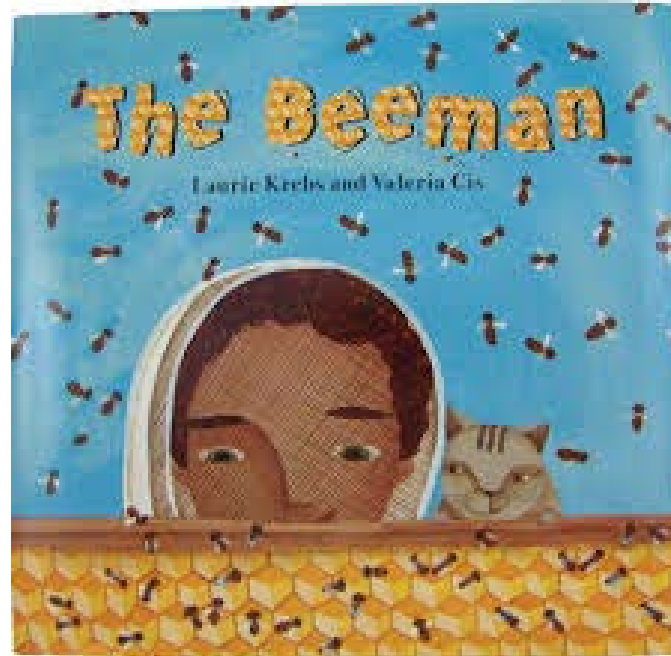


**August 2015 Book of the Month**  
**The Beeman**  
**By: Laurie Krebs and Valeria Cis**

Told from the viewpoint of a child whose Grandpa is a beekeeper, this rhyming text offers an accessible and engaging introduction to the behavior of bees. Readers will gain information about a bee's habitat, how they make honey, and the jobs of a beekeeper. Children will love learning about the vital role of bees in the ecosystem, and will be delighted to discover a delicious muffin recipe on the final page!



**Vocabulary and Fun Facts:**

- Honeybees are pollinators for flowers, fruits, and vegetables.
- Honeybees live in hives and are divided into three types: Queen, Drones, Workers
- If the queen bee dies, the worker bees will create a new queen by selecting a young larvae. They will feed it a special food called “royal jelly.”
- Honeybees are excellent flyers. They fly 25 km/hr and can flap their wings 200 times per second.
- The average worker bee lives for just five to six weeks. During this time, she will produce about a twelfth of a teaspoon of honey.
- The queen can live up to 5 years.
- During the summer months the queen can lay up to 2,500 eggs a day.
- Honey bees are also brilliant boogiers! To share information about the best food sources, they perform their ‘waggle dance’. When the worker returns to the hive, it moves in a figure- eight and waggles its body to indicate the direction of the food source.
- **Queen:** One queen runs the whole hive. Her job is to lay the eggs that will spawn the hive’s next generation of bees. The queen also produces chemicals that guide the behavior of the other bees..

- **Workers:** these are all female and their roles are to forage for food (pollen and nectar from flowers), build and protect the hive, and clean and circulate air by beating their wings. Workers are the only bees most people ever see flying around outside the hive.
- **Drones:** These are the male bees, and their purpose is to mate with the new queen. Several hundred live in each hive during the spring and summer. But come winter, when the hive goes into survival mode, the drones are kicked out!

## Activities

### **Pollen Transfer Experiment:**

Have students use a cutout bee to “fly” over a flower cutout (large picture or cutout that looks like a flower that contains "pollen" (Cheetos placed on the flower). When the students touch the Cheetos, the dust clings to their fingers (the bees' legs) and then they flies to the next flower to pollinate it. When they land their bees on the next flower (another student’s flower), the "pollen" comes off. This is a GREAT visual for young students!!! Be sure to give students time to snack on the ‘pollen’ but remind them not to lick their fingers. Then have students write about what each item represented and what happened during the experiment. Cheetos represents pollen from the flower. The cutout bee represents the bee and how pollen sticks to the bee’s legs. The friends’ flower it flew to represents the flower that was pollinated by the bee.

### **Buzzing About Insects:**

Bees are insects and have three main body parts: the head, thorax and abdomen. Have students use construction paper, paint, etc. to create a bee depicting the 3 body parts. Then have students label them and add other labels such as the stinger, legs, wings, eyes.

### **The Bee Dance:**

Refer to the “Bee Dancing” page at the back of the book and discuss. View the video by Sid the Science Kid at <http://pbskids.org/video/?guid=489b396a-bca7-4757-9b99-f6d0eb0224ea> Have students work in teams (hives) to complete this activity. Each group ‘hides’ a flower in the room. Select another ‘worker bee’ (a student from another hive) to find the flower and tell the rest of the worker bees where it is so they can retrieve the nectar. Students in the group will need to ‘dance’ in directions that leads the student to the flower.

**Round Dance:** food is close by, running in circles first to the right and then to the left.

**Wigwag Dance:** food is further from the hive, the longer they waggle, the longer the trip will be.

**Rhyming Wings:**

Read and discuss *The Beeman*. Have students work with partners to complete a ‘rhyming bee’ by finding rhyming words from the book and writing them on the bee’s wings. Students can draw the bees and write the words in or have pre-made bees where they can just record the rhyming words. Students can also add additional rhyming words to each bee.

**Sources:**

<http://www.ngkids.co.uk/animals/Honey-Bees>

<http://pbskids.org/video/?guid=489b396a-bca7-4757-9b99-f6d0eb0224ea>