail mean? I can see a baby in a stroller and the baby's mouth is wide open. Maybe wail means to cry.</p>	<p>Ask Questions</p> <p>Use illustrations</p> <p>Make prediction</p>

TEXT	MY THINKING	STRATEGIES
 <p>It is easy for Fred to recognize the older bees, who are used to moving between their small world and the giant world of people. They zip out of the hives and hover themselves as the air, reaching it with their wings. A few land on Fred's arm.</p> <p>"Hello, Fred!" they seem to say.</p> <p>"Hello, girls. Have a nice day. Now off you go!" Fred gives them a gentle flick with a finger and waves they clear!</p>	<p>Fred isn't afraid of the bees. The bees must be going out to get nectar and pollen. I remember that from the last book we read.</p>	<p>Make Connections</p> <p>Use schema</p>
 <p>Fred watches his bees fly over his backyard garden and other gardens on the block. He sees the bees fly over roses and peonies and geraniums. If he were clever, he could see them using their waggles to report to their hives where they were to bring him loads of nectar. There's a fly on the nose you know, in the eye. There's a fly on the nose you know, in the eye. There's a fly on the nose you know, in the eye. There's a fly on the nose you know, in the eye.</p>	<p>Do the type of flowers that the bee gets the nectar from matter? Fred says he hopes the bees find a blueberry bush. Are there different flavors of honey? I'm predicting that there are different flavors.</p>	<p>Ask Questions</p> <p>Make prediction</p>
 <p>When the bees return to their hives, Fred notices that they are flying in a waggles dance, with their wings.</p> <p>Inside, Fred knows they are performing waggles dances to tell the others where the best flowers grow.</p>	<p>I remember the waggles dance. I bet Fred is right! When the bees come back to the hive they dance so that they can communicate where the flowers are and how far away.</p>	<p>Make Connection</p> <p>Ask Questions</p>
 <p>The bees that visit him are taking the nectar and storing it in the honeycomb.</p> <p>And he knows the others are bringing their wings to regenerate the wax from the comb as well as to keep it dry. They often fly back to the hives to see how the bees are doing. They often fly back to the hives to see how the bees are doing. They often fly back to the hives to see how the bees are doing.</p>	<p>Seeing how Fred appreciates the bees is helping me to appreciate bees too. I used to be scared of bees. Now I'm thinking they are pretty helpful.</p>	<p>Make Connection</p>

TEXT	MY THINKING	STRATEGIES
 <p>One afternoon at the end of August, Fred climbed again to his roof. He is wearing his black rubber rain boots and his white head net and a wrench on his head. Fred Cat the cat, who did not want to be taken this morning, he makes an announcement to the bees.</p> <p>"Attention, I have come for the honey!"</p> <p>And a plea.</p> <p>"Please do not sting me!"</p>	<p>Fred is brave.</p>	<p>Use Schema</p>
 <p>Fred pulls clouds of smoke into the city beehive, and the bees become dazed down into the hive.</p>  <p>From the very top Fred Fred lifts out the honeycomb. He packs it into buckets and jars.</p> <p>"Thank you for the honey, bees!"</p> <p>Beep!</p>	<p>I remember learning about the smoke. It calms the bees. That's smart f Fred. Maybe the bees will be too dazed to sting him. What does burrow mean? [NOTE: Ask the children to help you define the word, forage.]</p>	<p>Use Schema</p> <p>Ask Questions</p>
 <p>Fred leads the bees down the ladder and into his house, where Mr. Sandless Clapper the honey being dug to the beehive.</p>  <p>Fred sets a frame of honeycomb over a plastic tank and slices off the wax cap, and the honey begins to flow.</p>	<p>I wasn't sure how honey was made from hives. I can see that Fred cuts off the wax coating and inside the honey begins to run. The honey I get is thick--not runny. How will Fred make the honey thick?</p>	<p>Make Connection</p> <p>Use Schema</p> <p>Ask Questions</p>
 <p>He places the honeycombs in a spinning machine, which separates every last drop of honey out of it.</p>  <p>He pours the honey into jars.</p>  <p>Then he sticks labels to the jars.</p> <p>Fred's Beeswax Honey. Made w/ The Best Beeswax Honey.</p>	<p>I didn't know about the machine, I reminds me of an old fashion washing machine that has a spinner in it. I like Fred's label. What's he going to do with all the honey?</p>	<p>Make Connection</p> <p>Ask Questions</p>

Part 2. Daily Instructional Task: Writing Task (Interactive writing)

Making Sense of Text: Summarizing and Retelling- recalling steps in correct order

1. Boys and girls, let's think about the process Fred goes through to make honey. (When the class agrees on how to complete each step, ask for a volunteer to come to the chart and take the pen to complete the sentence.)

2. Let's list the steps. (1R1, 1W2 1W4, 1SL1, 1SL2)

HONEY MAKING PROCESS
1. Fred sets a frame of honeycomb over a tank and cuts off the wax caps, so the honey will begin to flow.
2. Fred places the honeycomb in a spinning machine, which squeezes every last drip of honey out of it.
3. Fred pours honey into jars.
4. Fred sticks his homemade label to the jars.

Lesson 12: The Honeybee Man, Thinking Aloud, Writing (1R1-4; 1W1, 1W2, 1W4, 1SL1, 1SL2, 1L4)

Learning Intentions:

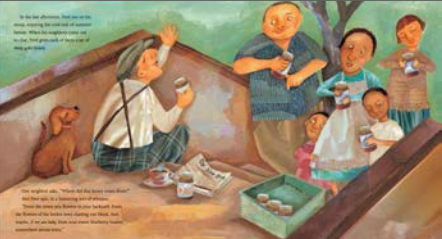
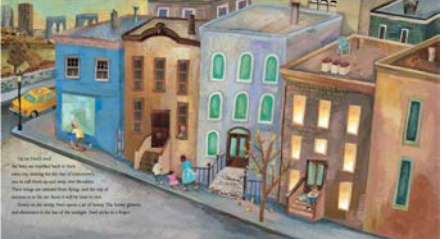


1. I am learning how skilled readers construct meaning from a text.
2. I am learning about the main idea of a story.

Success Criteria:

1. I can identify which strategy (predict, use schema, ask questions, make connections, use illustrations) is being used while the reader thinks aloud.
2. I can discuss with a partner which strategy is being used and provide a reason why.
3. I can create a drawing that represents the main idea of the book that includes captions.

Part 1. Thinking Aloud

Continue thinking aloud process from previous day. Take time to read the information at the end of the book

TEXT	MY THINKING	STRATEGIES
 <p>In the first illustration, Fred is on the roof, giving his neighbors some of his honey. Fred gives his neighbors some of his honey. Fred gives his neighbors some of his honey.</p>	<p>Fred gives his neighbors the honey. I can see from the illustration that everyone seems happy.</p>	<p>Use illustration</p>
 <p>He bet Fred's going to taste some of that honey.</p>	<p>I bet Fred's going to taste some of that honey.</p>	<p>Make prediction</p>
 <p>It is across the border. It is a story like honey. It is a story like honey.</p>	<p>I was right. I can see Fred is tasting the honey. I also think that the taste of the honey is connected to the flower that the bees get the nectar from. That's why he says, blueberry.</p>	<p>Use illustration Make Inference</p>
 <p>Some Amazing Facts About Honey, Honeybees, and Beekeepers</p>	<p>Oh, I found out about the three queens.</p>	<p>Use text Resources</p>

Part 2. Daily Instructional Task: Writing Task (1R2, 1W4)

1. *Boys and girls, let's think about the main idea of this book we read. What is this book mostly about?* (1R2, 1W4)
2. (Example: In this book we learn how Fred raises honeybees. We learn the process for making honey. Have students record their response through **interactive writing**.)
3. Next ask students to contribute a **drawing that represents the main idea of the book that includes captions** [1R2, 1W4]. You may want to use and/or adapt the **Junior Great Books' rubric** below as you evaluate students' learning.

Read-Aloud Interpretive Drawing Rubric

0—	The drawing and caption are unintelligible or not related to the story
1—	The drawing and caption are related to the story, but not clearly responsive to the question <ul style="list-style-type: none">• Illustrations from the story have been copied or traced• Characters from the story are represented, but not events
2—	The drawing and caption show a very simple response to the question, <ul style="list-style-type: none">• Part of an action or some of the relevant characters are shown• OR: Details from the story are seriously misunderstood
3—	The drawing and caption show a more developed response to the question <ul style="list-style-type: none">• The whole action and most of the relevant characters are shown
4—	The drawing and caption show a full response to the question, with full details from the story <ul style="list-style-type: none">• Characters' feelings or thinking are portrayed• Many relevant details are included

Lesson 13: *The Honeybee Man*: Reread, Vocabulary, Daily Instructional Task: Writing Task (1R1, 1R4, 1SL2, 1W2, 1W4, 1L1, 1L2, 1L4, 1L6)

Learning Intentions:

1. I am learning to infer by using picture clues.
2. I am learning how to use evidence from a text to support my thinking.

Success Criteria:

1. I can recall and define previously learned vocabulary.
2. I can ask my partner the question, "Why does the honey from Fred's bees have more than one taste?" and listen to their response.
3. I can write an explanation and use evidence from the text to support my opinion.

Vocabulary Inferring Chart with Images


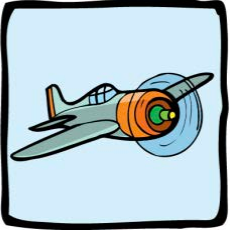






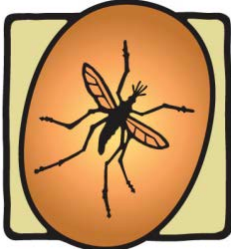

1. Show students the chart you have made that lists the vocabulary words and an image for each word (see next page).
2. Say the first word aloud (brownstone) and ask students if they have an idea of what that word means.

Vocabulary and Concept Knowledge: gathering insight and using what you know to figure out unfamiliar words, as well as, using clues while rereading to figure out words

Teacher model:

I find it helpful when I come across a word that I don't know if you think about something it reminds me of that I do know something about. I find a word I do know, and then think about all the things I know about that word. For example, if it was the word puppy I might think of: playful, fuzzy, cute, energy, baby, tail, wagging, and dog. Remember good readers make connections between what they have read and what they know to help them understand things they might have not seen before now.

3. Move on to the next word and complete saying aloud each word, showing the picture and asking students for any insights they have about the words.
4. Explain to students that you will be rereading the story. Ask students to put a thumb up when they hear one of these words so you can stop and together discuss what the word means.
5. Stop and write the explanation in the space on the chart for each word.

WORD	EXPLANATION	IMAGE	WORD	EXPLANATION	IMAGE
brownstone			propeller		
inhale			blare		
tidy			burrow		
forage			banish		
amber			stoop		

WORD	EXPLANATION	IMAGE	WORD	EXPLANATION	IMAGE
brownstone	a kind of house made from brown stone		propeller	something that spins to make an airplane fly or a boat or submarine move	
inhale	to breathe in, smell		blare	to make a loud noise	
tidy	neat and clean, in order		burrow	to dig down into something	
forage	to look for something, like food		banish	to send someone away, to make someone or something leave	
amber	dry tree sap that's hard like a rock		stoop	a porch; the place in front of a house or apartment door	

**Part 2: Daily Instructional Task: Writing Task: Think, Pair, Share,
Write (1R3, 1S1, 1W2, 1W4, 1L1, 1L2, 1L4, 1L6)**

After the story has been reread say to the students:

1. A main idea of this story is how honey gets its taste. Why does the honey from Fred's bees have more than one taste?
 - a. Think, Pair, and Share with your partner. Remind students to ask questions of their partner if they need to better understand something their partner has said.
2. Then through **guided writing**, write an explanation. Use evidence from the text to support your answer.

Example of an answer (responses may vary but should resemble the following):

Strategy- Using what they know

Activating Background Knowledge- Talking with others about what you know

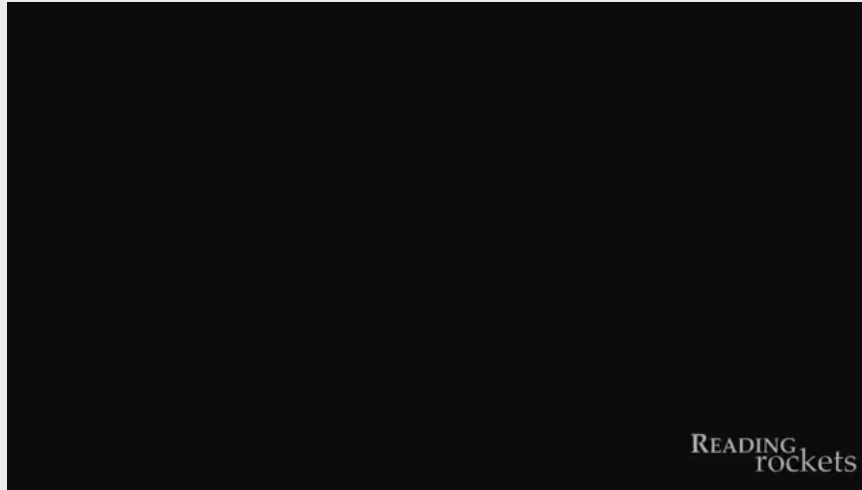
Teacher model:

We can't know everything about everything, so sometimes when I read after I try to make connections to the text and things I might know, I still might not understand. When this happens I like to talk with a friend to see if they might know something I don't about what we are reading. Our talk can help us understand the book in better ways!

The honey has more than one taste
because the bees got their nectar from
different plants. We read that the bees
visited linden flowers. Fred hoped the bees
would visit the blueberry bushes

too. The honey tasted like linden flowers
and blueberries.

MOVIE 5.3 Think, Pair, and Share



A brief film and example of Think, Pair and Share. Downloaded from here:

https://www.youtube.com/watch?v=-9AWNl-A-34&index=3&list=PLLxDwKxHx1yLuGsYgW_v43wF3qVGj5LMx

Explanatory	3	2	1
Accuracy of Writing	The writing accurately explains why the honey from Fred's bees has more than one taste.	The writing attempts and explains mostly why the honey from Fred's bees has more than one taste.	The writing attempts, however, does not accurately explain why the honey from Fred's bees has more than one taste.
Organization	The writing includes evidence from the text to support their explanation.	The writing includes some evidence from the text to support their explanation.	The writing includes little to no evidence from the text to support their explanation.
Capitalization	All sentences begin with a capital.	Most sentences begin with a capital.	Most sentences do not begin with a capital letter.
Usage	Each sentence has subject/predicate agreement.	Most sentences have subject/predicate agreement.	Few sentences have subject/predicate agreement.
End Punctuation	Every sentence ends with correct punctuation.	Most sentences end with correct punctuation.	Few sentences end with correct punctuation.
Total			

Lesson 14: *Fireflies*, pp. 4- 13, Finding Facts, Turn and Talk, Catego rizing, Daily Instructional Task: Shared Writing

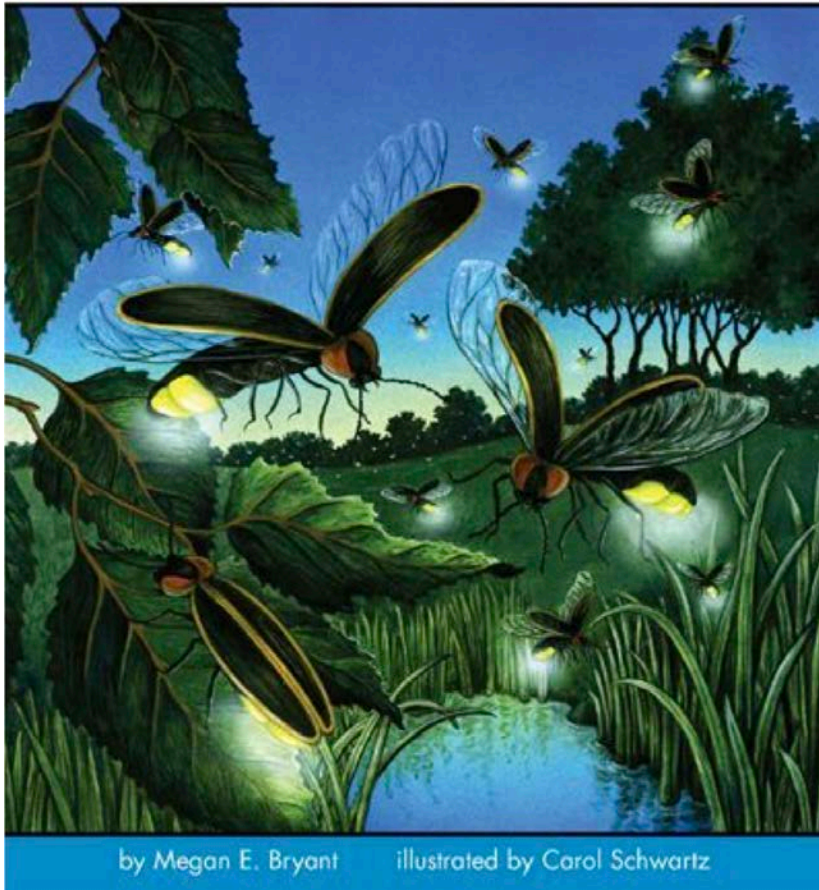
Learning Intentions:

1. I am learning about the topic of fireflies.
2. I am learning how to find facts.

Success Criteria:

1. I can identify facts about fireflies by asking myself, “Can the statement be proved?”
2. I can listen and ask my partner about one thing they learned about fireflies.
3. I can share a fact I learned while participating in Shared Writing.

Fireflies



by Megan E. Bryant illustrated by Carol Schwartz

Bryant, Megan. E. (2008). *Fireflies*. Illustrated by Carol Schwartz. New York: Penguin Young Readers.

Lexile Level: , **GR Level M**

Book Introduction: Like the ant and the honeybee, fireflies are insects too. Did you know that the greenish light that these bugs emit is meant to attract a mate? This is just one of the interesting facts we will learn about in *Fireflies*!

1. As I read a loud the first few pages your job is to listen and watch how I read and identify new facts about fireflies that I learn.
2. Read aloud pp. 4-9.
3. Model how you identify a fact by asking, Can the statement be proved? Chart new facts.
4. Turn and tell your partner how I determined facts about fireflies. (1SL2)

FIREFLY FACTS: • CAN THE STATEMENT BE PROVED?
1. Fireflies are beetles.
2. Fireflies have two pairs of wings, six legs, and two antennae.
3. A firefly's body has three parts: head, thorax, and abdomen.
4. End of abdomen lights up.
5. Male fireflies glow more than female fireflies because two parts of the male's abdomen light up instead of just on like the female.

5. Are you ready to try identifying facts? Read aloud pp. 10-13 and help children to identify facts by asking, 'Can the statement be proved?' (1R1)
6. **Daily Instructional Task:** Reread the chart of facts. Ask students: What do all these facts help us to know about fireflies? Write an answer using shared writing. (1W4, 1W7)

FIREFLY FACTS • CAN THE STATEMENT BE PROVED?
1. Fireflies are beetles.
2. Fireflies have two pairs of wings, six legs, and two antennae.
3. A firefly's body has three parts: head, thorax, and abdomen.
4. End of abdomen lights up.
5. Male fireflies glow more than female fireflies because two parts of the male's abdomen light up instead of just on like the female.
6. There are 170 kinds of fireflies in the US and 2000 in the world.
7. Most fireflies in Asia, South and Central America.
8. Some Asian fireflies have gills and live underwater.
9. Fireflies like to live in moist places like jungles, marshes, swamps, and fields with tall grass.
10. In US, fireflies in the South and North East.

Firefly Facts

We learned fireflies are beetles. They
have three body parts and their abdo-
mens light up. We learned there are
2000 different kinds of fireflies and
that they live in Asia, South and Cen-
tral America, and the United States.

Lesson 15: *Fireflies* (Bryant), Read Aloud pp. 14-23, Identifying Facts, Categorizing, Daily Instructional Task: Shared Writing

Learning Intentions:

1. I am learning how and why fireflies light up.
2. I am learning how to find facts.

Success Criteria:

1. I can identify facts about how and why fireflies light up and add onto our class chart.
2. I can listen and ask my partner about one thing they learned about fireflies and how they light up.

Part 1: Read Aloud

1. Today we will learn how and why fireflies light up. As I read the first two pages listen carefully so you can say to your partner what you learned about fireflies and how they light up.
2. Read aloud pp. 14-15.

Strategy- Using What They Know
Activating Background Knowledge- talking with others about what you know

Teacher Model:

We can't know everything about everything, so sometimes when I read after I try to make connections to the text and things I might know, I still might not understand. When this happens I like to talk with a friend to see if they might know something I don't about what we are reading. Our talk can help us understand the book in better ways!

3. "Turn and tell your partner one thing you learned about how firefly lights up. Begin by saying, 'I learned...'"
4. Record new fact about fireflies on chart. (1R1)
5. Now we will learn why fireflies glow. As I read the next few pages (16-23) listen carefully so you can say to your partner what you learned about fireflies.

Part 2: Daily Instructional Task: Shared Writing: What new information did we learn about fireflies today? (Add to the chart with **Fireflies Facts** begun the previous day).(1W2, 1W4)

FIREFLY FACTS • CAN THE STATEMENT BE PROVED?

1. Fireflies are beetles.
2. Fireflies have two pairs of wings, six legs, and two antennae.
3. A firefly's body has three parts: head, thorax, and abdomen.
4. End of abdomen lights up.
5. Male fireflies glow more than female fireflies because two parts of the male's abdomen light up instead of just on like the female.
6. There are 170 kinds of fireflies in the US and 2000 in the world.
7. Most fireflies in Asia, South and Central America.
8. Some Asian fireflies have gills and live underwater.
9. Fireflies like to live in moist places like jungles, marshes, swamps, and fields with tall grass.
10. In US, fireflies in the South and North East.
11. ATP, a special glow chemical, is the reason fireflies light up. When oxygen from fireflies cells is added to the ATP, it makes a flash of light.
12. ATP is found in all living things, even us.
13. Fireflies light up to attract a mate.
14. The flash of each firefly species is different.
15. The same kinds of fireflies fly at the same height.
16. Fireflies light up to catch other fireflies.

Firefly Facts

We learned fireflies are beetles.

They have three body parts and their

abdomens light up. We learned there

are 2000 different kinds of fireflies

and that they live in Asia, South and

Central America, and the United

States.

ATP is the reason fireflies glow.

They light up to attract a mate and

sometimes to trick other fireflies that

they then eat. The flash of each firefly

species is different. The same kinds of

fireflies fly at the same height.

Lesson 16: *Fireflies* (Bryant), pp. 24-35, Identifying Facts, Turn and Talk, Categorizing, Daily Instructional Task: Shared Writing

Learning Intentions:

1. I am learning to find facts.
2. I am learning about the life cycle of fireflies.

Success Criteria:

1. I can share with a partner one thing I learned about the life cycle of fireflies.
2. I can share what I learned about the life cycle of a firefly while participating in Shared Writing.

Part 1: Read Aloud

1. Read pages 24-25. Then ask students to listen carefully so they can say to their partner what each learned about the lifecycle of fireflies. Remind students they have studied the life cycle of ants and honey bees.

WORD	EXPLANATION
life cycle	insects have four stages in their life cycle: egg, larva, pupa, adult

2. Read aloud pp. 26-27.

Strategy- Using What They Know Activating Background Knowledge- talking with others about what you know

Teacher model:

Remember what we discussed the other day about how we can't know everything about everything. I shared that sometimes when I read I try to make connections to the text and things I might know, I still might not understand. When this happens I like to talk with a friend to see if they might know something I don't about what we are reading. Our talk can help us understand the book in better ways!

-
3. "Turn and tell your partner one thing you learned about the life cycle of fireflies. Begin by saying, 'I learned...'" (1SL2)
 4. Record new fact about firefly's life cycle on chart.
 5. As I read the next few pages (28-35) listen carefully so you can say to your partner what you learned about fireflies.

Part 2: Daily Instructional Task: Shared Writing:

What new information did we learn about fireflies today? (Add to the chart with **Fire-flies Facts** begun the previous day. Writing: What is the lifecycle of fireflies? (1W2, 1W4)

FIREFLY FACTS • CAN THE STATEMENT BE PROVED?

- 17. Female fireflies lays 500 to 1000 eggs.
- 18. After 2 to 4 weeks the eggs hatch and larvae crawl out.
- 20. Larvae live underground and eat slugs, worms and snails and grow.
- 21. Larvae paralyze slugs by injecting a chemical into it when it bites.
- 22. In winter larvae burrow underground.
- 23. In 10 to 20 days the larva transforms into an adult firefly.
- 24. The adult firefly lives only a few weeks and seeks a mate so the cycle can continue.

Firefly Facts

We learned fireflies are beetles,

They have three body parts and their

abdomens light up. We learned there

are 2000 different kinds of fireflies

and that they live in Asia, South and

Central America, and the United States.

ATP is the reason fireflies glow.

They light up to attract a mate and sometimes to trick other fireflies that they then eat. The flash of each firefly

species is different. The same kinds of fireflies fly at the same height.

Like ants and honey bees, fireflies

have four stages of life. They begin life as eggs that then hatch. The second stage of life is the larvae stage when fireflies are hatched. During the winter

firefly larvae live underground. During

that time they transform into adult.

Lesson 17: *Fireflies* (Bryant), Read Aloud pp. 36-48, Identifying Facts, Categorizing, Shared Writing, Culminating Task: All About Book

Learning Intentions:

1. I am learning to find facts.
2. I am learning about how scientists use fireflies to cure diseases.

Success Criteria:

1. I can share with a partner one thing I learned about how fireflies help to cure diseases.
2. I can share what I learned about how scientists use fireflies while participating in Shared Writing.
3. I can create an illustration for our All About Fireflies Book.

Culminating Task: Shared Writing: How are scientists using fireflies to cure diseases? (Add to the chart with **Fireflies Facts** begun the previous day). (1W2, 1W4, 1SL2)

1. Read pages 36-48. Then ask students to listen carefully so they can share with their partner what they learned about how scientists use fireflies to cure diseases. Remind students they have studied the life cycle of ants and honey bees.
2. Read aloud pp. 36-48.
3. “Turn and tell your partner one thing you learned about the life cycle of fireflies. Begin by saying, ‘I learned...’” (1SL2)
4. Record new fact about what scientists did and used to cure diseases.
5. As I read the next few pages (36-48) listen carefully so you can say to your partner what you learned about fireflies.

FIREFLY FACTS • CAN THE STATEMENT BE PROVED?

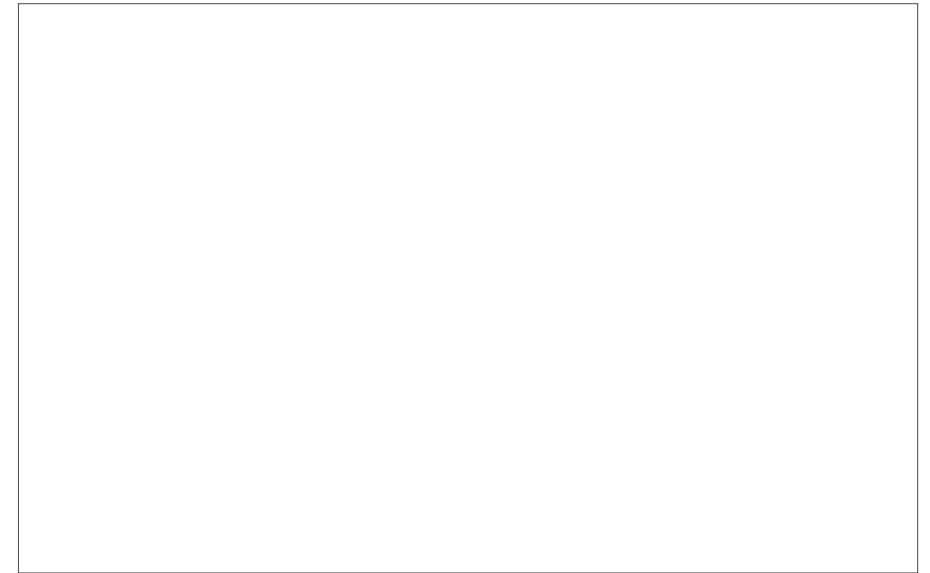
- 17. Female fireflies lays 500 to 1000 eggs.
- 18. After 2 to 4 weeks the eggs hatch and larvae crawl out.
- 20. Larvae live underground and eat slugs, worms and snails and grow.
- 21. Larvae paralyze slugs by injecting a chemical into it when it bites.
- 22. In winter larvae burrow underground.
- 23. In 10 to 20 days the larva transforms into an adult firefly.
- 24. The adult firefly lives only a few weeks and seeks a mate so the cycle can continue.
- 25. Scientist placed firefly genes into cancer cells in order to learn how cancer spreads and eventually they hope to use firefly cells to make cancer cells self-destruct.
- 26. Scientists are hoping to launch sensors into space to see if there is life in space.
- 27. Each year there are fewer fireflies because of construction, outdoor lights, and bug spray.
- 28. If you catch fireflies always let them free.

Culminating Task: All About Book (1W2, 1W4, 1W7)

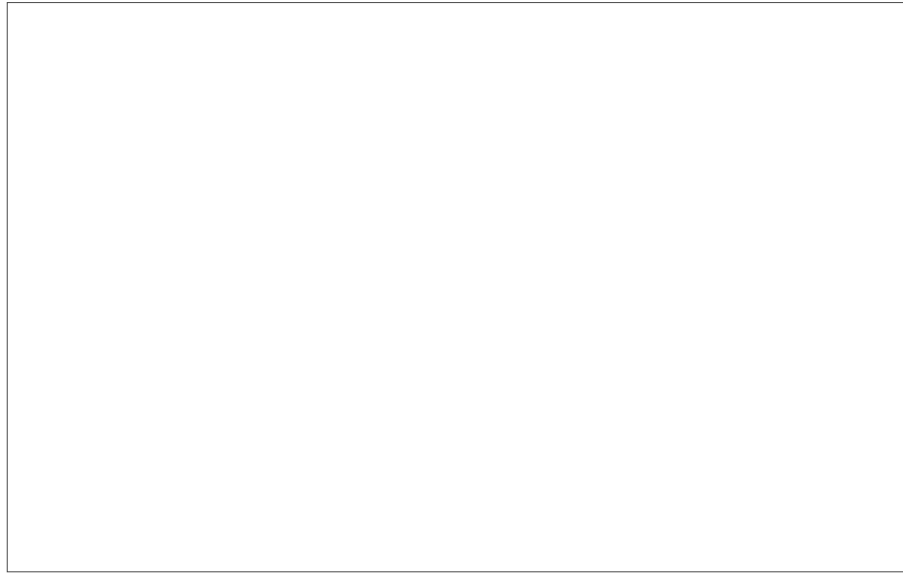
1. Make an **All About Fireflies Book** using the shared writing from Lessons 14-17. Your book may look like the example that follows.
2. Invite students to illustrate the cover and each page.
3. Post the book first as a WALL STORY. Then after the unit is complete, bind it and place it in the classroom library for children to reread.

All About Fireflies

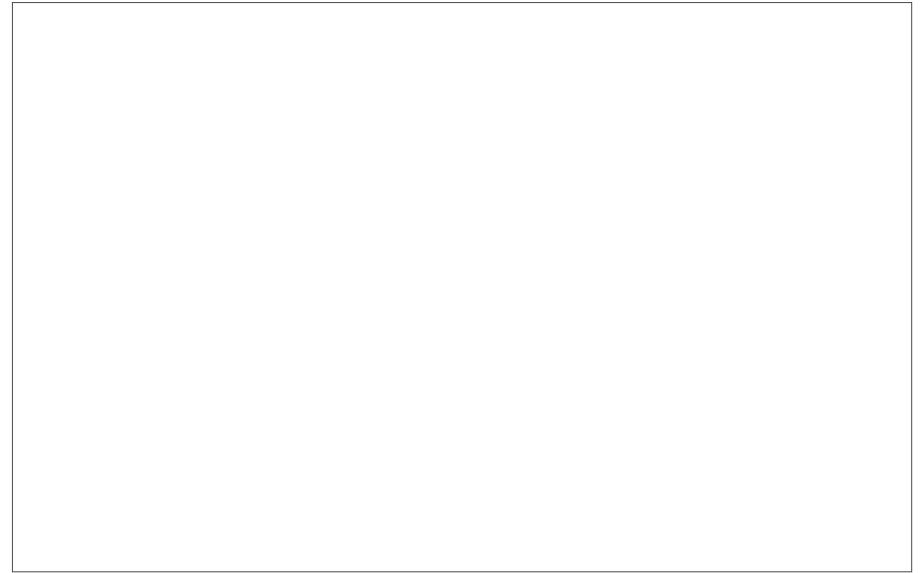
by Class _____



We learned fireflies are beetles. They have three
body parts and their abdomens light up. We learned there
are 2000 different kinds of fireflies and that they live in
Asia, South and Central America, and the United States.



ATP is the reason fireflies glow. They light up to attract a mate and sometimes to trick other fireflies that they then eat. The flash of each firefly species is different. The same kinds of fireflies fly at the same height.



Like ants and honey bees, fireflies have four stages of life. They begin life as eggs that then hatch. The second stage of life is the larvae stage when fireflies are hatched. During the winter firefly larvae live underground. During that time they transform into adult.

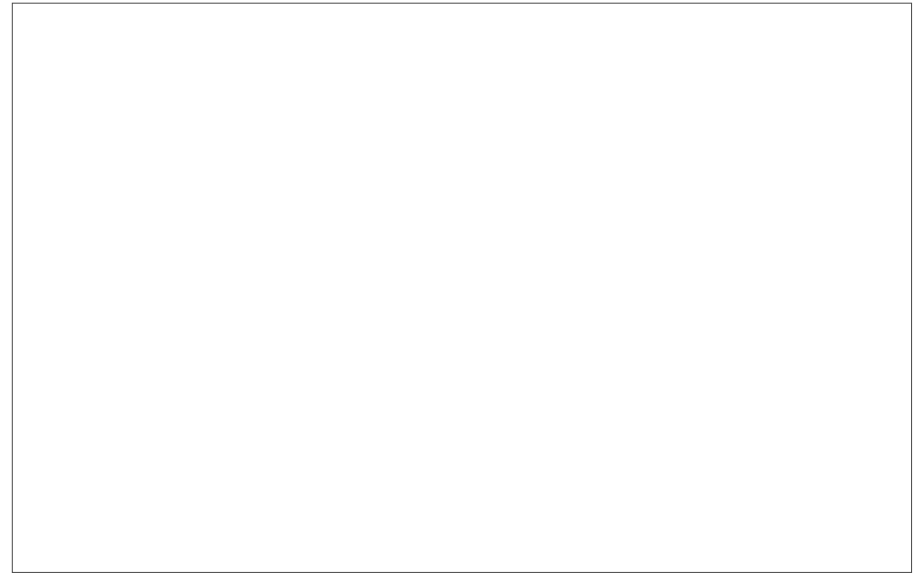


Scientist are using firefly genes to see how cancer

grows. Other scientists are hoping to launch sensors into

space with firefly chemicals in order to see if there is life in

space.



There are fewer fireflies each year because of con-

struction, bright lights, and bug spray. We can help by letting

fireflies free after we catch them.

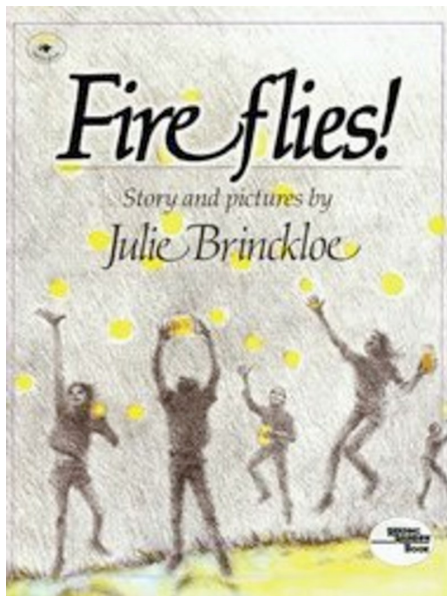
Lesson 18: *Fireflies* (Brinckloe), Before Reading Discussion, Turn and Talk, Thinking Strips, Daily Instructional Task Identifying Theme

Learning Intentions:

1. I am learning to find the theme of a story.
2. I am learning how using Thinking Strips can help me retell a story.

Success Criteria:

1. I can use my thinking strip illustrations to help retell the story to my partner including the setting, characters, plot, problem and resolution.
2. I can write and/or draw the big idea in the last box of my thinking strip.



Brinckloe, Julie. (1985). *Fireflies*. New York: Simon & Schuster.

Lexile Level: 630

Part 1: Before Reading

Have you ever caught fireflies? What was it like? What time of year was it? What did you put the fireflies in when you caught them?



Part 2:

Thinking Strips (1W4, 1SL7)

1. To make a think strip take a sheet of 8 1/2 x 11 paper cut in half and taped together in the center and folded to make six boxes. Make sure each child has a clipboard, a formatted thinking strip, and a pencil, with the thinking strip and the pencil fastened under the clip.
2. As I read, I like to stop and draw a quick picture of an important part of the story. Before I draw, I think back to what I just read and decide which part I want to sketch. My drawings will help me remember important parts of the story, as well as retell the story in order.
3. Tell them that you will be stopping five times while reading so that they will have an opportunity to record their thoughts.
4. **Remind them to leave the last box empty so that they can draw the big idea from the story after they confer with a partner.**

Fireflies

On a summer evening I looked up from dinner, through the open window to the backyard.

It was growing dark. My treehouse was a black shape in the tree and I wouldn't go up there now.

But something flickered there, a moment -- I looked, and it was gone. It flickered again, over near the fence. Fireflies! "Don't let your dinner get cold," said Momma.

I forked the meat and corn and potatoes into my mouth. "Please, may I go out? The fireflies -- " Momma smiled, and Daddy nodded. "Go ahead," they said.

I ran from the table, down to the cellar to find a jar. I knew where to look, behind the stairs.

The jars were dusty, and I polished one clean on my shirt. Then I ran back up, two steps at a time. "Holes," I remembered, "so they can breathe." And as quietly as I could, so she wouldn't catch me dulling them, I poked holes in the top of the jar with Momma's scissors.

The screen door banged behind me as I ran from the house. If someone said, "Don't slam it," I wasn't listening.

I called to my friends in the street, "Fireflies!" But they had come before me with polished jars, and others were coming behind.

STOP HERE

The sky was darker now. My ears rang with crickets, and my eyes stung from staring too long. I blinked hard as I watched them -- Fireflies! Blinking on, blinking off, dipping low, soaring high above my head, making white patterns in the dark.

We ran like crazy, barefoot in the grass. "Catch them, catch them!" we cried, grasping at the lights.

Suddenly a voice called out above the others, "I caught one!" And it was my own.

STOP HERE

I thrust my hand into the jar and spread it open. The jar glowed like moonlight and I held it in my hands. I felt a tremble of joy and shouted, "I can catch hundreds!"

Then we dashed about, waving our hands in the air like nets, catching two, ten -- hundreds of fireflies, thrusting them into jars, waving our hands for more.

STOP HERE

Then someone called from my house, "It's time to come in, now," and others called from other houses and it was over.

My friends took jars of fireflies to different homes.

I climbed the stairs to my room and set the jar on a table by my bed. Momma kissed me and turned out the light. "I caught hundreds," I said.

Daddy called from the hallway.

"See you later alligator."

"After a while, crocodile," I called back.

"I caught hundreds of fireflies--"

STOP HERE

In the dark I watched the fireflies from my bed. They blinked off and on, and the jar glowed like moonlight

But it was not the same. The fireflies beat their wings against the glass and fell to the bottom and lay there.

The light in the jar turned yellow, like a flashlight left on too long. I tried to swallow, but something in my throat would not go down.

And the light grew dimmer, green, like moonlight under water.

I shut my eyes tight and put the pillow over my head. They were *my* fireflies. I caught them. They made moonlight in my jar. But the jar was nearly dark.

I flung off the covers. I went to the window, opened the jar, and aimed it at the stars. "Fly!"

The the jar began to glow, green, then gold, then white as the moon. And the fireflies poured out into the night.

Fireflies! Blinking on, blinking off, dipping low, soaring high above my head, making circles around the moon, like stars dancing.

I held the jar, dark and empty, in my hands. The moonlight and the fireflies swam in my tears, but I could feel myself smiling. **STOP HERE (The End)**

3. After you finish read aloud, invite students **to partner** and **retell the story** using their thinking strips to guide their thinking. Listen in on these retellings and see how well the students are able to retell the setting, characters, plot, problem and resolution.

4. As a whole group ask students, "What do you think Julie Brinckloe wanted us to understand?" Discuss. (1R2, 1SL2)

5. **Daily Instructional Task**: Then have students return to their thinking strips and write and/or draw the big idea in the last box.
What did Brinckloe want us to understand? (1R2, 1R7, 1SL2)

6. Collect children's thinking strips. Assess (not evaluate) what students learned and thought about.

Lesson 19: Fireflies, Reread, Text Talk (2 days)

Learning Intentions:

1. I am learning what the words, flicker, soaring and thrust, mean.
2. I am learning how to compare two texts that discuss the same topic.

Success Criteria:

1. I can correctly select one of the new words to complete a statement.
2. I can use evidence from each text to explain how they are different from one another.



Part 1: Reread the Text and Discussion

1. Briefly reintroduce the book: "As you listen to the story again today I want you to be thinking about whether you would you do the same thing the boy does at the end of the story. Why or why not?"
2. Read pages 1-3. Ask the children, "What's happening in the story?" Discuss 'fireflies'. (1R1)
3. Show illustration on page 3. (1R7)
4. Read pages 4-6. Ask the children, "Now what's he doing? Have you done something like this?" (1R3)
5. Read page 7. Ask, "What did he just do?" Show illustration page 6-7. (1R3)
6. Read pages 8-9. Ask the children, "What happened after he ran out the door?" (1R1)
7. Read page 10. In the story it says, "My ears rang with crickets, and my eyes stung from staring too long." What is he describing? Have you been outside at night and experienced something like this? (1R1, 1R9)
8. Read page 11 and show the illustration. (1R7)
9. Read pages 12-15. Ask the children, "What do you think he will do with the fireflies that he caught? What would you do?" Show pages 14-15. (1R1, 1R9)
10. Read pages 16-19. Ask the children, "What did you picture in your mind?" (1R7)
11. Show illustrations on 18 and 19. (1R7)
12. Read page 20. Ask the children, "Describe how he has been feeling so far in the book and give an example." (1R3)
13. Read page 21 and show the illustration. (1R7)
14. Read page 22. In the book it says, "I tried to swallow, but something in my throat would not go down." "What is he thinking and feeling here?" (1R1, 1R3, 1R4)
15. Read 23 and show the illustration. (1R7)

16. Read page 24. Ask the children, “What emotion is he feeling now? What do you think he will do? What would you do?” (1R3, 1R4, 1R9)
17. Read page 25 and show the illustration. (1R7)
18. Read pages 26-27 and show the illustrations. (1R7)
19. Read the last page and ask, “What emotion is he feeling now?” (1R3, 1R4, 1R9)
20. After finishing the book return to the initial question presented to the class: “Would you do the same thing that the boy does at the end of the story? Why or why not?” (1R9)

Step 2: Direct Vocabulary Instruction of the Tier 2 Words (1R4, 1L4)

Target word: **flicker**

1. “In the story, something flickered there . . .it flickered again, over near the fence.”
2. “Flicker means a quick moving light; to flutter; or if something moves unsteadily.
3. “Say the word with me: **flicker.**”
4. “The flame flickered in the wind. I saw a shadow flicker on the wall as I was walking through the haunted house. The light from the campfire flickered in the night.”
5. “Tell about something that you have seen flicker. Try to use flicker when you tell about it. You could start by saying something like “I saw a _____ flicker when I was _____.”
6. “What’s the word we’ve been talking about?” **‘flicker’**

Target word: **soaring**

1. “The story says the fireflies were “. . . soaring high above my head, making circles around the moon, like stars dancing.”
2. “Soaring means to sail or hover in the air; to fly very high in the sky.”
3. “Say the word with me: **soaring.**”

4. When you go to Manhattan look up in the sky, you might see a red tailed hawk soaring in the clouds. If you're outside you might see plane soaring over the city.
5. Tell about something that you have seen soaring in the sky. Try to use
6. soaring when you tell about it. You could start by saying something like "I saw a _____ soaring in the _____."
7. "What's the word we've been talking about?" **'soaring'**

Target word: **thrust**

1. "In the story the boy tells us, "I thrust my hand into the jar and spread it open."
2. "Thrust means to push something suddenly and hard."
3. "Say the word with me: **thrust.**"
4. "When it's just before dinner and you want a cookie you might be thrusting your hand into the cookie jar before your parent catches you and tells you to put it back!" At your baseball game you need to thrust out your baseball glove to catch a ball fast."
5. "Tell about something that you have done when you thrust something hard and fast. Try to use thrust when you tell about it. You could start by saying something like "I thrust opened the _____ to _____."
6. "What's the word we've been talking about?" **'thrust'**

•I'm going to say some statements. I will give you two of our new words to choose from. You tell me which new word makes more sense with the statement.

- 1.If you had a fish on your fishing line would you need to thrust out the net or flicker out the net to catch it?
2. On a dark and stormy night would the candlelight flicker on the wall or soar up into the sky?
3. If you were catching fireflies would you be soaring out you hand to catch them or thrusting out your hand?
4. If you were looking at a bird climb into the sky would it be soaring or flickering?

Maintain all three words by asking the children to give examples or explanations:

1. Show us how you would thrust out your hand to catch something and tell us what you are catching.
2. Compare a lightening bolt to a candle and tell how they flicker.
3. Show us how you would look if you were a hawk soaring over the city and tell us what you would see down below.

Maintain by helping children add to their networks of related words:

1. If somebody is soaring in a plane what would you see when you look out the window?
2. When you see a moth flickering close to a light bulb what does it do?
3. How does a new shoot on a plant thrust itself through the soil as it grows?

Assess:

“Let’s think about all three of our new words again: flicker, soaring, thrust.

1. Which of these would be a flickering flame – a light that goes out or a light that flutters back and forth?
2. Which of these would be soaring in the sky – an eagle and a kite or a penguin and a seal?
3. What means almost the same as thrust – poke or pull?

Part 3: Culminating Writing Task: Comparative (1R1; 3R9, 1W1, 1W2, 1L1, 1L2)

Tell students that: One of the great things about books is that it reminds us sometimes of our lives but they can also remind us of other stories and texts! For example, a story like *The Little Red Hen* reminds me of *Three Little Pigs* because they have so many things that are the same, or in common. They both have animals as characters, they both show how working hard is a good thing, and they both teach a lesson. I like to think about how stories I have read are similar, the same, and different to each other as I read.

1. How is *Fireflies* by Bryant different from *Fireflies*?
2. Use evidence from each text to support your answer.

3. **An example of an answer:**

Fireflies by Bryant gives information about fireflies. For example, it tells about the firefly’s body and why it glows. *Fireflies* by *Brinckloe* is a story about a boy who catches fireflies one night and how he learns he must let them go if they are to live.

After the Unit is Completed

Last Write

1. Now that you have completed the unit, invite each student to take a piece of paper and complete a **Last Write**, which is a simple list of words they can think of that connects to the topic of **insects**.
2. Compare how many topical words were added to each student's list at the beginning of the unit and the end of the unit.

Outcomes

LEARNERS WILL...

1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1R4)
2. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) (RF.1.1a)
3. Know and apply phonics and word analysis skills in decoding words. (1RF3)
4. Read most common high-frequency words by sight. (1RF3g)

LEARNERS WILL...

5. Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings (1RF4a)

STANDARDS			
Reading	RF		
1R4	1RF1a, 1RF3g, 1RF3, 1RF4a		

SHARED READING/PARTNER READING POETRY NOTEBOOK UNIT - INSECTS 15- 20 MINUTE DAILY LESSON

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Pass out “The Army Ants.” Students glue the poem in their spiral</p> <p>Read Poem- Students Follow Along (using their finger) Reread Poem- Students Echo Discuss: Vocabulary words and Author, Douglas Florian</p>	<p>Read “The Army Ants,” Students Echo Read.</p> <p>Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon (this tells us to stop) Commas with a yellow crayon (this tells us to take a breath)</p>	<p>Read “The Army Ants,” Students Echo Read. (Second half of the year students can lead the echo reading) Repeat this a Second Time</p> <p>Students look and circle/highlight word wall words with blue crayon</p>	<p>Student chooses from the “READ READ READ Box” (This is a box filled with silly ways to read things)</p> <p>We read “The Army Ants” in a silly way</p> <p>Listen for rhyming words and highlight them in orange.</p>	<p>Choral or Partner Read “The Army Ants”</p> <p>Students Have 10 Minutes to Illustrate the Poem</p> <p>Continue to practice fluency with early finishers by partner reading poem or use programs (like Garage Band, or app) to record reading.</p>
<p>Pass out “Every Insect” Students glue the poem in their spiral</p> <p>Read Poem- Students Follow Along (using their finger) Reread Poem- Students Echo Discuss: Vocabulary words and Author, Dorothy Aldis</p>	<p>Read “Every Insect.” Students Echo Read.</p> <p>Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon (this tells us to stop) Commas and colon with a yellow crayon (this tells us to take a breath)</p>	<p>Read “Every Insect.” Students Echo Read. (Second half of the year students can lead the echo reading) Repeat this a Second Time</p> <p>Students look and circle/highlight word wall words with blue crayon</p>	<p>Student chooses from the “READ READ READ Box” (This is a box filled with silly ways to read things)</p> <p>We read “The Army Ants” in a silly way</p> <p>Listen for rhyming words and highlight them in orange.</p>	<p>Choral or Partner Read “Every Insect.”</p> <p>Students Have 10 Minutes to Illustrate the Poem</p> <p>Continue to practice fluency with early finishers by partner reading poem or use programs (like Garage Band, or app) to record reading.</p>
<p>Pass out “Queen Bee.” Students glue the poem in their spiral</p> <p>Read Poem- Students Follow Along (using their finger) Reread Poem- Students Echo Discuss: Vocabulary words and Author, Douglas Florian</p>	<p>Read “Queen Bee.” Students Echo Read.</p> <p>Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon (this tells us to stop) Commas with a yellow crayon (this tells us to take a breath)</p>	<p>Read “Queen Bee.” Students Echo Read. (Second half of the year students can lead the echo reading) Repeat this a Second Time</p> <p>Students look and circle/highlight word wall words with blue crayon</p>	<p>Student chooses from the “READ READ READ Box” (This is a box filled with silly ways to read things)</p> <p>We read “The Army Ants” in a silly way</p> <p>Listen for rhyming words and highlight them in orange.</p>	<p>Choral or Partner Read “Queen Bee.”</p> <p>Students Have 10 Minutes to Illustrate the Poem</p> <p>Continue to practice fluency with early finishers by partner reading poem or use programs (like Garage Band, or app) to record reading.</p>
<p>Pass out “If You Catch a Firefly.” Students glue the poem in their spiral</p> <p>Read Poem- Students Follow Along (using their finger) Reread Poem- Students Echo Discuss: Vocabulary words and Author, Lilian Moore.</p>	<p>Read “If You Catch a Firefly.” Students Echo Read.</p> <p>Look for punctuation and circle/ highlight: Periods, exclamation points, and question marks with a red crayon (this tells us to stop) Commas with a yellow crayon (this tells us to take a breath)</p>	<p>Read “If You Catch a Firefly.” Students Echo Read. (Second half of the year students can lead the echo reading) Repeat this a Second Time</p> <p>Students look and circle/highlight word wall words with blue crayon</p>	<p>Student chooses from the “READ READ READ Box” (This is a box filled with silly ways to read things)</p> <p>We read “The Army Ants” in a silly way</p> <p>Listen for rhyming words and highlight them in orange.</p>	<p>Choral or Partner Read “If You Catch a Firefly.” Students Have 10 Minutes to Illustrate the Poem</p> <p>Continue to practice fluency with early finishers by partner reading poem or use programs (like Garage Band, or app) to record reading.</p>

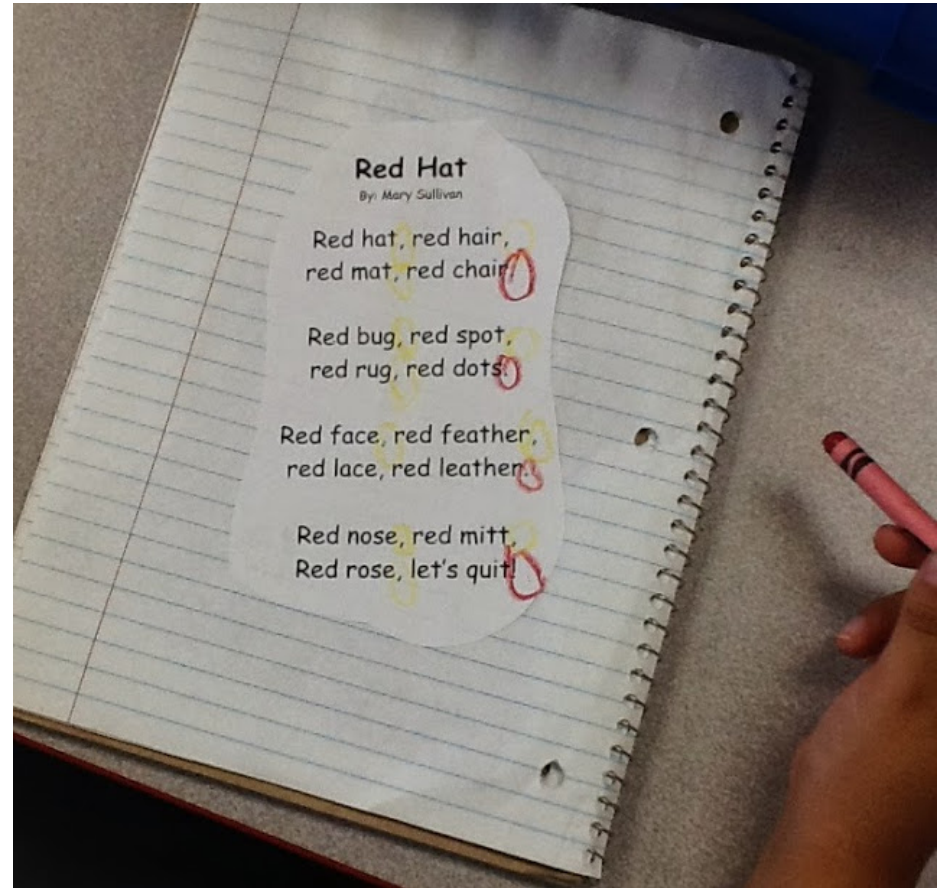
POEM NOTEBOOKS TO PRACTICE FLUENCY IN FIRST GRADE! (from Here: <http://dailylearningtothecore.blogspot.com/2013/09/poem-notebooks-to-practice-fluency-in.html>)

1. On Mondays

Students get their new poem and glue it into their notebooks. I read the poem and students follow along. Next, I read the poem and students "echo" read the poem. Students get so excited to get a new poem on Mondays and as soon as it is passed out they begin looking for words they know so they are ready for the week!

2. On Tuesdays

We echo read the poem. Then go on a "punctuation hunt." We look for periods, commas, questions, exclamation marks etc.. One student finds these words on the SMARTBoard while the rest of the class find them in their poem notebook. We search for commas and circle them in yellow and we circle ending punctuation in red.



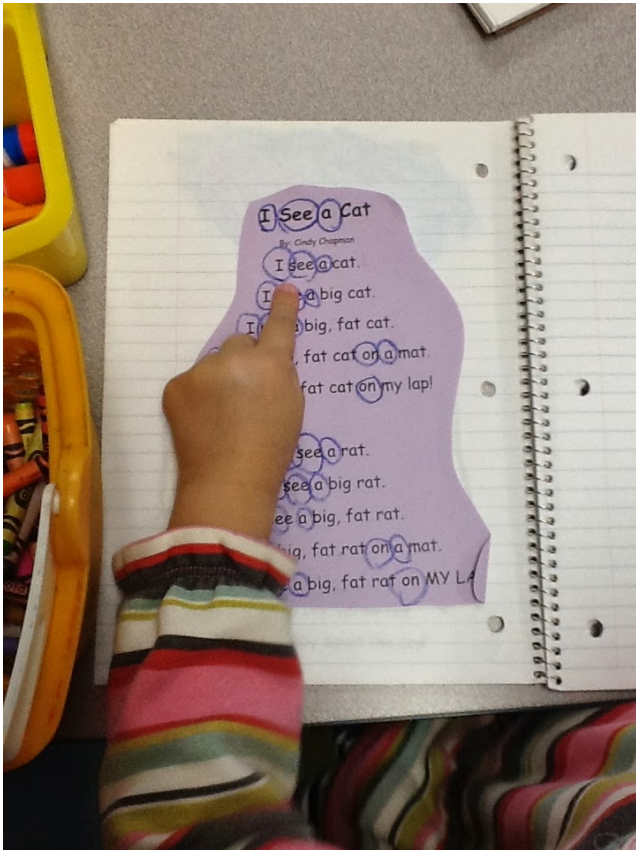
3. On Wednesdays

We always begin by echo reading the poem. By this time in the week, depending on the difficulty of the poem, sometimes students are able to lead the reading other times I am still reading it first.

Then, we go on a word wall hunt. This is an easy way to interact with the text and my kids love it!

We look for all of the word wall words in our poem notebooks and circle them in blue. Some poems definitely have more than others but as I explain to my kids-word wall words are everywhere so it's

important we know and recognize them! Again one student is always the leader on the SMART-Board and this time another student uses a pointer to point to the word wall words on our actual word wall as we find them.

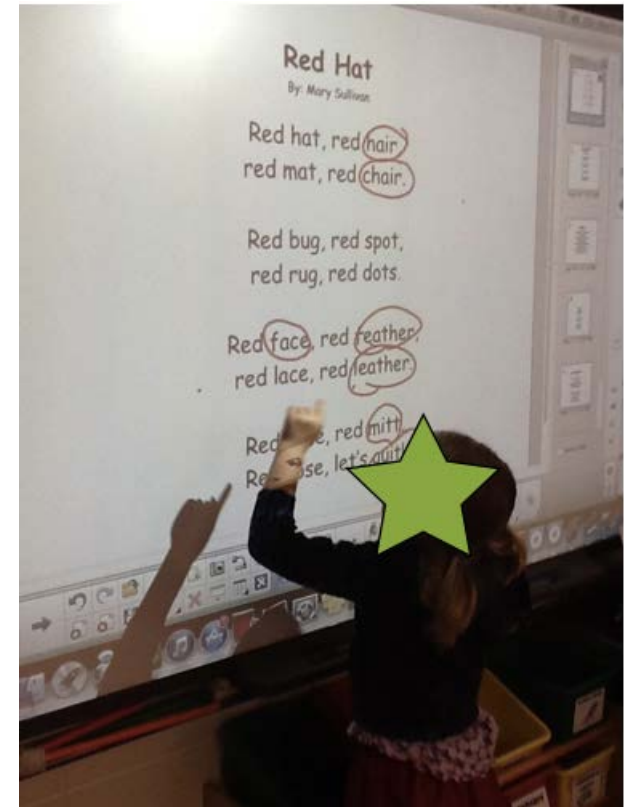


4. On Thursdays

We begin by echo reading the poem.

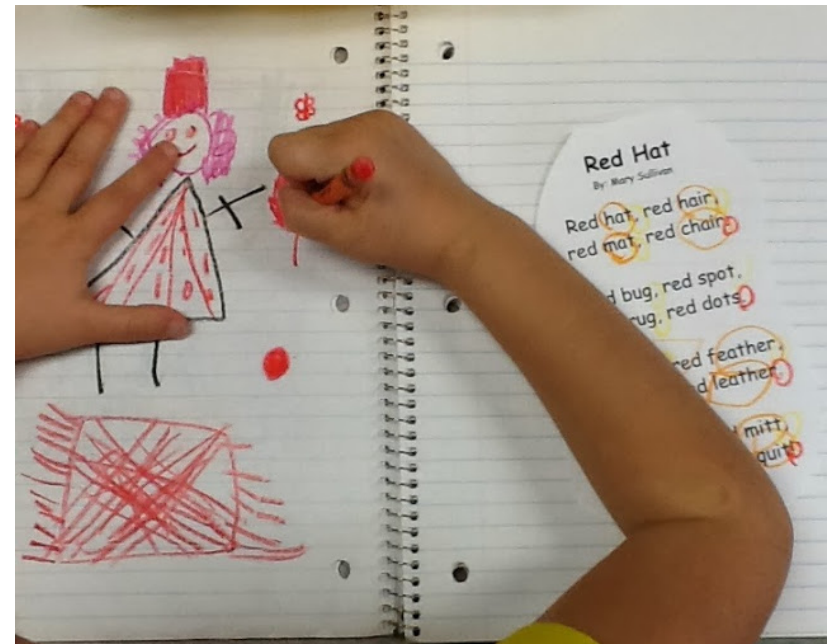
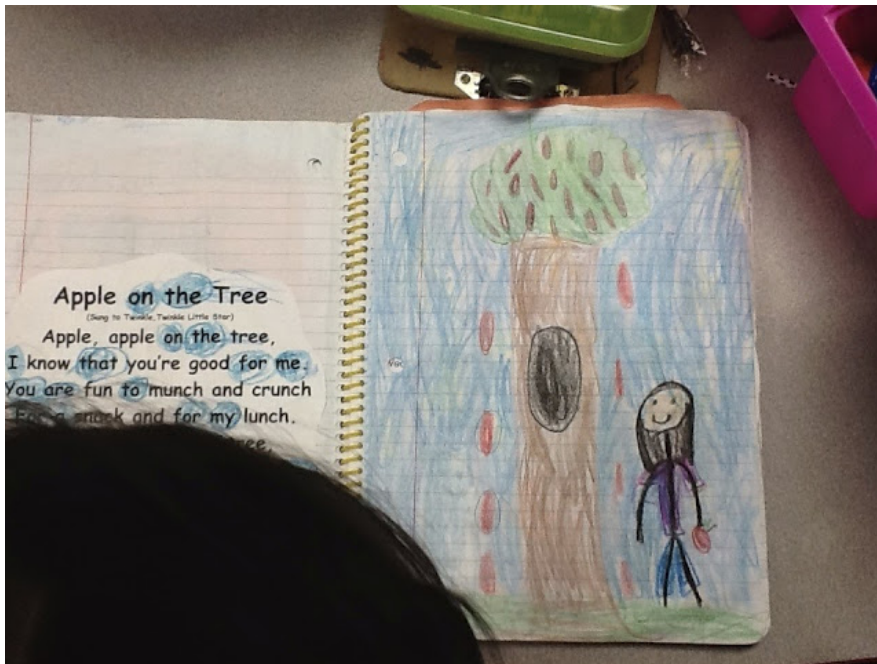
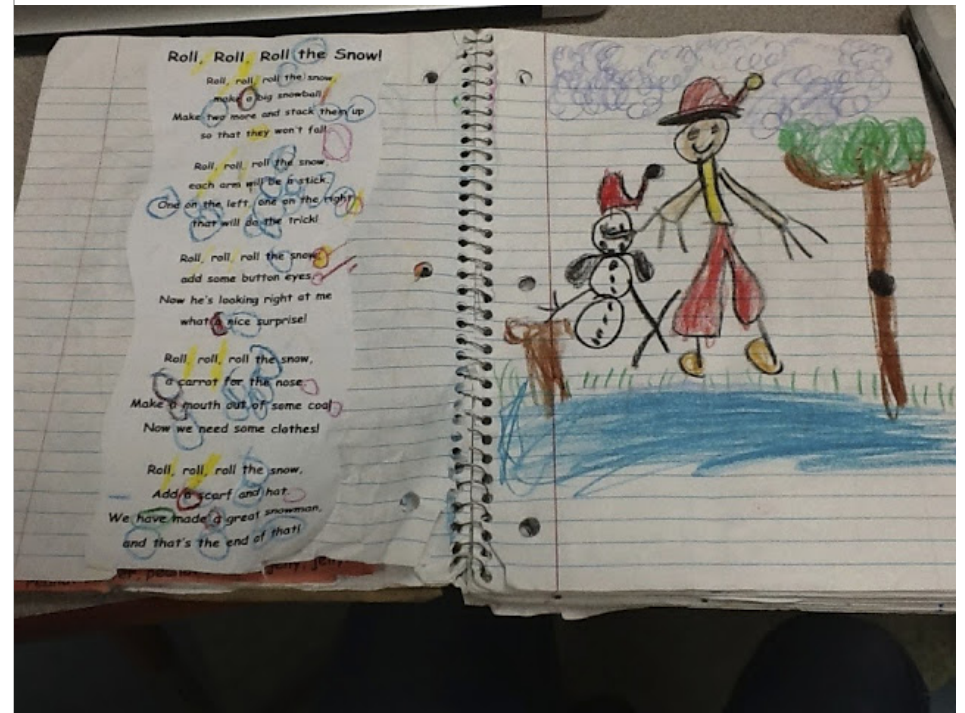
Next, we find rhyming words throughout our poems. We discuss if words are patterned or not. We also talk about words that look alike and sound alike and try to think of other words to go with these word patterns.

I always find myself saying..."if you know how to read and write the word _____ then you know how to read and write SO many other words!" As my kids are circling their words (this time in orange) directly in their poem notebooks, a student leader is doing it on the SMARTBoard for kids other kids to see.



5. On Fridays

We illustrate and continue practicing our fluency. This is one of my favorite days (I also really like our "word wall" hunt day!) All week we discuss "visualizing" the poem as we read it. Throughout the week we talk about some of the pictures students are creating in their minds. This is the time when students get to put their pictures in their mind down on paper. It is so fun to see the different takes on the poem. They do such a great job with their illustrations. Below are just a few of the samples from different poems:



Once they finish their illustrations students are able to go and read their poems with a friend on the carpet. After kids become more familiar with the laptops then I add an additional piece which is recording themselves in GarageBand. Students record themselves reading the poem and have a friend listen to it. The kids really like doing this and hearing their own voices on the computers!

Independent Reading

Remind students that one source of independent reading text is their poetry notebooks.



Week 1:

The Army Ants

by Douglas Florian

Left

Right

Left

Right

We're army ants.

We swarm.

We fight.

We have no home.

We roam.

We race.

You're lucky if

We miss your place.

Vocabulary

PART OF SPEECH	WORD	EXPLANATION
verb	swarm	move somewhere in large numbers
verb	roam	move about over a wide area.

About the Author

Artist and poet Douglas Florian was born and raised in New York City, and educated at Queens College and the School of Visual Art. Florian was a cartoonist for the New Yorker before a chance encounter with William Cole's anthology of children's verse, *Oh, That's Ridiculous* (1977), inspired him to try his hand at the art.

Florian's illustrated poetry books for children often incorporate elements of collage and watercolor made on paper bags. He frequently takes the natural world as his subject, using wordplay, neologisms, rhyme, and humor to engage young readers. Since 1980, Florian has written and illustrated dozens of books of children's poetry.



Florian's abstract paintings have been exhibited in numerous solo and group shows, several of which have been favorably reviewed in the New Yorker and the New York Times.

Florian lives in New York City with his family.

Week 2:

Every Insect by Dorothy Aldis

Every insect (ant, fly, bee)

Is divided into three:

One head, one chest, one stomach part.

Some have brains.

All have a heart.

Insects have no bones

No noses.

But with feelers they can smell

Dinner half a mile away.

Can your nose do half as well?

Also you'd be in a fix

With all those legs to manage:

Six.

Vocabulary

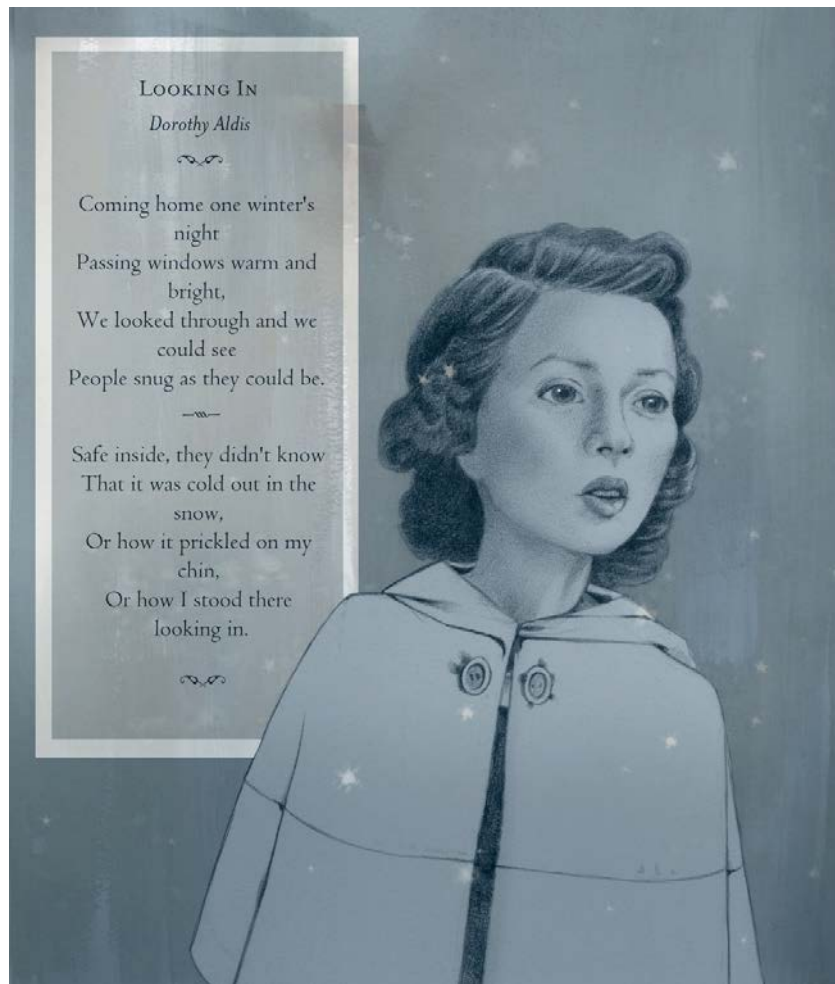
PART OF SPEECH	WORD	EXPLANATION
noun	insect	a small arthropod animal that has six legs and generally one or two pairs of wings.
noun	feelers	Two antennae ("feelers") are attached to the ant's head. Ants use feelers to detect chemicals, air currents, and vibrations. They also are used to transmit and receive signals through touch.

About the Author

Novelist, poet, and children's writer Dorothy Keeley was raised in Chicago, the first of four daughters of a newspaper editor. Educated at Smith College, she married World War I veteran and Chicago realtor Graham Aldis in 1922 and settled with him in Lake Forest, Illinois.

Aldis wrote 29 books during her





lifetime, including novels, biographies, and poetry for both adults and children. Her poetry and prose infused the everyday with sympathetic lightness and humor. Her novels for adults include *Their Own Apartment* (1935) and *Time at Her Heels* (1937), both set in Depression-era Chicago.

Week 3:

Queen Bee

By Douglas Florian



Queen Bee

I am no ordinary bee:
I'm royalty, a queen, you see!
I don't just raise a family—
I rule a whole society!
Each day I lay two thousand eggs.
Believe me—that's tough on the legs!
My doting daughters feed my belly,
And I was raised on royal jelly.
My princely sons are known as drones—
Not **one** of those boys ever phones!
When it's too crammed,
Then I take wing.
With such a life—
Who needs a king?!



The queen bee is fed royal jelly, a protein-rich paste, and eventually becomes the largest bee in the hive. Worker bees tend to all her needs, feeding and grooming her around the clock. During breeding season, the queen lays as many as 2,000 eggs a day, creating a colony of up to 80,000 bees.

Vocabulary

PART OF SPEECH	WORD	EXPLANATION
adjective	ordinary	usual
noun	royalty	a member of a royal family.
verb	rule	lead
noun	society	community
adjective	doting	adoring
verb	crammed	filled

Week 4:

If You Catch a Firefly

BY LILIAN MOORE

If you catch a firefly
and keep it in a jar
You may find that
you have lost
A tiny star.

If you let it go then,
back into the night,
You may see it
once again
Star bright.

Vocabulary

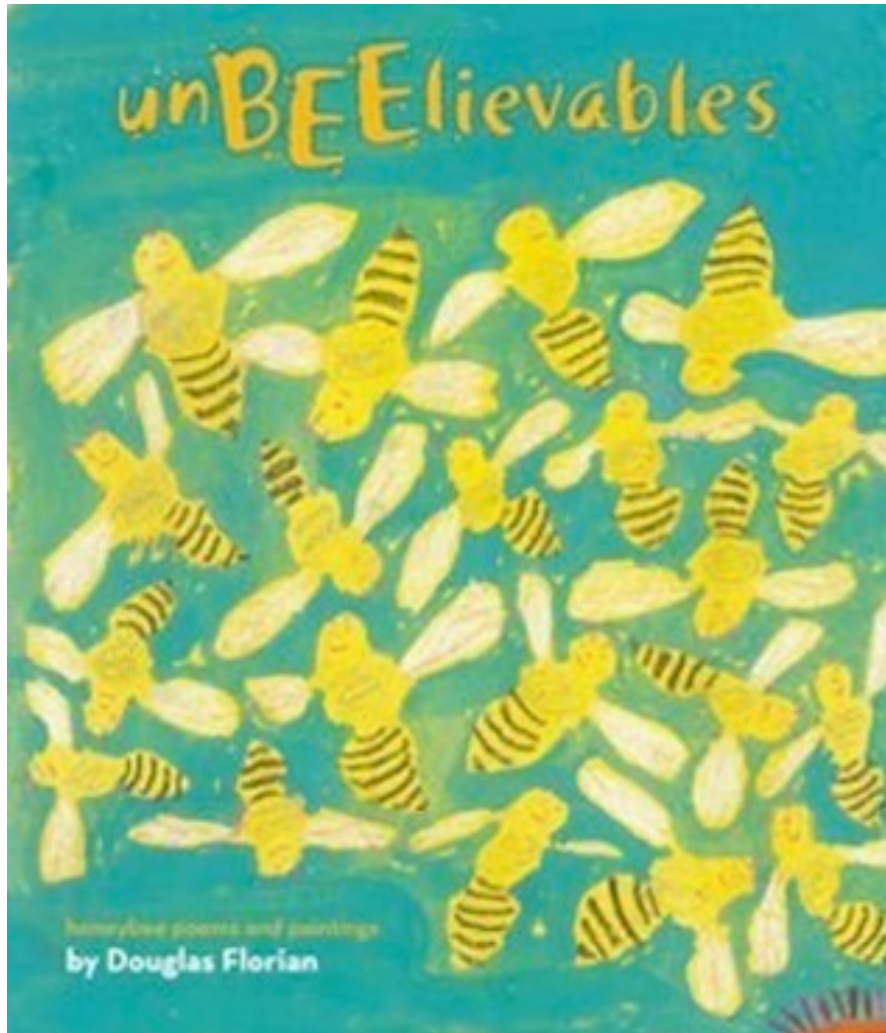
PART OF SPEECH	WORD	EXPLANATION
adjective	bright	giving out a lot of light; shining.

About the Author:

Lilian Moore was an editor, educator, and poet who played a significant role in children's literature during the mid-to late twentieth century. As the first editor of the newly established Scholastic's Arrow Book Club from 1957 to 1967, Moore pioneered the program that made quality paperback books accessible and affordable for elementary school children throughout the United States. In addition, she has contributed many stories and poetry collections to the body of available children's literature, and has been honored for her poetry as well as for several of her story books.



Resources



Books About Insects

Arnold, Tedd. (2015). *Fly Guy Presents: Insects (Scholastic Reader, Level 2)*. New York: Scholastic.

Carson, Mary Kay. (2014). *How Strong Is an Ant?: And Other Questions About Bugs and Insects (Good Question!)*. Illustrated by Carol Schwartz. New York: Sterling Children's Books. (900L)

Florian, Douglas. (2004). *insectlopedia: Poems and Paintings*. New York: HMH Books for Young Readers.

Jackson, Tom. (2014). *Magic School Bus Presents: Insects: A Nonfiction Companion to the Original Magic School Bus Series*. Illustrated by Carolyn Bracken. New York: Scholastic. (840L)

Pierce, Terry. (2017). *My Busy Green Garden (Tilbury House Nature Book)*. Illustrated by Carol Schwartz. Thomaston, ME: Tilbury House Publishers.

Rice, Dona Herweck. (2011). *Going Buggy! (TIME FOR KIDS® Nonfiction Readers)*. Huntington Beach, CA: Teacher Created Materials. (380L)

Books About Ants

Allen, Judy. (2004). *Are You an Ant?* Illustrated by Tudor Humphries. Boston, MA: Kingfisher.

de Silva, Kay. (2016). *Ants: Amazing Pictures & Fun Facts on Animals in Nature (Our Amazing World)*. CreateSpace Independent Publishing.

Dorros, Arthur. (1988/2005). *Ant Cities*. New York: Scott Foresman. (600L)

Dyer, Hadley. (2005). *The Life Cycle of an Ant*. Minneapolis MN: Crabtree Publishing Company.

Fowler, Allen. (2010). *Inside an Ant Colony (Rookie Read-About Science)*. Washington DC: National Geographic School Publisher.

Hoose Phillip M. and Hannah Hoose. (1998). *Hey, Little Ant*. Illustrated by Berkley. CA: Tricycle Press.

Micucci, Charles. (2006). *The Life and Times of the Ant*. New York: HMH Books for Young Readers. (950L)

Pinkney, Jerry. (2015). *The Grasshopper and the Ants*. New York: Little, Brown Books for Young Readers. (Fable)

Ross, Hathai. (2017). *Ants: Amazing Facts & Pictures for Children on These Amazing Creatures (Awesome Creature Series)*. CreateSpace Independent Publishing.

Sayre, April Pulley. (2005). *Ant, Ant, Ant!: An Insect Chant (American City Series)*. Illustrated by Trip Park. New York: Cooper Square Publishing.

Stewart, Melissa. (2010). *National Geographic Readers: Ants*. Washington DC: National Geographic.

Van Allsburg, Chris. (1988). *Two Bad Ants*. New York: HMH Books for Young Readers. (780L)

Books About Bees

Allen, Judy. (2004). *Are You a Bee?* Illustrated by Tudor Humphries. Boston, MA: Kingfisher.

Barton, Bethany. (2017). *Give Bees a Chance*. New York: Viking Books for Young Readers.

Buchmann, Stephen & Diana Cohn. (2012). *The Bee Tree*. Illustrated by Paul Mirocha. El Paso, TX: Cinco Punta Press. (1090L)

Cheng, Andrea. (2017). *Bees in the City*. Illustrated by Sarah McMenemy. Thomaston, ME: Tilbury House Publishers.

Cheng, Andrea. (2015). *When Bees Fly Home*. Illustrated by Joline McFadden. Thomaston, ME: Tilbury House Publishers.

Chrustowski, Rick. (2015). *Bee Dance*. New York: Henry Holt and Company. (440L)

Cole, Joanna. (1998). *The Magic School Bus Inside a Beehive*. Illustrated by Bruce Degen. New York: Scholastic. (520L)

Douran, Yvon. (2016). *Bumble The Bee*. Illustrated by Tony Neal. CreateSpace Independent Publishing Platform.

Esbaum, Jill. (2017). *Explore My World: Honey Bees*. Washington DC: National Geographic. (650L)

Florian, Douglas. (2012). *UnBEElievables: Honeybee Poems and Paintings*. New York: Beach Lane Books.

Formento, Alison. (2012). *These Bees Count! (These Things Count!)*. Illustrated by Sarah Snow. Park Ridge, IL: Albert Whitman & Company. (950L)

Franco, Betsy. (2008). *Bees, Snails, & Peacock Tails: Patterns & Shapes . . . Naturally*. Illustrated by Steve Jenkins. New York: Margaret K. McElderry Books. (1080L)

Galvin, Laura Gates. (2000). *Bumblebee at Apple Tree Lane - a Smithsonian's Backyard Book*. Illustrated by Kristin Kest. Washington DC: Smithsonian.

Gerber, Carole. (2013). *Seeds, Bees, Butterflies, and More!: Poems for Two Voices*. Illustrated by Eugene Yelchin. New York: Henry Holt and Co.

Gibbons, Gail. (2000). *The Honey Makers*. New York: HarperCollins. (770L)

Gray, Rita. (2015). *Flowers Are Calling*. Illustrated by Kenard Pak. New York: HMH Books for Young Readers. (570L)

Hall, Kristen. (2018). *The Honeybee*. Illustrated by Isabelle Arsenault. New York: Atheneum Books for Young Readers.

Haworth, Katie. (2016). *Little Honeybee*. Illustrated by Jane Ormes. Somerville, MA: Big Picture Press.

Huber, Raymond. (2015). *Flight of the Honey Bee*. Illustrated by Brian Lovelock. Somerville, MA: Candlewick. (840L)

Heiligman, Deborah. (2017). *Jump Into Science: Honeybees*. Illustrated by Carla Golembe. Washington DC: National Geographic.

Jay, Allison. (2017). *Bee & Me*. Somerville, MA: Candlewick.

Kalman, Bobbie. (2010). *What Is Pollination? (Big Science Ideas)*. Minneapolis, MN: Crabtree Publishing. (830L)

Krebs, Laura. (2009). *The Bee Man*. Illustrated by Valeria Cis. New York: Barefoot Books. (1080L)

Laminack, Lester. (2018). *The King of Bees*. Illustrated by Jim LaMarche. Atlanta, GA: Peachtree Publishers. (600L)

Marsh, Laura. (2016). *National Geographic Readers: Bees*. Washington DC: National Geographic.

Micucci, Charles. (1997). *The Life and Times of the Honeybee*. New York: HMH Books for Young Readers. (910L)

Milton, Joyce. (2003). *Honeybees*. Illustrated by Pete Mueller. New York: Penguin.



Mortensen, Lori. (2009). *In the Trees, Honey Bees!* Illustrated by Cris Arbo. Nevada City, CA: Dawn Publications.

Nye, Emily. (2016). *Honeybees (Step-Into-Reading, Step 2)*. Illustrated by Tom Leonard. New York: Random House Books for Young Readers. (360L)

Polacco, Patricia. (1998). *The Bee Tree*. New York: Puffin. (680L)

Raskin, Ben. (2018). *Bees, Bugs, and Butterflies: A Family Guide to Our Garden Heroes and Helpers*. Boulder, CO: Roost Books.

Rice, Dona Herweck. (2011). *A Bee's Life (TIME FOR KIDS® Nonfiction Readers)*. Huntington Beach, CA: Teacher Created Materials. (260L)

Rockwell, Anne. (2005). *Honey in a Hive: Let's Read and Find Out Science 2*. New York: HarperCollins. (880L)

Rotner, Shelley. (2010). *The Buzz on Bees: Why Are They Disappearing?* Illustrated by Anne Woodhull. New York: Holiday House. (950L)

Sayre, April Pulley. (2006). *The Bumblebee Queen*. Illustrated by Patricia J. Wynne. Watertown, MA: Charlesbridge. (670L)

Slade, Suzanne. (2010). *What If There Were No Bees?: A Book About the Grassland Ecosystem*. Illustrated by Carole Schwartz. New York: Picture Window Books. (890L)

Teckentrup, Britta. (2017). *Bee: A Peek-Through Picture Book*. New York: Doubleday Books for Young Readers.

Unstead, Sue. (2016). *DK Readers Level 2: Amazing Bees*. New York: DK Publishing. (720L)

Wallace, Karen. (1999). *DK Readers: Busy, Buzzy Bee (Level 1: Beginning to Read)*. New York: DK Children. (300L)

Wolf, Alex. (2016) *You Wouldn't Want to Live Without Bees!* Illustrated by David Antram. New York: Franklin Watts. (920L)

Yuly, Toni. (2017). *Thank You, Bees*. Somerville, MA: Candlewick.

Books About Fireflies

Alborozo, Gabriel. (2015). *Good Night, Firefly: A Picture Book*. New York: Henry Holt and Co.

Ashley, Susan. (2011). *Incredible Fireflies (The Incredible World of Insects)*. New York: Gareth Stevens Leveled Readers.

Ashley, Susan. (2011). *Fireflies: Let's Read About Insects*. New York: Gareth Stevens Leveled Readers.

Carle, Eric. (1999). *The Very Lonely Firefly*. New York: Philomel Books. (530L)

Corpi, Lucha. (1997). *Where Fireflies Dance / Ahí, donde bailan las luciérnagas*. Illustrated by Mira Reisberg. Children's Book Press. (680L, GR Level N)

Del Mazo, Margarita. (2015). *Lucy's Light*. Illustrated by Silvia Álvarez. Translated by Jon Brokenbrow. Madrid, Spain: Cuento de Luz.

Del Mazo, Margarita. (2015). *La luz de Lucía*. Illustrated by Silvia Álvarez. Madrid, Spain: Cuento de Luz.

Dunn, Mary R. (2011). *Fireflies (nocturnal animals)*. Minneapolis, MN: Capstone Press. (690L)

Eastman, P.D. (1958). *Sam and the Firefly*. New York: Beginner Books.

Foote, Kristen. (2017). *How to Survive as a Firefly*. Illustrated by Erica Salcedo. Seattle, WA: The Innovation Press. (690L)

Frampton, Robyn. (2018). *Firefly Forest*. Illustrated by Mike Heath. New York: Imprint.

Frost, Helen. (2016). *Among a Thousand Fireflies*. Illustrated by Rick Lieder. Somerville, MA: Candlewick.

Graham, Joan Bransfield. (2003). "Firefly:" *Flicker Flash*. Illustrated by Nancy Davis. New York: HMH Books for Young Readers.

Hawes, Judy. (1991). *Fireflies in the Night*. Illustrated by Ellen Alexander. New York: HarperCollins. (670L)

Janeczko, Paul B. (2018). "Firefly July " in *Firefly July: A Year of Very Short Poems*. Illustrated by Melissa Sweet. Somerville, MA: Candlewick.

Loewen, Nancy. (2003). Living Lights: Fireflies in Your Backyard (Backyard Bugs). Illustrated by Brandon Reibeling. New York: Picture Window Books. (600L)

Morgan, Emily. (2013). *Next Time You See a Firefly*. Arlington, VA: NSTA Kids.

Nutt, Robert. (2010). *Amy's Light*. Nevada City, CA: Dawn Publications. (970L)

Ochiltree, Dianne. (2013). *It's a Firefly Night*. Illustrated by Betsy Snyder. Maplewood, NJ: Blue Apple Books.

Ortler, Brett. (2014). *The Fireflies Book: Fun Facts About the Fireflies You Loved as a Kid*. Adventure Publications. (104 pp.)

Pfeffer, Wendy. (2004). *Firefly at Stonybrook Farm - a Smithsonian's Backyard Book*. Illustrated by Larry Mikec. Washington DC: Smithsonian.

Polacco, Patricia. (2007). *When Lightning Comes in a Jar*. New York: Puffin.

Schuh, Mari. (2016). *Fireflies (Bullfrog Books: Insect World)*. Minneapolis, MN: Jump! (250L)

Singer, Marilyn. (2003). *Fireflies at Midnight*. Illustrated by Ken Robbins. New York: Atheneum Books for Young Readers.

Stewart, Melissa. (2014). *Zoom in on Fireflies*. Minneapolis, MN: Enslow Elementary.

Sturges, Philemon. (1997). *Ten Flashing Fireflies*. Illustrated by Anna Vojtech. New York: NorthSouth Books.

Thomas, Patricia. (2007). *Firefly Mountain*. Illustrated by Peter Sylvania. Atlanta, GA: Peachtree Publishers.

Waxman, Laura Hamilton. (2016). *Flashing Fireflies (First Step Non-fiction: Backyard Critters)*. Minneapolis, MN: Lerner.