



## Bee Lesson - Grade 2

**NGSS Standard** - *Interdependent Relationships in Ecosystems Earth's System: Process that Shape the Earth*

### **Lesson Name:** Who Needs to Live Nearby For a Hive to Thrive?

1 40-minute session or 2 20-minute sessions  
steps 1-4 Lesson 1, steps 5-6 Lesson 2

#### **Lesson 1 Introduction**

Recall that the Earth has many systems and the part that relies on plant and animals and the weather is called the ecosystem. Brainstorm what students already know about the Earth and what happens here to all of us. Listing, diagrams, student initiated white board drawings, etc.

#### **Guide the discussion to the work of bees and their importance to our ecosystem.**

1. Teacher and students buzz into a circle facing each other.
  - Teacher models: clapping, when comfortable, students join (1 minute), tempo (fast and slow), dynamics (loud and soft) and invites students to follow each.  
*The goal is for students to make sounds at the same time. Teacher asks students to clap together applying tempo and dynamics.*
  - Teacher invites students to lead one if that works in your class (4 minutes).
  - Follow with students working individually and simultaneously to explore making their own combination of clapping sounds using whatever they like expect their faces (for example thighs, upper arms, feet, can be a little noisy) (3-4 minutes).
  - Buzz back to a seated spot in the circle and lead a short discussion regarding what actions different clapping combinations can suggest (for example, fast and soft might sound like rain falling on a roof) (2 minutes).
2. Teacher plays app links of music and sounds (30 to 60 second of each and at least 2 of each category). **[video links – bees sound linke rain]** Students have brief conversation about what actions the music and sounds can suggest.
3. Students (in pairs or trios) sit down to write or draw a short list of events and places in their neighborhoods they notice are important to the neighborhood **(for example, the bus stop, corner store, library, bakery, police station, gas station)** (1-2 minutes). Students share parts of their list to whole group (1-2 minutes).

Teacher plays app links to share the key requirements needed for a hive to thrive.

- Making connections with the lists of neighborhood places the students generated.

## Lesson 2

Intro - Buzz into the circle to revisit the last lesson, clapping and the places they thought up as well as review the app link for the key requirements for a hive.

1. Working in groups of 3 or 4, each student develops a clapping sequence.
  - Here is a [VIDEO OF Flamenco music](#) ANDALUCIA SPAIN CLAPPING
  - Half of the groups for events and places needed for a hive to thrive and the other half for events and places in human neighborhoods.
  - One example of a sequence is 8 counts repeated 4 times. Students work simultaneously. (4 minutes).
  - Each student then teaches their sequence to their group members (2 minutes).
  - Students then decide the order of the clapping sequences and practice them as a group (2 minutes). This whole section will be noisy. The students can buzz off in their small groups to different corners of the room and buzz back to the main circle when ready.
2. Students standing in their groups, present their sequences to the whole group.
  - After each group presents the teacher asks about and notes (white board, etc) what events and places they believe they heard represented from either a hive or human neighborhood.
  - After all groups have shared the teacher asks each group what they were representing with their sequences.
  - Class then discusses the overlap between hive and human neighborhoods. Close teacher lead discussion on how tempo and dynamics were used to convey events and places that could be in either neighborhood how bees use the same methods for their own neighborhoods.

### Materials

1. links to short video on what makes a good Bee neighborhood
2. links to recordings of sounds and music on the app
3. links to key requirements near a hive for the hive to thrive
4. large paper for each group and markers or crayons so their lists can be shared to the whole group.

#### Learning and Demonstrating Goals

##### *Science connection Standards*

Observations to notice what lives near a hive that thrives and name essential requirements.

Model and Communicate events and places that live near a hive that thrives using a clapping sequence.

##### *Arts connection Standards*

Music- Create a clapping sequence of sounds from a hive or human neighborhood. Using beginning, middle and end of an action, create a flight path for a bee or walking path for a human in its neighborhood (for example -prepare to leave the house or fly, walk or fly and arrive or land as a bee) and discuss your choices.



Thank you! Feedback is welcomed. email: [jaynee@geotots.com](mailto:jaynee@geotots.com)