

Arkansas History Lesson Plan

Learning about Honeybees in Arkansas

***Appropriate Grade Level:**
Kindergarten

***Name of author:**
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***District–Magnolia Public Schools/ School–West Side/ Grade level taught/**
Kindergarten

***Enduring Understanding–**
I know where I live and my state has chosen the honeybee as the state insect.

***Essential Questions–**
How do honeybees make our state a better place?
What kinds of things do we use honey and wax for?
What would you most like to do if you were a honeybee?

***Student Learning Expectations from K-6 Social Studies Frameworks–**
H.6.K.2– Identify state symbols of Arkansas– insect
C.5.K.3– Identify voting procedures by participating in a classroom voting process

***Overview–**
Students will investigate, dramatize the actions of, and create the Arkansas state insect, the honeybee.

***Lesson Objective–**
Students will learn that the Arkansas state insect is the honeybee, and that the honeybee helps our state environment by pollinating flowers and making honey for us to eat and sell.

***Teaching Strategies–**
Teacher and children will create a KWL chart, brainstorming what we would like to know about honeybees. We will read the nonfiction book Honeybees, then search the internet for any unanswered questions posed in the chart.

After filling out the chart, the children will pretend to actually BE honeybees. I place yellow hexagon shapes with sight words on them in various places (i.e. tables, shelves, or hanging on the wall) around the room to represent the honeycomb cells, and each child has a bag of sight words, that represent the nectar they will deposit as they buzz around, a concept which was presented in the book. As I play music in the background the “honeybees” buzz around with their bag of words. They choose a word and select the honeycomb with the matching word, then glue the word to the honeycomb. The children continue buzzing around and gluing words to the honeycombs until their nectar (word) bag is empty. As the children work, I circulate around the room and check their progress. After several minutes of “depositing nectar” (words), we gather back on the carpet and check each yellow honeycomb hexagon shape to see if the words on each match the word I have written on it. Then we share what we have learned about our state insect. I carefully choose 5 sight words from the group of words we have used during the honey making process and write facts about bumblebees using these words.

Ex. The honeybee is our state insect.

We like to eat honey in Arkansas.

A honeybee can collect nectar.

***Extension–**

Students can write the sentences themselves or along with the teacher in a journal during small group. Children are asked to illustrate their journal writing. Or this can be done as an interactive writing experience. After this activity is completed the hexagons are placed on the wall in true beehive formation and used to practice sight word reading during center time or review sight words during large group time. The children use pointers to read the words they have glued to the hexagons and placed in the formation of a hive.

***Background information–**

A working knowledge of honeybees, pollination, and how honeybees make honey.

***List of materials–**

Non-fiction book about Honeybees

Large chart paper and markers

12-15 large yellow hexagon shapes cut from construction paper and labeled with sight words

Plastic baggies containing the sight words on small strips of paper

Lively music (possibly The Flight of the Bumblebee, which I downloaded for my class from an Internet music store)

***Vocabulary–**

Cell, pollinate, nectar, insect, hive