

Bee Lesson - Preschool

California Dept of Ed, Preschool Learning Foundations Volume 3 - *Life Sciences: Different Types of Plants and Animals*

Lesson Name: What Are the Parts of a Bee and What Do They Do?

Parts of a Bee



Bees introduction and learn the Waggle Dance

(This dance draws a line that points all other bees to where they can find food)

- Students start by doing their best bee imitation (lots of buzzing around to their places in a circle) then app animations and videos are viewed and discussed and the Bee lesson is introduced.
- Show the [introduction video](#) with sound up.
- This introduces children to our Forager Bee Guide



- Teacher demonstrates and/or shows [video](#) to teach the Waggle Dance.



1. Students should still be in a circle and ready.
 2. Teacher flies into the middle of the circle (pretending to be a forager bee)
 3. Teacher demonstrates wagging a figure 8
 4. Teacher dances a line through the figure 8 to point to the path to food outside.
- Returns and the students then imitate their buzzing and follow her to a pre-set-up food source, perhaps some artificial or real flowers or even just some pictures of flowers or other food sources. The students then fly back to the hive and find their original places in the circle.

VOCABULARY:

- antenna
- comparison
- eyes
- function
- hive
- honey
- job
- legs
- stinger
- wings

Learning and Demonstrating Goals

Science connection

Observations to notice who lives in a bee hive and why, include what bees need to survive

Models to represent hives

Communicate choices for hive design, who lives there and the flight pattern of a forager bee.

Arts connection

Dance - Learn the Waggle Dance. Make bee movements using beginning, middle and end of an action (for example -prepare to fly, fly and land as a bee) and discuss your choices

Visual Arts – Identify and use line, shape and color to draw a bee hive; use scissors, paper and glue; identify time and places in art (for example - backyards with bee hives, in day light in a modern city); discuss their own art (for example - discuss their choices using line, shape and color in their analysis)

Alternative Lesson Plan

Lesson Name: Bees and Hives through sound

Session 1

- Teacher and students stand in a circle facing each other.
- Teacher models clapping, slowly, students join (1 minute).
- Teachers models tempo (fast and slow) and invites students to follow each.
- Teachers models dynamics (loud and soft) and invites students to follow each. The goal is 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 on with students working individually to explore making their own combination of clapping sounds using whatever they like expect their faces. Students work simultaneously (can be a little noisy) (5 minutes).

Transition with 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).

Session 2

Teacher plays app links of music and sounds (30 to 60 second of each and at least 2 of each category). Students have brief conversation about what actions the music and sounds can suggest.

Bees Buzzing [20 minute background sound video](#).

Students sit down and as a group brainstorm 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).

Teacher plays app game BUILD YOUR OWN POLLINATOR GARDEN.

Share the key requirements needed for a hive to thrive including pollen.



Teacher led-

Students develop a clapping sequence to for the hive to thrive and the other for events and places in the neighborhood.

Closing-

Students practice the clapping sequence for the whole group and then buzz back to the circle.

Materials

links to recordings of sounds and music on the app

links to key requirements near a hive for the hive to thrive

Learning and Demonstrating Goals

Science connection

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

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

Thank you! Feedback is welcomed. email: jaynee@geotots.com