



## Busy Beehives

Here's a great way to organize groups for classroom projects and jobs.

Cut several large beehive shapes from yellow posterboard. Then give each child a bee pattern to decorate and label with his or her name. Laminate the hives and the bees, if desired. Next, post the hives in a row on a bulletin board and give your board a title, such as "We're All Busy Bees!" Label each hive with a particular project or job (for instance, if you're putting on a class play, one hive might be labeled "Props," one might be labeled "Sets," and one might be labeled "Costumes"). As you assign (or children volunteer for) different jobs, place bees on the appropriate hive.

### Standards

- Contributes to the development of a supportive climate in group work
- Works well with diverse individuals and in diverse situations

### Learning Differences

Tip

Some bees' jobs are to do a special dance to communicate where to find food; then the other bees follow. Let kinesthetic learners lead their group to their job or project area with a special bee dance. The other "bees" can follow the leader to the activity "hive" and then begin their work.

## A Honey of a Taste Test

Have a sweet taste test and graph the results.

Bees suck the sweet nectar from flowers and take it back to the hive to make honey. However, not all honey is exactly the same: Bees can make different kinds of honey from different kinds of flowers. Gather a few varieties of honey, such as clover, orange blossom, and wildflower. Spread each kind on plain, unsalted crackers and place on separate plates. Write the honey names on bee patterns and display

the signs next to the appropriate plates. Then let children taste each kind, taking a sip of water in between. Once children have finished, post the honey name signs in a row on a bulletin board. Then give children sticky notes to label with their names or initials and place under their favorite type of honey. Study your graph together and see which type of honey children like best.

### Standards

- Uses the senses to make observations
- Knows that pictorial graphs represent information

## A-Buzz About B Words

Children sort words beginning with *b* and other letters.

Give each child three copies of the pattern. Invite children to think of two words that start with *b* and write each on a bee. On the third bee, have them write a word that begins with another letter of their choice. Next, cut yellow posterboard in a beehive shape, label with the letter *Bb*, and attach to a bulletin board on the bottom and sides (leave the top open for a pocket). Collect children's bees and attach with removable adhesive to one side of the board. Then let children take turns choosing a bee and reading the word aloud. If the bee has a *b* word, drop it into the pocket. If not, the bee must stay outside. When finished, use the words in an alliterative story.

### Standards

- Uses letter-sound relationships to spell words
- Uses basic elements of phonetic analysis, such as beginning consonants, to decode words



## Book Links

**The Bee Tree** by Patricia Polacco (Philomel, 1993). When Mary Ellen needs an adventure, Grandpa takes her out to find a bee tree.

**Buzz-Buzz, Busy Bees** by Dawn Bentley (Little Simon, 2004). This animal-sound counting book really buzzes!

**"Buzz," Said the Bee** by Wendy Cheyette Lewison (Scholastic, 1992). A buzzing bee kicks off this rhyming barnyard romp.