

Beekeeper Visit

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Overview: There are many local beekeepers. Invite one to your schools for an interesting presentation.

Targeted Grades: K - 8

Standards:

Use the information below to navigate Next Generation Science Standard Document and Common Core State Standard Document. Please refer to your grade level in these documents to determine what these standards look like for your particular grade.

NGSS Standard(s)	Common Core Math Standard(s)	Common Core ELA Standard(s)
<p>(by grade level) LS1 From Molecules to Organisms: Structures and Processes LS2 Ecosystems: Interaction, Energy, and Dynamics LS4 Biological Evolution: Unity and Diversity</p>		<p>(by grade level) RI: nonfiction reading W: Writing, Research and Gathering information SL: Conversations and presentations</p>

NGSS: LS1, LS2 and LS4 standards are treaded throughout the grades. The focus of science with a visit from a beekeeper would depend on the grade level being visited. Check your grade standards.

CCSS ELA: For example-- Writing (W.3.1.) research and writing projects Investigate bees and the job of a beekeeper, gather information, SL.3. 1-3: Comprehension in a discussion.

Materials needed: paper, related books (Lucy Calkins, *Breathing Life into Essays* and Time For Kids, *The Battle for Bugs*) Discuss books with your school librarian!

Curriculum Connections:

Understanding - Essays develop an author’s ideas about a specific point and are supported with evidence (anecdotes or examples). The emphasis of essay writing is to provide specific examples with details to support student ideas.

Background Information - In essay writing, students take a stance and try to answer the “so what” of their statement. “How” and “why” questions help focus and strengthen students’ development of thesis statements. Allow students time to share and build their thesis statements with peers. Immersing children in nonfiction writing allows them to communicate the truth as they see it in relation to their world and to support it with relevant evidence. Writing in this genre also allows them to better understand their reading. Students come to understand the unique features of this genre including paragraphs, thesis statements, topic sentences, and essay structures of introduction, body, and conclusion paragraphs, as well as the unique “voice” of this genre. Students examine mentor texts to use as guides for developing their own. Please also refer to Lucy Calkins book, *Breathing Life into Essays*.

Procedure: Students will write an essay to convince others of the need to protect honeybees, and they will address the environmental impact of losing honeybees. Students will need to read texts (such as Time For Kids - *The Battle for Bugs*) on honeybees and write an essay with introduction, body, and conclusion paragraphs to state and support their stance with evidence. Information provided should answer the “so what” part of their statement. For example, so what if there are no honeybees? Students will state reasons in separate sections/paragraphs of their essays and ask, “Do my ideas support my stance?” The students will be able to develop a global understanding of this topic.



A local Danbury bee keeper extracting honey.
Photo by Kathy Johnson

These suggestions are examples only, and may require adaptation. Check your grade-specific standards to determine whether or not the suggestions provided meet your individual curricular needs.

For more information, contact ctgreenleaf@ctgreenschools.org

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