

ECVI-DHH UNIT: Bees *at a glance*

By Taylor Lieberman

WORDS		
LEVEL 1	LEVEL 2	LEVEL 3
Bee Honey	Deeply Sweet Harvest	Pollen Hive Queen

SUGGESTED BOOKS	
Expository	Narrative
<i>In the Trees, Honey Bees</i> by Lori Mortensen, Illustrated by Cris Arbo	<i>Please Please the Bees</i> by Gerald Kelley

DRILL AND PRACTICE	CONCEPTUAL ACTIVITIES
❖ Go Fish ❖ BINGO	❖ Color & Label the Hive ❖ Honey Tasting

NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS)	
K	<u>SC.K.L.14.3</u> - Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
1	<u>SC.1.L.14.1</u> - Make observations of living things and their environment using the five senses.
2	<u>SC.2.L.17.2</u> - Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

UNIT WORDS AND DEFINITIONS

Unit Theme: Bees

LEVEL 1 WORDS	PART OF SPEECH	DEFINITION
Bee	Noun	A small, yellow and black striped bug that flies and helps plants grow
Honey	Noun	A thick, sticky food that bees make

LEVEL 2 WORDS	PART OF SPEECH	DEFINITION
Harvest	Verb	To collect food or other things from plants when they are ready
Sweet	Adjective	Tastes like candy or fruit
Deeply	Noun	In a very strong or big way

LEVEL 3 WORDS	PART OF SPEECH	DEFINITION
Pollen	Adverb	Tiny yellow bits from flowers that are moved by bugs, animals, or the wind to help plants spread
Hive	Noun	A place where bees live and work
Queen	Noun	Mother and leader of the bees

ASL Glossary:

<https://docs.google.com/document/d/11kFoKIUjKmFN6Vhj3CAiJZ5CR3rIEmhwfU4aHFBUsE/edit?usp=sharing>

Bee



A small, yellow and black striped bug that flies and helps plants grow

Honey



A thick, sticky food that bees make

Hive



A place where bees live and work

Queen



Mother and leader of the bees

Harvest



To collect food or other things from plants when they are ready

Sweet



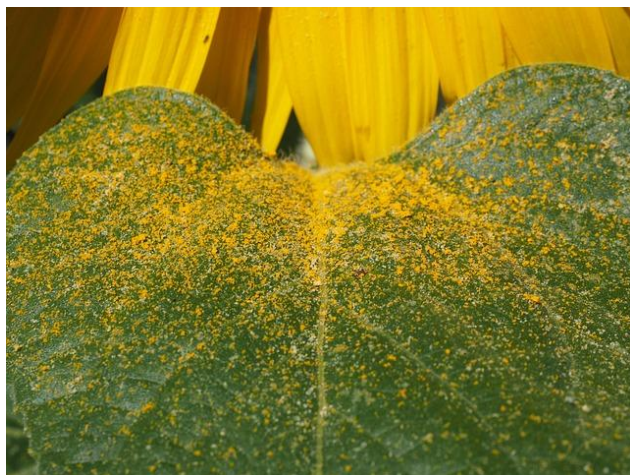
Tastes like candy or fruit

Deeply



In a very strong or big way

Pollen



Tiny yellow bits from flowers that are moved by bugs, animals, or the wind to help plants spread

PRE- AND POST-INTERVENTION ASSESSMENTS

Unit Theme: Bees

Word, Definition, and Assessment Prompt	Pre-Intervention Screening Score		Post-Intervention Assessment Score	
	Word	Definition	Word	Definition
1. Word: Bee Word Prompt: What is this? Definition: A small, yellow and black striped bug that flies and helps plants grow Definition Prompt: What do you know about it?				
2. Word: Honey Word Prompt: What is this? Definition: A thick, sticky food that bees make Definition Prompt: What do you know about it?				
3. Word: Hive Word Prompt: What is this? Definition: A place where bees live and work Definition Prompt: What do you know about it?				
4. Word: Queen Word Prompt: What is this? Definition: Mother and leader of the bees Definition Prompt: What do you know about it?				
5. Word: Harvest Word Prompt: What are the people doing? Definition: To collect food or other things from plants when they are ready Definition Prompt: What do you know about it?				
6. Word: Sweet Word Prompt: How do these candies taste? Definition: Tastes like candy or fruit Definition Prompt: What do you know about it?				
7. Word: Deeply Word Prompt: This girl is not just feeling slightly sad, she is feeling how sad?				

Definition: In a very strong or big way Definition Prompt: What do you know about it?				
8. Word: Pollen Word Prompt: What is this? Definition: Tiny yellow bits from flowers that are moved by bugs, animals, or the wind to help plants spread Definition Prompt: What do you know about it?				

INTERACTIVE BOOK READING QUESTIONS

Before reading the book, write each question on a sticky note and place it on the corresponding page.

BOOK 1: <i>In the Trees, Honeybees</i> by Lori Mortensen			
Reading	Page #	Question type	Question
1	3	Competence	Where do the honey bees live? - Answer: The honey bees live in the hive .
1	7	Relate	The bees are collecting pollen : tell me about a time you smelled pollen . What happened? - Possible answer: The pollen made me sneeze!
1	20	Abstract	Why do you think the bees need to make as much honey as they can during the spring and summer to prepare for the winter? - Possible answer: Because it is so cold outside, and the flowers are dead.
2	6	Competence	How does the nectar taste that the bees harvest ? - Answer: It tastes sweet .
2	5	Abstract	Why do you think there are so many worker bees ? - Possible answer: The bees have a lot of work, so they need to all work together.
2	10	Relate	Have you ever heard the word " queen " before? Where? How is a queen bee like or different from other queens you know about? - Possible answer: Yes, I learned about the Queen of England, but she did not lay a lot of eggs like the queen bee .

BOOK 2: <i>Please Please the Bees</i> by Gerald Kelley			
Reading	Page #	Question type	Question
1	12	Competence	Why is Benedict feeling deeply discouraged? - Answer: He is deeply discouraged because he has no honey .
1	16	Abstract	Why do you think the queen is important to the hive ? - Possible answer: She lays all the bee eggs.
1	24	Relate	Benedict learned how to harvest honey . Have you ever gone to harvest something? Tell me about it. - Possible answer: Yes, I harvested apples with my family.
2	3	Competence	What does Benedict put on his toast and in his tea? - Answer: He puts honey on his toast and in his tea.
2	12	Relate	Benedict feels deeply discouraged. Have you ever felt something deeply ? Tell me about it. - Possible answer: Yes, I felt deeply sad when my goldfish died.
2	15	Abstract	What would happen to the bees if their hive couldn't keep them safe? - Possible answer: They could get hurt.

CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with the student. Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

CONVERSATION 1

Materials: Bee plush/toy, pictures of flowers

Turn	Script	Conversational Strategy
Teacher	Prompt: What do you think bees do when they visit flowers?	
Student	They get food and carry the yellows stuff.	
Teacher	Yes, they get food, and they carry pollen to the next flowers. How does pollen help the flowers?	Recast
Student	It helps them grow more.	
Teacher	That's right, pollen helps the flowers make seeds which grow into new plants.	Acknowledgement
Student	So the bee is really helpful!	

CONVERSATION 2

Materials: Picture cards of bees

Turn	Script	Conversational Strategy
Teacher	Prompt: I see you're looking at the bee ! What do you think the bee is looking for?	Follow the student's lead
Student	The bee is looking for honey .	
Teacher	Bees are looking for nectar, which is the sweet juice inside the flowers. Once they get the nectar, they bring it back to the hive . Do you think bees eat the nectar?	Recast
Student	No, they make honey !	
Teacher	Exactly! The bees turn the nectar into honey . Have you ever eaten honey ? How does it taste?	
Student	Sweet!	

CONVERSATION 3

Materials: Picture cards of bees, beehive, and queen bee

Turn	Script	Conversational Strategy
Teacher	Prompt: Imagine the queen bee is watching the worker bees fly out of the hive to go and harvest . How do you think the queen feels?	Open-ended question
Student	She feels happy.	
Teacher	Yes, the queen probably feels deeply proud of them for their hard work.	Recast
Student	My mom says she is proud when I do my work.	
Teacher	It's just like that! The queen feels deeply proud just like your mom. She is the mother of all the bees : did you know she lays all the eggs for the hive ?	Following student's lead

Student	Yeah, and that's a lot of eggs!	
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DRILL AND PRACTICE 1	
Purpose	To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions.
Objective	Student will express target words and definitions.
Activity	Go Fish
Materials	- Word cards with target vocabulary
Procedures	<p>Procedures:</p> <ul style="list-style-type: none"> • Explain the directions for Go Fish. • Play the Go Fish game using vocabulary words. • Each player gets five cards. The rest of the deck is placed in the middle. • Each player asks for a target word (e.g., “Do you have a queen?”). • The teacher will incorporate definitions and repeated practice by utilizing the sabotage strategy (e.g. the student asks for “hive,” but the teacher gives them bee). • If the player has the card, they must give it to the player that asked. • If the player doesn’t have the card, they respond with “Go Fish.” The player should then draw a card from the deck. • When a player collects a pair or set of cards, they should use the word in a sentence. • The teacher models appropriate use of the target words. <p>Conversation Example:</p> <ul style="list-style-type: none"> • Teacher: “Do you have a queen?” • Student: “Go fish.” • Teacher: “I have harvest. I worked in the garden and had to harvest the tomatoes.” • Student: “Ew, I don’t like tomatoes.” • Teacher: “Why, is it because they’re sour?” • Student: “Yeah, I like sweet food!” • Teacher: “So, you’d like honey, which bees make in the hive, because that is sweet.”

DRILL AND PRACTICE 2	
Purpose	To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions.
Objective	Student will express target words and definitions.
Activity	Bingo
Materials	<ul style="list-style-type: none"> - Bingo cards with target words and pictures - Bingo markers or chips
Procedures	<p>Procedures:</p> <ul style="list-style-type: none"> • Explain how to play bingo. • Give the student a bingo card with target words. • Use definition cards to call out definitions or simple prompts related to the target words (e.g., “A type of bee that rules the hive” for queen). • Players mark their cards when they recognize the word. • The first to get a full row or column says or signs “Bingo!” and shares a sentence using the target words in the row they got. <p>Conversation Example:</p> <ul style="list-style-type: none"> • Teacher: “Do you have ‘A place where bees live and work’?” • Student: “Yes!” (uses marker to mark the word hive). • Teacher: “How do you know that?” • Student: “Because the hive is the bee’s home.” • Teacher: “You’re right! Next one: Do you have ‘A thick, sticky food that bees make’?” • Student: “No.” • Teacher: “I do! See?” (uses marker to mark the word harvest and shows the student) • Student: “That’s not right!” • Teacher: “What do you mean?” • Student: “Harvest isn’t a food, honey is the sweet food!” • Teacher: “Oh, silly me! You’re right, it is honey. Thank you for helping!”

CONCEPTUAL ACTIVITY WITH CONVERSATION 1	
Purpose	To engage the student in a conversation about the activity while using targeted vocabulary.
Objective	Student will use target words in spontaneous expressive language.
Activity	Color & Label the Hive
Materials	<ul style="list-style-type: none"> - Bee hive worksheet - Crayons or markers - Label cards with target words (e.g., queen, bees, pollen, honey).
Procedures	<p>Procedures:</p> <ul style="list-style-type: none"> • Provide the student with the beehive coloring page. • Ask the student to color the different parts of the hive. • Have the student label the parts of the hive with the target vocabulary words. • When the student labels a certain part of the worksheet (e.g., bee), ask them to define it. • During this activity, engage the student in conversation to reinforce the vocabulary. <p>Conversation Example:</p> <ul style="list-style-type: none"> • Teacher: "Why did you color this part with yellow?" (Points to the honeycomb). • Student: "Because honey is yellow." • Teacher: "That's correct! Honey can be yellow, but guess what? I've seen honey that is purple!" • Student: "Really?" • Teacher: "Yes, and can you guess how it tasted?" • Student: "Was it sweet?" • Teacher: "It was sweet! Why do you think it was a different color?" • Student: "Is it because of the flowers?" • Teacher: "Amazing thinking! Yes, the color of the honey can change because of the flowers that the bees harvest."

CONCEPTUAL ACTIVITY WITH CONVERSATION 2	
Purpose	To engage the student in a conversation about the activity while using targeted vocabulary.
Objective	Student will use target words in spontaneous expressive language.
Activity	Tasting Honey
Materials	<ul style="list-style-type: none"> - Honey - Spoons
Procedures	<p>Procedure:</p> <ul style="list-style-type: none"> • Take out the honey and offer the student a spoon. • Ask the student if they want to taste the honey. • As the student tastes, engage them in a conversation about what the worker bees do to create honey. • Prompt the student to describe the honey, its sweetness, and the hard work involved in harvesting it. <p>Conversation Example:</p> <ul style="list-style-type: none"> • Teacher: "How does the honey taste?" • "It's sweet!" • "Right! The bees work hard to harvest from the flowers and then to make the honey." • "I wouldn't want to do all that work!" • "Oh, I think the work is worth it. It is deeply rewarding, and it tastes good too! Haven't you ever done a lot of work and then felt deeply proud of it? Tell me about it." • "I got an A+ on my math test!" • "Awesome job!"