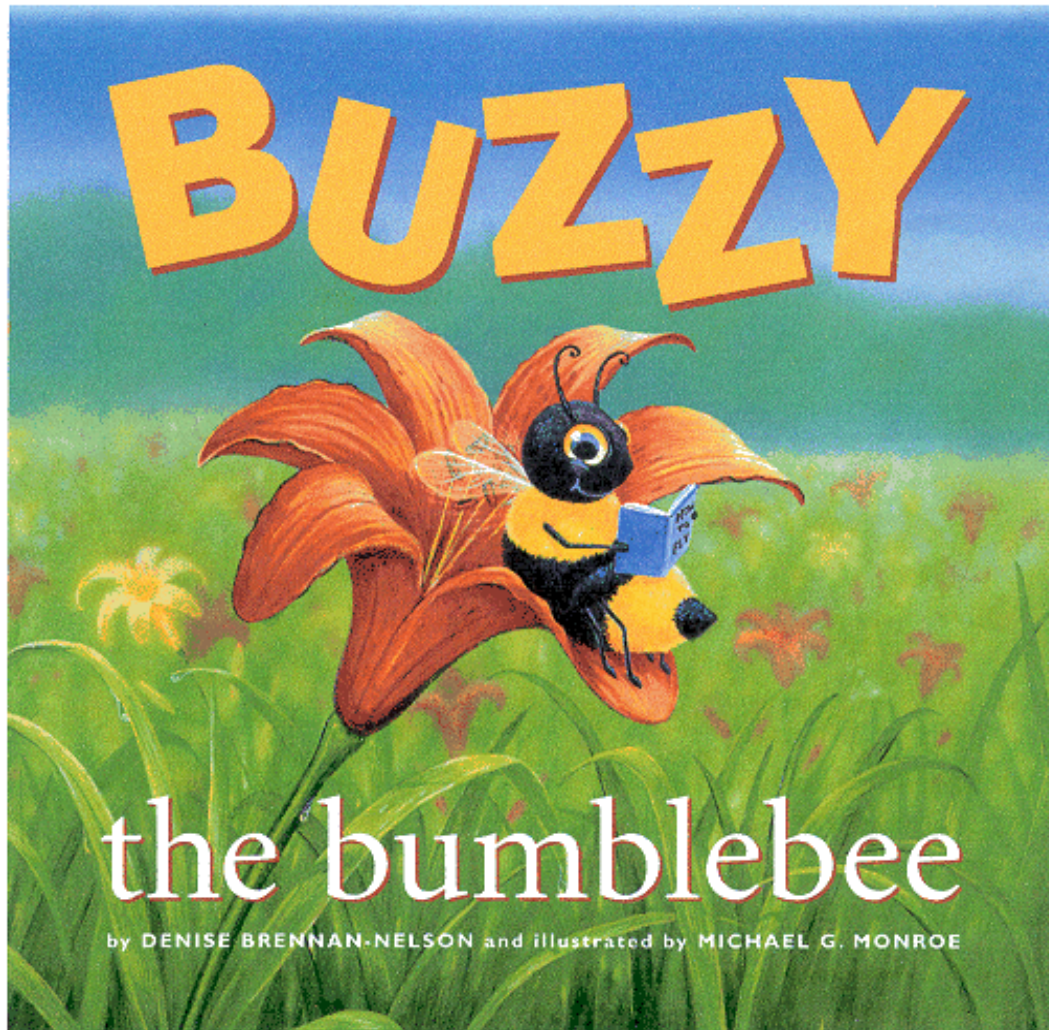


A Teacher's Guide



By Denise Brennan- Nelson
Illustrated by Michael G. Monroe

BUZZY

the bumblebee

by DENISE BRENNAN-NELSON
and illustrated by MICHAEL GLENN MONROE

BUZZY

the bumblebee

Guide by NANCY MONROE and YVONNE SAPPENFIELD

- ✓ Vocabulary
- ✓ Literature, Health Science Connections
- ✓ Cooperative Learning
- ✓ Games


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LANGUAGE ARTS, WRITING

1. Think of other creatures and the special skills they have.
Younger children could brainstorm a list with the teacher.

EXAMPLES:

Horse: running fast
Snakes: slither
Birds: build nests
Fish: swim
Turtles: carry their homes

 <i>fish - swim</i>			

(fold paper into eight sections)

The children print the animal and its skill and draw a picture for each one.

2. Older children could brainstorm the same type of list. They could pick one of the creatures and write what that animal would do if they lost their special skill, how it would affect its life and how they could get it back. Illustrate.
3. Using the bee pattern, children can write homonyms on each pattern.

be -- bee buy -- by

Hang the bees buzzing around a colorful flower, on the bulletin board.

4. Make lists from the poem:

- ✓ List verbs
- ✓ List the nouns
- ✓ List the words that show feeling and emotion
- ✓ List adjectives

Put each list in alphabetical order.

LANGUAGE ARTS, WRITING, cont'd.

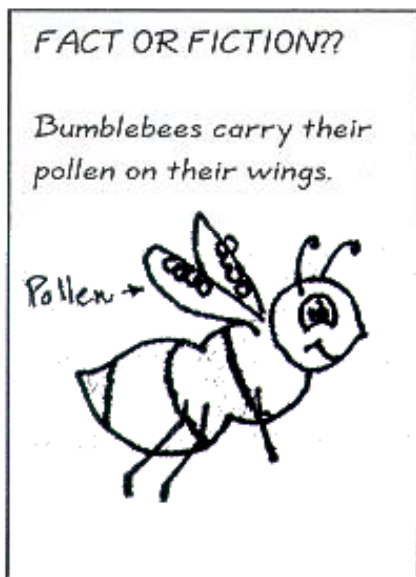
5. Make a Be List:

Each child
makes their
own list.

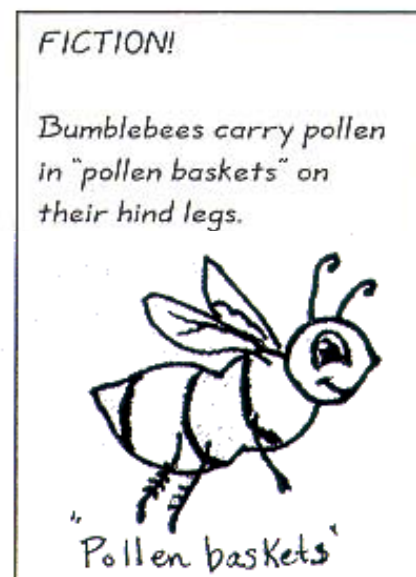
Be kind.
Be careful.
Be a hard worker.
Be a helper.
Be thoughtful.
Be free.
Be happy.

6. Fact or Fiction, or, True or False

Use the facts about the bumblebee -- give each child a copy.
Make a "Fact-or-Fiction" booklet.

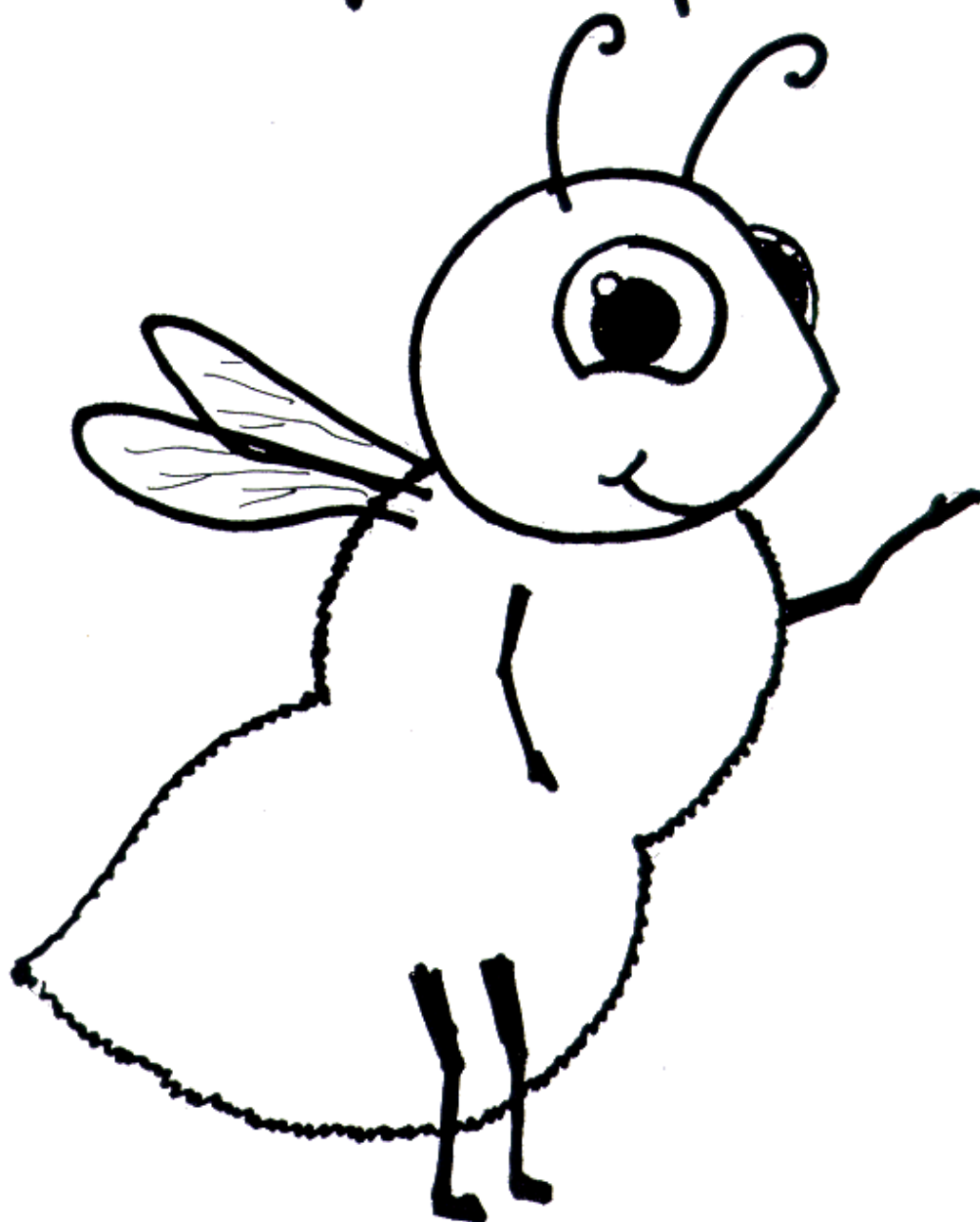
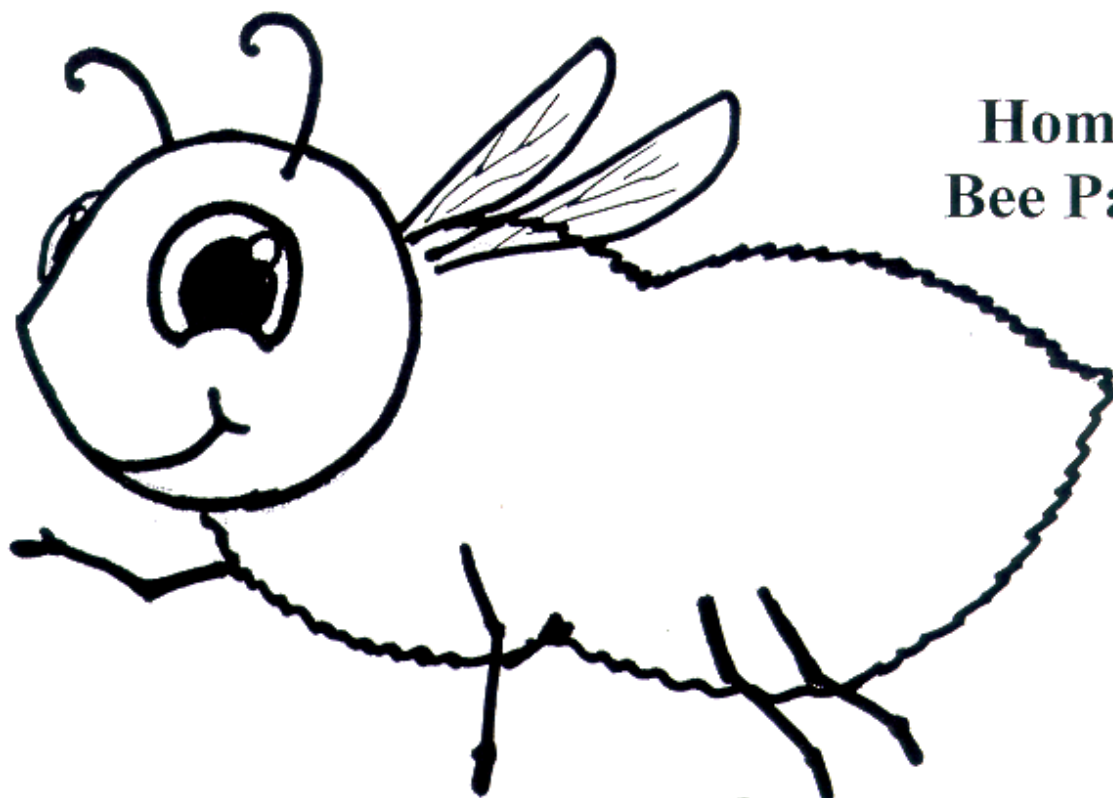


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**Homonym
Bee Pattern**



By: _____

“BEE” LIST

Be _____

Be _____

Be _____

Be _____

Be _____

Be _____

Be _____

Be _____

Be _____

Be _____

Be _____

Be _____

Be _____

BUMBLEBEE BIZ

Facts about bumblebees

- ✓ Bumblebees are gentle creatures who search for nectar to feed themselves and their young.
- ✓ To fly, a bumblebee's muscles must be a temperature of about 30 degrees centigrade. To achieve that, the bumblebee shivers (BRRRRR).
- ✓ The buzz of a bumblebee in flight comes from the beating of their wings.
- ✓ The deep buzz a bumblebee makes when it is irritated is caused by the movement of its flight muscles.
- ✓ Nectar is sucked up the groove on the underside of a bumblebee's tongue. Its tongue can also be used to lap liquids. It folds its tongue neatly up under its head when it's not in use.
- ✓ Only the female bumblebee has a stinger which is located in her abdomen. She uses it only when she feels she is in danger of being harmed.
- ✓ Most bumblebees have very long tongues which they use to get nectar from flowers.
- ✓ A bumblebee's true scientific name is BOMBUS. It comes from the Latin meaning "a buzzing sound."
- ✓ The bumblebee usually makes its nest in the ground. They like a secure, dark, and protected place with a small entrance and lots of warm nesting material. The abandoned nests of field mice is a favorite of bumblebees.
- ✓ The English call our giant furry bee the *humblebee*. Shakespeare speaks of the humblebee in many of his plays. It was not until the 20th century that the name "bumblebee" came into usage.
- ✓ Bees are our most important crop pollinator. More than a third of all the fruits and vegetables we eat result from bee visits to a blossom.
- ✓ Some bees' tongues are too short to reach the nectar in long-blossomed flowers, such as columbines, so they bite through the tops of the blossoms to drink.

Edible Bumblebees

Bumblebees have six legs and three main body parts: the head, the thorax and the abdomen. Eyes, antennae, and mouthparts are on the head. Legs and wings are attached to the thorax.

Use assorted soft candy in different shapes (such as gumdrops, mini-marshmallows, shoestring licorice, fruit leather, jelly beans) and colored toothpicks. Distribute bowls with assorted candy and toothpicks. Have the students use the materials to make their bumblebee.

Have them draw the insect they made.

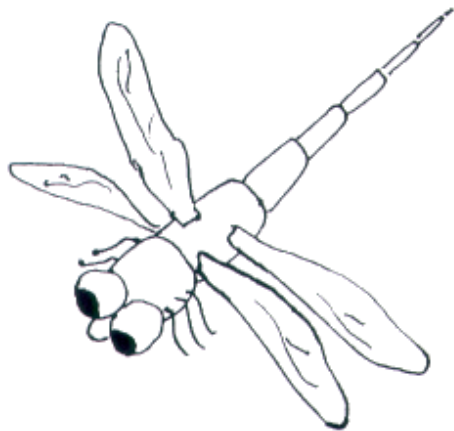
Sequencing

Use the sequencing sheet for younger students to show the order of the events, they can cut up the pictures and glue them on in order. Older children can write a sentence or two under each picture.

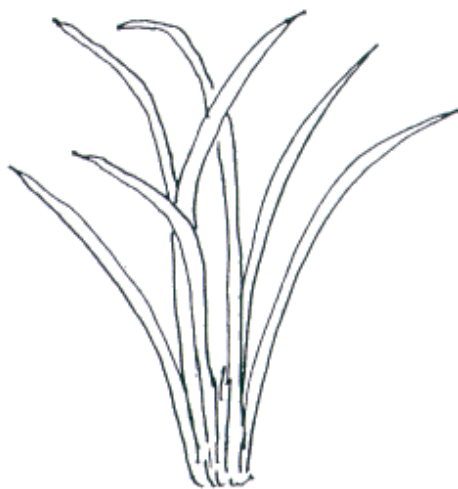


One sunny day
in a beautiful
garden, there
sat a bumblebee
named Buzzy.

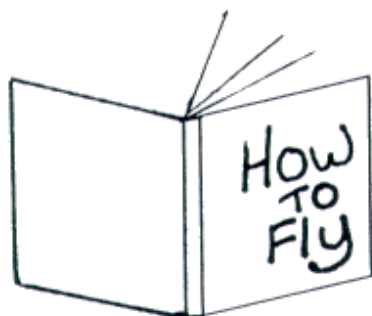
Sequencing



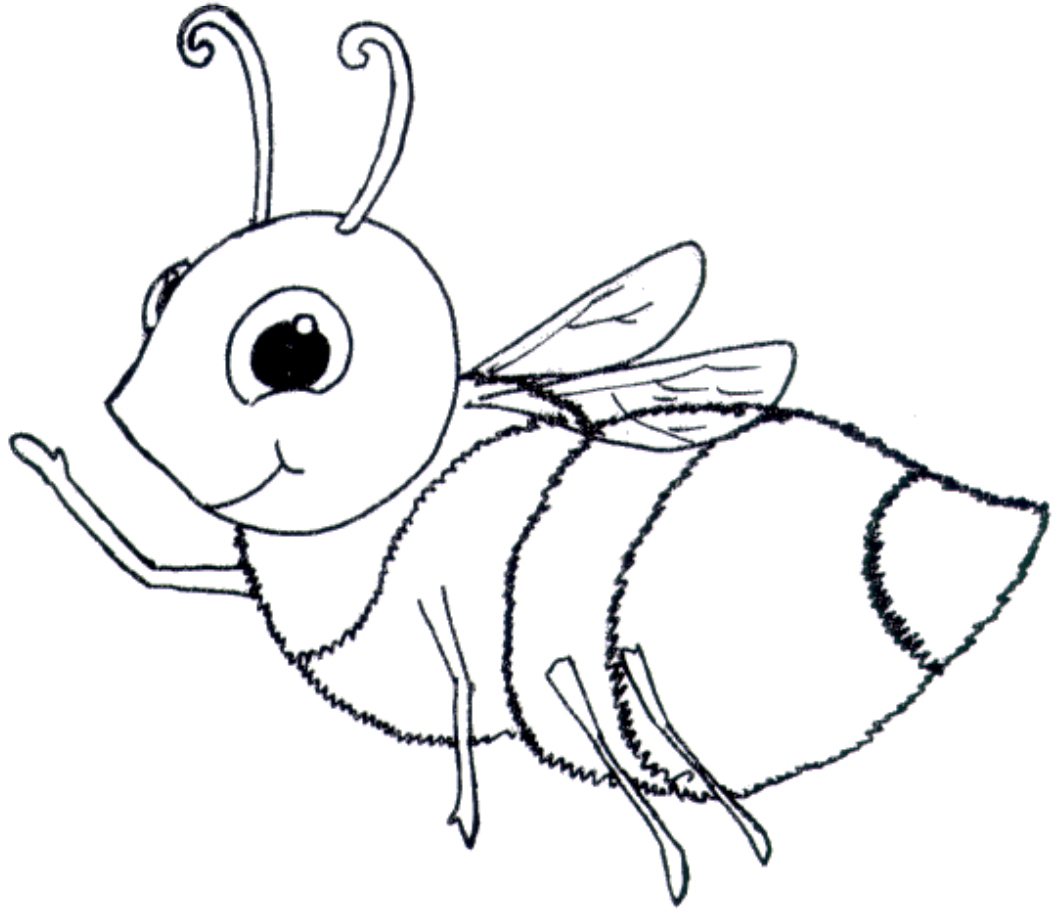
Beginning



End



Following Directions



Read and Follow the Directions:

1. Color Buzzy's head black and his stripes black and yellow.
2. Draw three flowers around Buzzy. Color the flowers red.
3. Draw 4 black ants under Buzzy.
4. Draw the sun in the upper right corner. Color it orange.
5. Draw 6 blades of grass under the sun. Color them green with tan spots.
6. Draw a mushroom in the lower left corner. Color it brown.
7. Draw a bluebird flying through the sky.
8. Draw a book in Buzzy's hand.

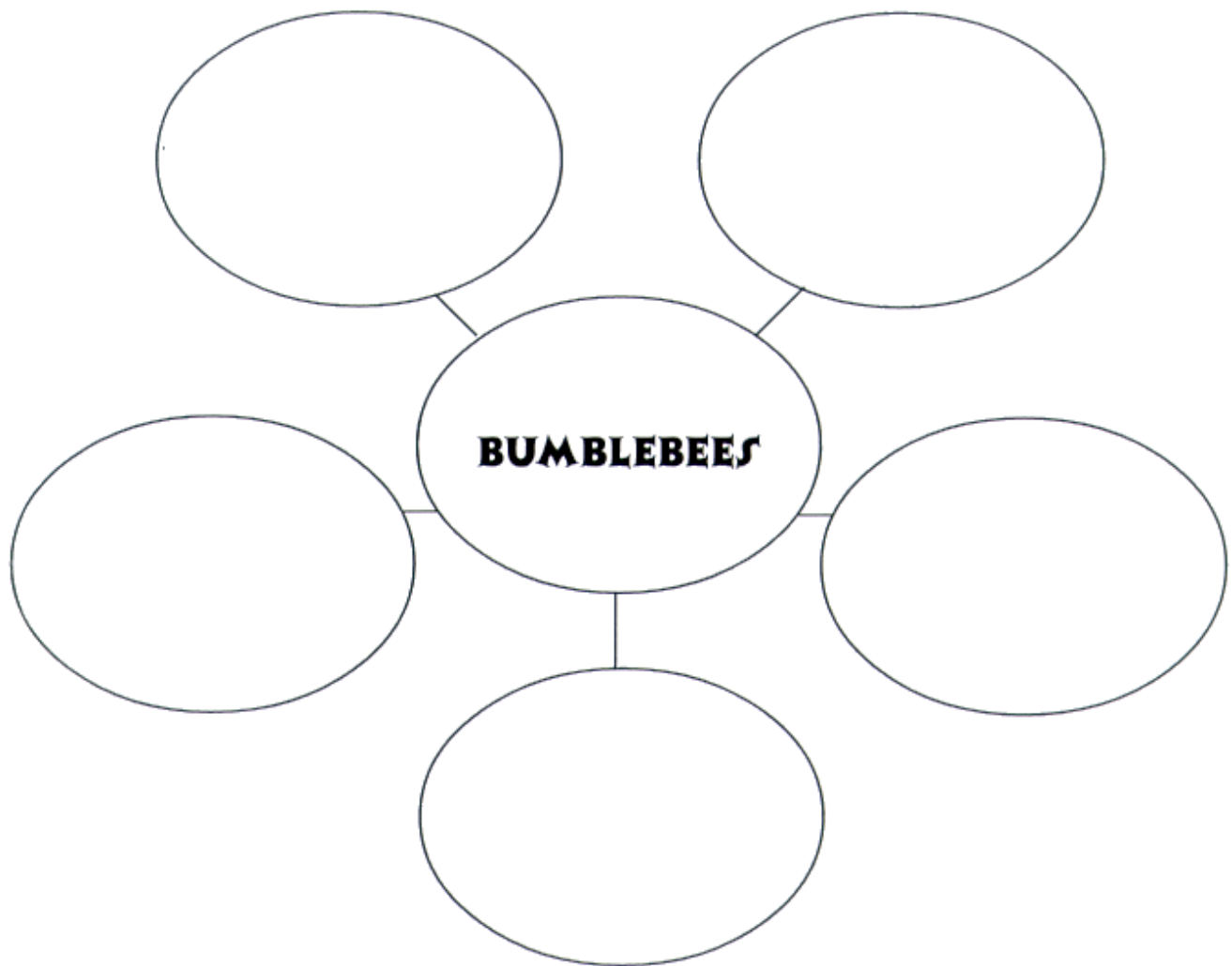
THE BUMBLEBEE - MAPPING

Science, Language Arts, Writing

ABOUT BUMBLEBEES

Bumblebees are big, furry insects recognized by most because of their robust shape and black and yellow coloration. The common species are 3/4 inch in length or more. Like the honey bees, bumblebees live in a colony where the adults care for the young (larvae) which is produced by a single queen bee. Bumblebee nests are often on the ground in a deserted mouse or bird nest. Their nests are small compared to honey bees. Also unlike honey bees, a bumblebee nest is used for only one year and then abandoned.

Find five details about the topic. Add the details to the information map below.



BUZZY THE BUMBLEBEE

Language Arts Games

SENTENCE RELAY

Purpose: Sentence writing and story recall.

Materials: Chalkboard, white board, or large sheets of paper. Chalk or markers.

- ✓ Divide class into groups.
- ✓ Provide writing space for each team.
- ✓ On "Go" signal, the first team member from each team goes to the board and writes the first word in a sentence related to the story of "Buzzy the bumblebee."
- ✓ Player gives the chalk to the next player to add another word and so on.
- ✓ When the last member of the team comes up he/she needs to add a word to the end the sentence.
- ✓ The first team finished gets one point and points are given for other pre-designated things such as spelling, punctuation, etc.
- ✓ Continue on with other sentences if desired.

ALPHABET RHYMING GAME

Purpose: Rhyming word recall.

Materials: Paper and pencils.

- ✓ Divide class into small groups with workspace area.
- ✓ Give each group a sheet with alphabet letters listed.
- ✓ Have group or teacher designate a recorder for the group.
- ✓ Have students write as many rhyming word pairs that they can recall that begin with the letters of the alphabet.
- ✓ Set a time limit and share findings.

THE STORY GOES ON

Purpose: Story recall and creative thinking.

Materials: Open space for a large circle to be formed. A soft object to toss -- stuffed bumblebee if possible.

- ✓ Have students form a large circle.
- ✓ Teacher starts to retell story then tosses the object to a student.
- ✓ That student adds something then tosses the object to a student.
- ✓ Encourage story to continue until entire story has been retold.
- ✓ Try it a second time to see how the story unfolds in a slightly different way.

Questioning Guide -- Process Verbs

I. KNOWLEDGE

- A*. Describe what Buzzy did after he fell.
- B*. What were some of the things he saw on his trip home?
- C. Label the parts of a bumblebee.
- D. Memorize a bee poem or act out a scene from the book.
- E. Record all the types of bees.
- F. Recall a time you encountered a bee.

II. COMPREHENSION

- A*. How can you tell Buzzy is upset?
- B*. Explain what Buzzy meant when he said, "I am not a pig!"
- C. Explain about bee keepers and the importance of bees to the environment.
- D. Review things that can happen to bees.
- E. Describe 3 things that could happen to you to make you stop believing.

III. APPLICATION

- A. Illustrate the bumblebee.
- B. Interview a bee -- write 5 questions and 5 answers.
- C. Schedule a bee keeper to come in.
- D. Apply your knowledge of bumblebees with a short talk sharing some unusual knowledge that you have.
- E. Question 5 students about whether they believe bees are intelligent and why.
- F*. If you had been Buzzy, how would you have crossed the river?

IV. ANALYSIS

- A*. Who do you think was talking to Buzzy by the tall grass?
- B*. Were you surprised by how Buzzy's house looked? How do you think a bumblebee's home would look?
- C. Compare bees to butterflies.
- D. Differentiate between helpful insects and ones that are harmful.
- E. Debate whether people should use sprays on plants in homes to kill insects.

V. SYNTHESIS

- A. Compose a poem, skit, song, or story about an insect.
- B. Propose a campaign to help the survival of bees in our environment.
- C. Arrange to have an artist share their art (who draws or paints insects or pictures about the environment).
- D. Create a totally new insect with a special job.
- E*. How would this story be different if Buzzy had read that bumblebees cannot collect pollen because they're too fat?
- F*. What do you think would have happened if Buzzy tried to lose weight so he could fly?

VI. EVALUATION

- A. Predict if bumblebees will still be here in 100 years.
- B. What value do you put on the life of a bumblebee? How does it affect your life?
- C. Choose which bee is the best and why.
- D. Evaluate the contributions of bees to our society.
- E*. Have you ever felt like Buzzy?
- F*. What was magical about the story?
- G*. What was the best part? Tell why.

BUZZY THE BUMBLEBEE

Related self-esteem activity ideas

Me Banner

Have students make a banner about themselves. Decorate it with pictures or drawings about their life (i.e. include hobbies, interests, family, accomplishments, etc.).

I Collage

Cut a large "I" from tag board or construction paper. Section off the "I" like a large puzzle and draw pictures about things that are likes, accomplishments, family, etc.

Class Motto

Pick a class motto such as "Be The Best That You Can Be." Design a banner to put this on and display it in your room at the beginning of the year to help in setting up class rules, etc.

Bee Behaviors

Have students brainstorm a list of things that would help their class be responsible for their behaviors and to meet the class goal (i.e. be kind, be cooperative, be courteous, be a good listener, etc.). Print these on "Bee" patterns and use on a class bulletin board.

"I Can" Flower

Have students draw or bring in small photos of themselves and mount them on a circle to use in the center of a flower. Have students write things that they "can" do on petals and form flowers that can be used to create a class flower garden.

Time Line

Have students make simple time lines of significant things in their life. Share them or display them in some way.

I Know I Can

Read "The Little Engine That Could" and have students write about things that they learned "to do" or "think they can" do well. Encourage them to include who helped them gain their confidence. Relate them to how "Buzzy" gained his confidence.

Goals

Have students set a goal or goals for each week or month and have them keep a log or record of how they are doing.

Affirmation Notes

Use "Bee" note sheets to write positive notes to students telling them of their daily achievements.

Journal Writing (Language Arts and Michigan Model Health)

Purpose: to enhance students' self perception and improve writing skills (see following list of journalling prompts).

BUZZY THE BUMBLEBEE

Journal Writing Activity

Journal writing provides an opportunity for you to share your thoughts and fears and to learn more about yourself. The following topics deal with feelings, emotions and understandings which are similar to feelings that Buzzy felt in the story.

I'm afraid to...

I don't like to...

It bothers me whenever I'm...

Sometimes I'm afraid of...

I sometimes need help to...

I'm learning to...

I would like to learn how...

I have a hard time with...

It is hard for me to...

I wish I were really good at...

I feel good when...

One of my strengths is...

I like myself because....

I am proud of myself when...

I feel good when...

Something I do well is...

I am very good at...

I know how to...

Two things I like about myself are...

I can...

BUZZY THE BUMBLEBEE

“I Can” Exercise

(Language Arts and Michigan Model Health)

Purpose: To increase student’s self-awareness of things they can do.
To express self through writing and sharing.

“I CAN”

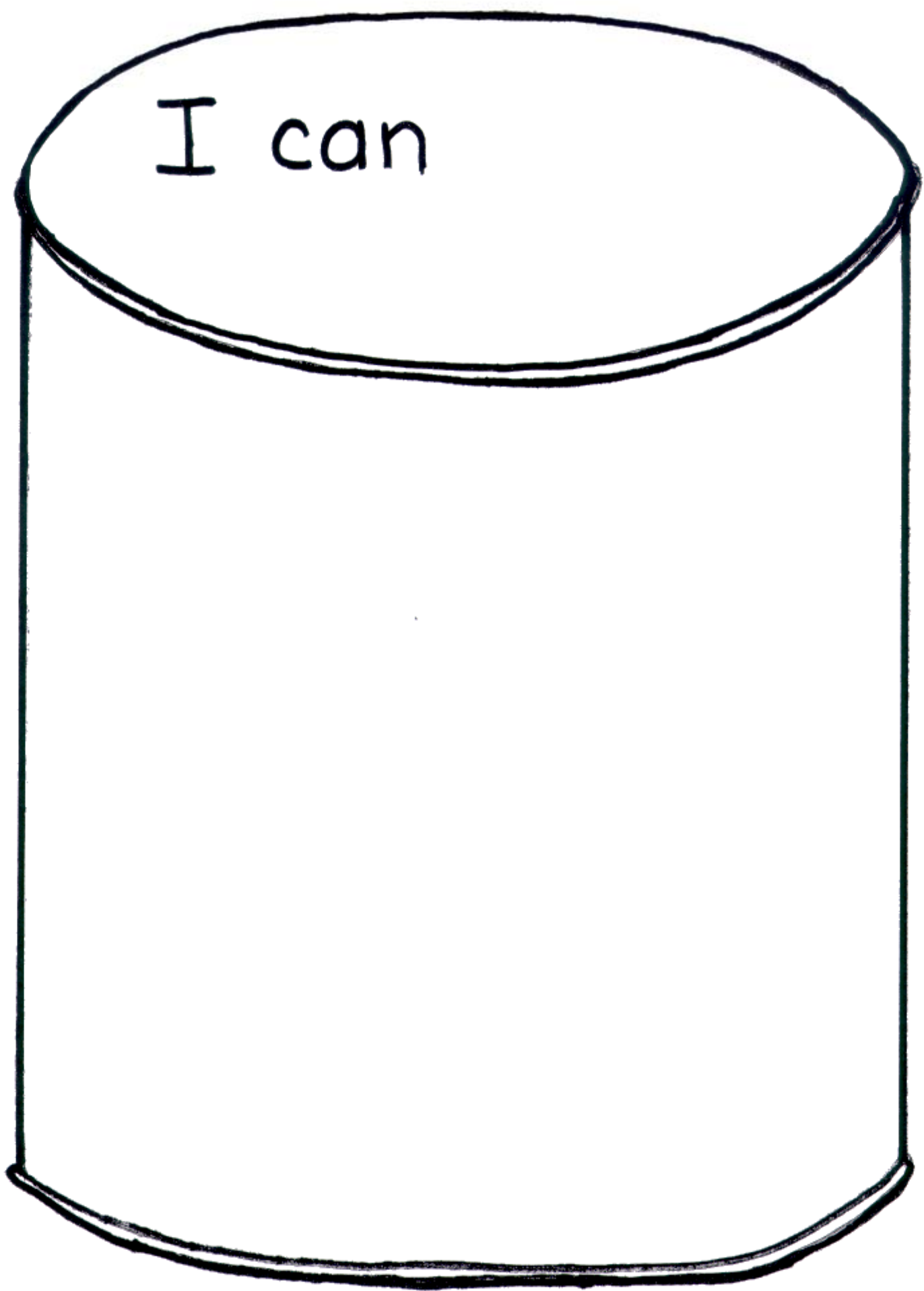
Buzzy felt he could no longer fly. He doubted himself and had to learn to believe in himself so he could fly again. Have students write about things they feel they “can” do well. After a few minutes of writing time, have students share their ideas with a partner. As a further extension of this activity have students create a design of one of the things that they “can” do well on the large can pattern. These can be used in a bulletin board display to affirm the positive things about students in the class.

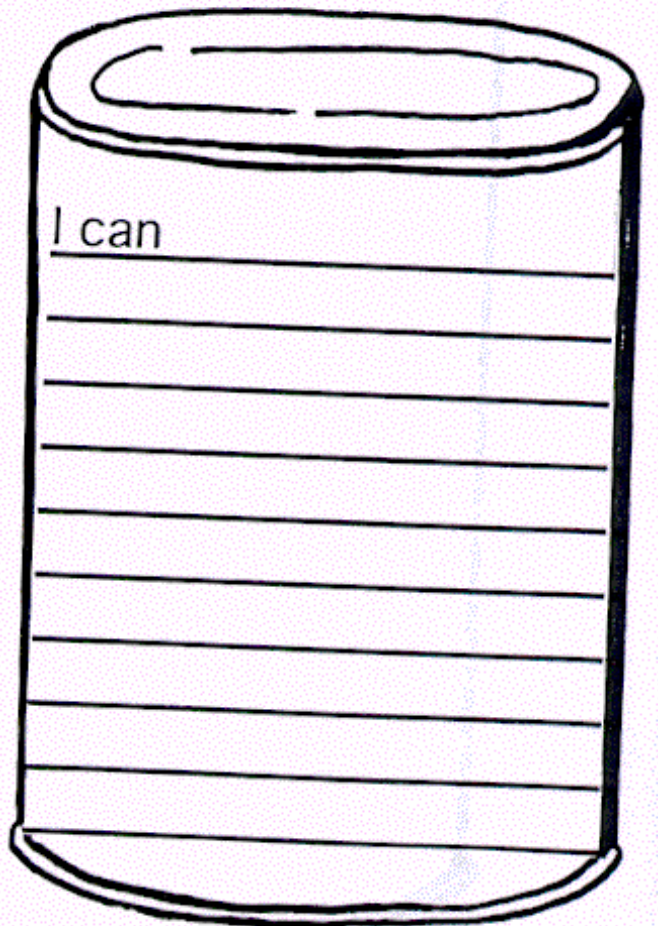
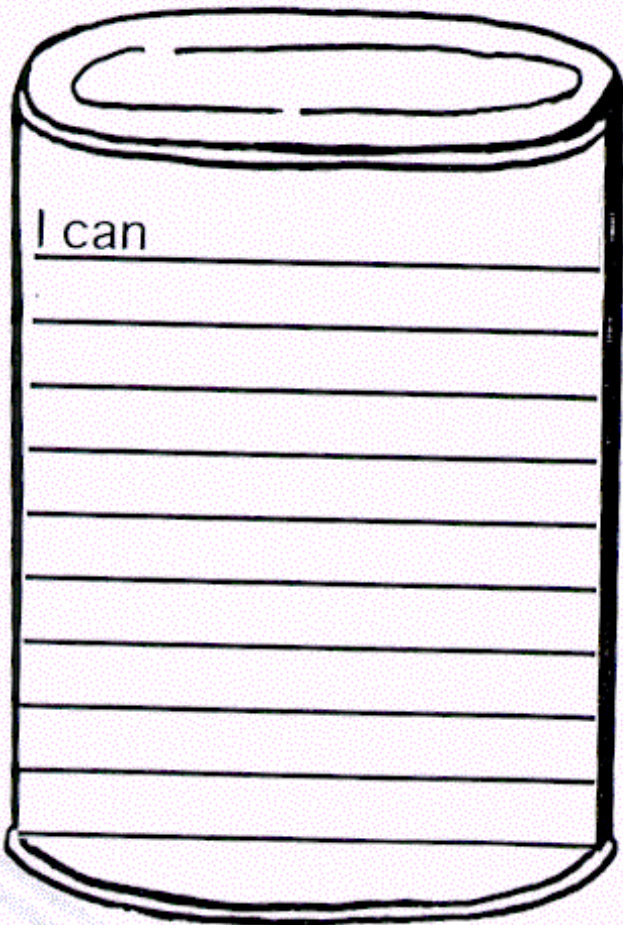
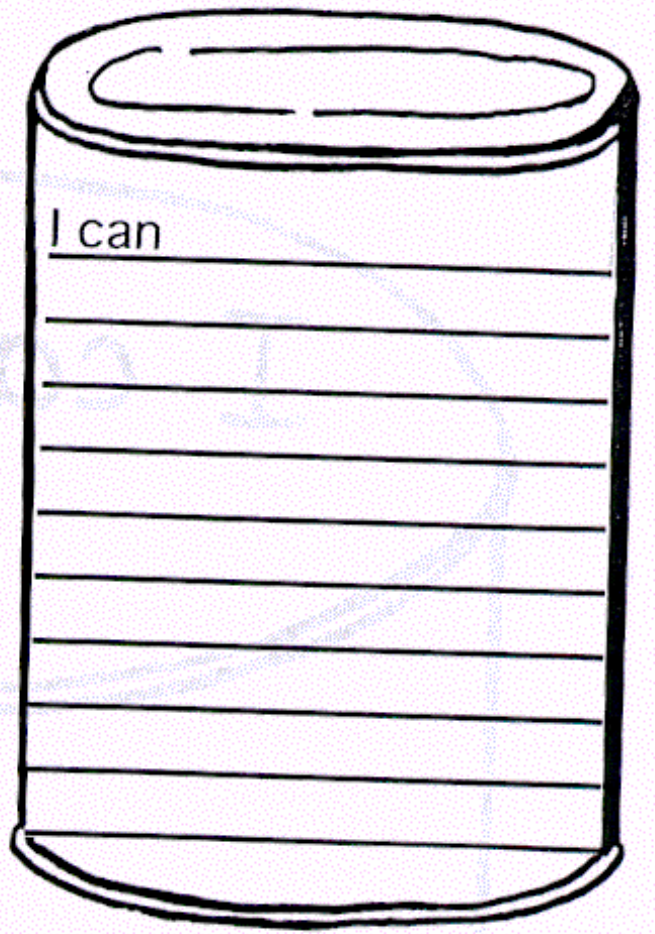
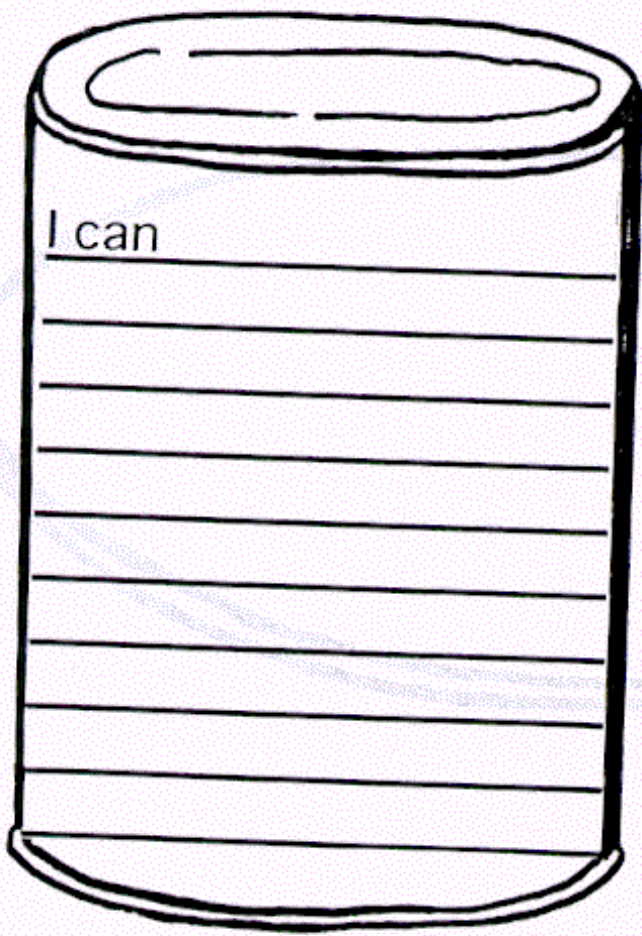
BUZZY THE BUMBLEBEE -- "I Can"

Name: _____

Directions: Write about one or more things that you "can" do well. Be ready to share your ideas with a partner.

I can





BUZZY THE BUMBLEBEE

Vocabulary

bumblebee

stripes

swayed

worldly

wise

studies

research

confused

believe

pumping

stranded

longed

scared

decided

confidence

desire

soar

spirit

doubted

tow

pounding

tentatively

cushion

dazed

dragonflies

declined

envious

trudged

frustration

destination

solution

drifted

gently

limits

belief

bursting

floated

sigh

cautiously

realized

joyful

relief

grief

soar

peering

fair

mustering

energy

burst

doubting

fear

ignore

labels

BUZZY THE BUMBLEBEE

Rhyming Words

Purpose: Use to make rhyming word bees and with other written or center activities.

Buzzy -- fuzzy

bees -- freeze

fly -- wise

big -- pig

true -- to

soar -- anymore

fair -- there

right -- flight

might -- right

anymore -- before

step -- crept

no -- blow

out -- shout

sun -- run

good -- could

sky -- fly

now -- somehow

you -- through

fine -- decline

mad -- had

relief -- grief

eye -- fly -- why

soar -- more

home -- alone

frustration -- destination

said -- head

by -- sigh

floats -- boats

way -- say

BUZZY THE BUMBLEBEE

Related Books

Hurray for Me, R. Charlip & L. Moore

Sometimes I'm Afraid, Sylvia Tester

Feelings Alphabet, Judy Lalli

The Little Engine That Could, Watty Piper

Lara Sleeps Over, Bernard Waber