



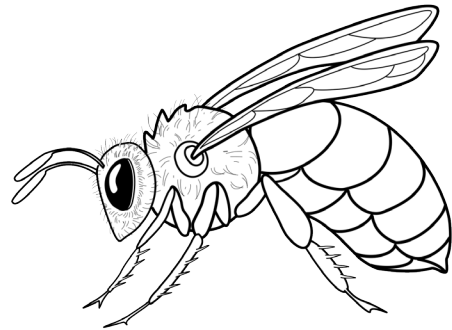
# INSECTS

## BIG IDEA

Exploration of living organisms helps children learn about their world. Children investigate in order to describe, organize, classify, and compare characteristics of insects.

### Content objective(s):

The child will recognize how bees help the environment and will orally describe bees and the honey-making process. The child will discuss safety issues related to bees.



### Materials needed:

- ◆ Drawing of bee (Handout 1)—make two copies; color one copy prior to visit
- ◆ Markers or crayons (yellow and black)
- ◆ Paper, pencil
- ◆ Honey, if available

### Lesson vocabulary:

- ◆ bee—abeja
- ◆ honey—miel
- ◆ flowers—flores
- ◆ nectar—néctar
- ◆ beehive—colmena

### *Texas Prekindergarten Guidelines* (Revised) domains addressed:

#### Language and Communication:

II.A.1. Child shows understanding by responding appropriately.

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

#### Science:

VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environment.

VI.D.1. Child practices good habits of personal safety.

## Activities:

### 1. The home educator models and demonstrates for the parent.



*We've been learning all about insects. What insects have we already talked about? **(Pause)** Do you like insects? **(Pause)** It's okay if you don't, but insects can be very helpful. Today we will learn about a special insect that loves flowers. A flower is a part of a plant that often is very pretty and smells good.*

*We will talk about bees. (Show the colored picture of a bee, Handout 1.) A bee is an insect, so it has six legs, antennae, and three body parts. Sometimes they are so tiny, you can barely see them. Some bees are black and yellow, like honey bees, and they sometimes sting. Have you ever been stung by a bee? **(Pause)** Yes, it's very painful and some people are allergic to bee stings. We need to be very careful around bees so that we don't get hurt. You should never bother bees.*

*Have you ever eaten honey?*

Ask the parent or child whether they have honey at home. If they do, have the parent/child demonstrate and/or talk about the ways honey is used in their home (e.g., in teas or for home remedies.)

*Bees make honey with the nectar they take from many, many flowers. Nectar is a sweet juice in flowers. The bees take the juice, carrying it in a special place in their bodies, to the beehive where the honey is made. We use honey to sweeten foods. Do you like honey? (If possible, provide honey for the child to taste.)*

*What is special about bees? (Accept all accurate responses to this question, e.g., they can sting, they make honey, etc.).*

### 2. The parent works with the child.

The parent and child will work together to color the bee picture (second copy of Handout 1). The parent should reinforce the idea that bees can be dangerous and that children should be careful around bees. The parent should ask questions and encourage discussion of the bee, the flowers, and nectar. If possible, the parent should taste the honey with the child and work together to describe how it tastes.

### 3. The child works with the parent's help.

The child can draw and color a bee, identifying the colors and the insect parts. The parent should guide the child in drawing the bee to ensure that the picture includes three body parts, six legs, and antennae.

The child can work to explain how honey tastes. The parent will provide appropriate feedback and reinforcement.

### 4. The child works independently as the parent and home educator watch for learning.

The child discusses characteristics of bees and how they make honey. The child is increasingly able to use appropriate vocabulary words to label and describe insects.

## 5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

## Follow-up questions to deepen the child's thinking:



1. *What would happen if bees stop making honey?* (Explore possibilities and consequences.)
2. *Why do we need to be careful around bees?*
3. *How is a bee like a ladybug?*
4. *How is a bee different from a ladybug?*

## Ways to extend the lesson concepts:



1. Research "bees" on the internet. Explore <http://42explore.com/bees.htm>



2. Look for books about bees at the public library. Examples: *Buzzy the Bumblebee*, by Denis Brennan-Nelson; *Are you a Bee?*, by Judy Allen; *Honey in a Hive*, by Anne Rockwell; and *Honeybees*, by Joyce Milton. Read the books aloud to the child.



3. Listen to "Honey Bee Buzz Song" at <http://www.kidsknowit.com/educational-songs/play-educational-song.php?song=The%20Honey%20Bee%20Buzz>



4. Discuss the initial sound of "bee," /b/. Brainstorm and list other things that begin with /b/.
5. Learn the following poem and actions:

### Bumblebee

I'm a little bumblebee, watch me go,

**(Place index finger on arm, then fly it upward.)**

Buzz, buzz, buzz, buzz, to and fro.

**(Fly finger back and forth.)**

When I find a flower blooming nearby,

**(Fly finger down into cupped hand.)**

I drink its nectar, then away I fly.

**(Fly finger up and away.)**

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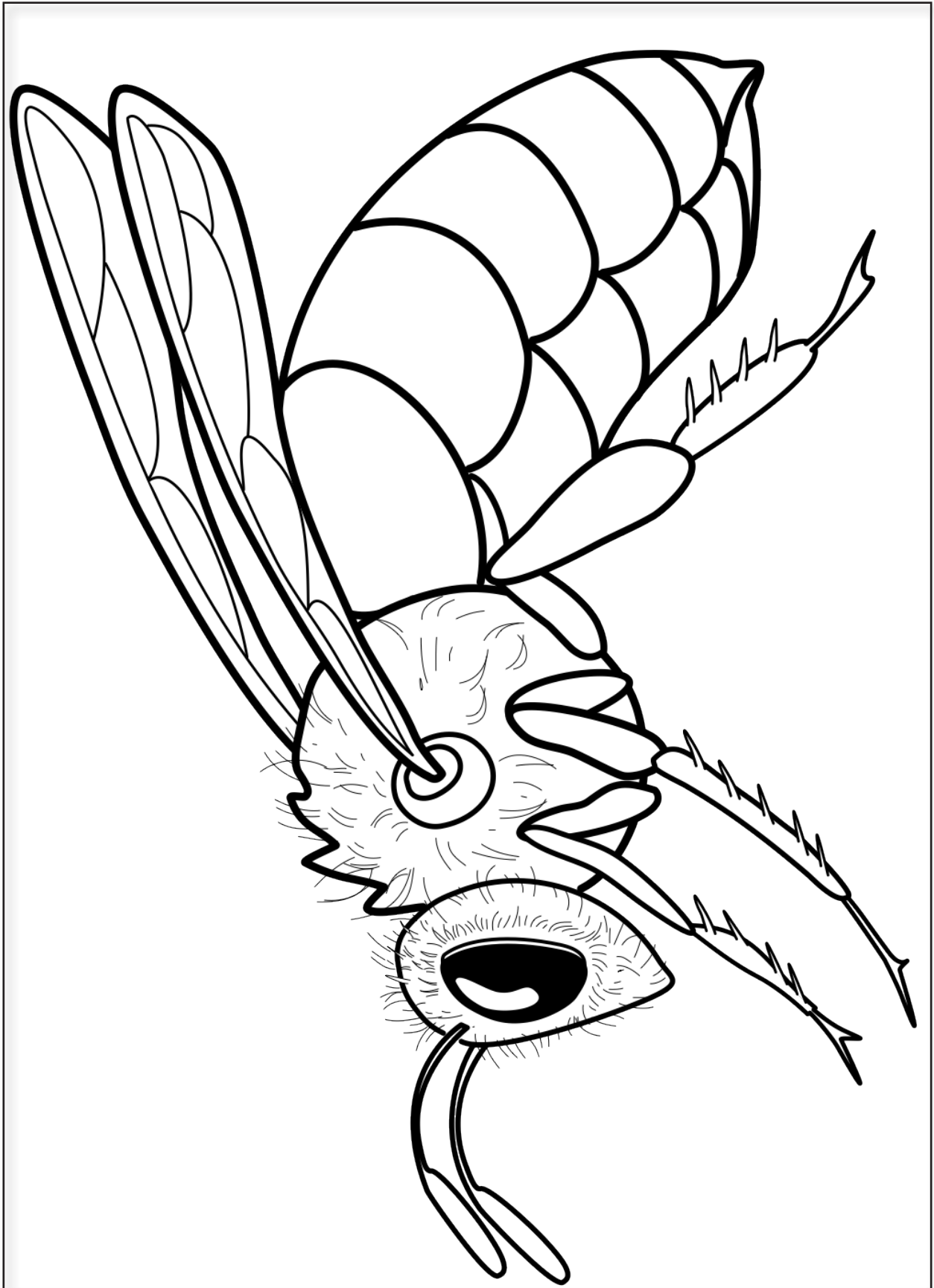
## Modifications:

### If the lesson activity is too hard—

1. Provide extra support as the child describes the taste of honey.
2. Practice making the bzzzzz sound of a bee.

### If the lesson activity is too easy—

1. Talk about what to do when bees are around.
2. Talk about other ways that bees are helpful (e.g., pollination).
3. Write or draw a story about a bee and flowers.



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# INSECTS (LESSON 6)

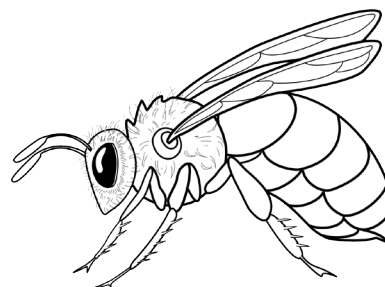
## PARENT PAGE

### What we are learning:

Your child will recognize how bees help the environment and will orally describe bees and the honey-making process. He/she will discuss safety issues related to bees.

### Words to know:

- |                   |                  |
|-------------------|------------------|
| ♦ bee—abeja       | ♦ flowers—flores |
| ♦ honey—miel      | ♦ nectar—néctar  |
| ♦ beehive—colmena |                  |



### What to ask:

1. *What would happen if bees stop making honey?* (Explore possibilities and consequences.)
2. *Why do we need to be careful around bees?*
3. *How is a bee like a ladybug?*
4. *How is a bee different from a ladybug?*

### What else to do:

1. Research “bees” on the internet. Explore <http://42explore.com/bees.htm>
2. Look for books about bees at the public library. Examples: *Buzzy the Bumblebee*, by Denis Brennan-Nelson; *Are you a Bee?*, by Judy Allen; *Honey in a Hive*, by Anne Rockwell; and *Honeybees*, by Joyce Milton. Read the books aloud to your child.
3. Listen to “Honey Bee Buzz Song” at <http://www.kidsknowit.com/educational-songs/play-educational-song.php?song=The%20Honey%20Bee%20Buzz>
4. Discuss the initial sound of “bee,” /b/. Brainstorm and list other things that begin with /b/.

5. Learn the following poem and actions:

**Bumblebee**

I'm a little bumblebee, watch me go,  
(Place index finger on arm, then fly it upward.)

Buzz, buzz, buzz, buzz, to and fro.  
(Fly finger back and forth.)

When I find a flower blooming nearby,  
(Fly finger down into cupped hand.)

I drink its nectar, then away I fly.  
(Fly finger up and away.)