



albatros

# DIARY OF A BEE



## GUIDE FOR TEACHERS

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**Curriculum:** Plant and Animal Interactions; Interdependent Relationships in Ecosystems; Growth, Development, and Reproduction of Organisms; Life Cycles

● AGES 6-9

● GRADES 1-4

● LEXILE LEVEL: 700L

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# BEFORE READING

## Essential Questions

1. How do bees spend their days and the course of their lives?
2. What do bees do in their hive?
3. What are the different types of bees?
4. What roles does each type of bee play in the hive?

## Discussion Questions

Read the blurb in the back of the book. Do you know the answer to any of the questions presented in the blurb? What information do you already know about bees?

An important feature of this book is that it is written in the form of a diary. What do you know about a diary?

Can a bee really write a diary?

Have you ever written in a journal or diary?

What books have you read that were written as diaries or journals?

What questions do you have about bees that you hope to get answered?



## DURING READING

### Key Vocabulary:

meadow	hive	pollen	nectar	larva
cell	pupa	honeycombs	royal chamber	drone bee
worker bee	queen bee	ferment	forager	scout
pollinate	reproduce			

### Discussion Questions

The author starts off with a description of springtime in a meadow. Close your eyes as you imagine this setting to get your mind ready for what you are about to learn!

What happens in the first stage of a bee's life? Does it seem easy or difficult?

How many days did it take for the bee to be born? How is that different from humans?

The life of a bee mostly takes place in the hive. What words does the author use to describe the setting?

What are the three different types of bees?

What words come to mind as you are reading about the first few days of a bee's life?

Worker bees have many different responsibilities. What different roles do they play in the hive? What are some responsibilities you have in your own life?

Imagine these bees as people. What kind of jobs would they have in the human world? What characteristics do they possess that make you think they would be good at these jobs?

What are some changes in roles the worker bee goes through during its lifetime?

How do bees communicate with each other?

What colors are bees able to see?

We are introduced to Matilda and Thomas at the end of the text, which is similar to how the book begins. Why do you think the author did this?

What type of bee would you want to be and why?

# AFTER READING

## Discussion Questions

How was the text you read today structured? Why do you think the author chose to write the book this way?

What connections did you make while reading today?

Was there any information that was already familiar to you?

Think of three facts about bees that you would like to share with another friend or family member.

You learned that bees communicate with each other by dancing in circles or in a figure-eight motion. Create your own movement language with a partner using your body. Decide what you would like to communicate, then create a movement or motion that goes along with it.

What more do you want to know about bees?

This was written from the perspective of a worker bee. Write a diary entry in the perspective of either a drone or a queen bee. How might this experience be different from what you read?

## Persuasive Writing

Bees are an important part of the ecosystem. They pollinate plants and support the lives of other animals on our planet. Write a persuasive essay to encourage people to protect these important pollinators. You can include facts about bees using this text and other texts about bees. Explain why they are threatened and suggest ways to help protect them.



## AFTER READING

### Bee Vocabulary

Draw a line to match each vocabulary word to its definition.

Be sure to use the information you learned in the text.

<b>cell</b>	preserved to last a long time
<b>drone bee</b>	a process that involves to moving or carrying pollen to a plant to help them reproduce and grow more plants
<b>forager bee</b>	a place where a bee lives
<b>hive</b>	a fine powder produced by certain plants. This is used by bees as food or to build their nests.
<b>honey comb</b>	a worker bee that collects food and water for its colony
<b>larva</b>	special cell in a beehive where the queen bee lays her eggs
<b>meadow</b>	a young bee that has hatched from an egg but is not yet an adult
<b>nectar</b>	a female bee that performs most of the tasks in a beehive
<b>pollen</b>	the stage of a bee that happens between the larva and the adult
<b>pollinate</b>	a group of many small cells made of wax where bees store their honey
<b>pupa</b>	grassy land
<b>royal chamber</b>	a hexagonally shaped space made of wax
<b>scout</b>	coming together to have offspring or children
<b>worker bee</b>	a sweet liquid that plants make to attract bees and other pollinators
<b>queen bee</b>	a male bee
<b>ferment</b>	older, experienced worker bees that are responsible for finding new nesting sites and food sources
<b>reproduce</b>	the female bee responsible for laying all the eggs that will become the hive's workers and drones

# AFTER READING

## Traits

You learned that bees work on various tasks and have different responsibilities.

Bees take on many roles and can be described as having several distinct qualities and traits.

What are some words that you can use to describe bees? Think of evidence from the text to support your thoughts.



*Some examples of traits: smart, intelligent, hard-working, persistent, playful, organized, etc.*

Traits	Evidence



## AFTER READING

### Art Extension

When bees make their cells into hexagons, the six-sided shapes fit together perfectly. Decorate the hexagon below in your own way. Once you've completed this, it can be combined with your classmates' shapes to create a class beehive!

