

Guided Reading with

## THE HARDWORKING BEE

Guided Reading Level: E

DRA Level: 7

Intervention Level: 7

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by Michael Ramirez

Page number: 8, Word Count: 67

**Genre:** Nonfiction

### Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text
- read verbs with -s and -ies endings

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing

### High-frequency Words:

*the, to, from, on, her, is, for, in*

### Phonics

- compare various vowel patterns (short vowels, silent e, digraphs)

### National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

### ELL/ESL

*La abeja trabajadora* See back page

**Overview:** This book shows how bees work hard to help the whole beehive.

### Getting Ready to Read

#### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What does “hardworking” mean? Give examples of how you can tell that someone is hardworking.
- What do you know about bees? What do bees do?

#### 2. Connect children’s past experiences with the story and vocabulary:

- Hold the book. Call children’s attention to the title. Read: *The Hardworking Bee*.
- Ask children to predict what the book will be about.
- Show the back cover and read the copy. Ask children to predict how bees might work hard to help the beehive.
- Have children predict some words they might read in the book.
- Give children the book and have them look at the pictures.
- Ask them to notice what the bee is doing in each picture. Explain vocabulary that may be unfamiliar if you think its necessary.

#### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word, blend all the sounds



in a word, or break a longer word into parts to read it.

#### 4. Be aware of the following text features:

- The book contains familiar words: the, to, from, on, her, is, for, in
- The book contains content-specific vocabulary words including: collect, pollen, hive
- Each page describes something a worker bee does. Most phrases include a prepositional phrase.
- There is one compound word: hardworking.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out how bees work hard to help the beehive.**

**2. Have children read quietly, but out loud.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

**3. Look for these reading behaviors during the first reading:**

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?

- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

**4. As children read, suggest a reading strategy if they are struggling:** "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

**5. Possible teaching points to address based on your observations:**

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

## After the First Reading

**1. Have children confirm their predictions and talk about how the bees' work helped the beehive.**

**2. Ask questions like:**



- What is the bee's main job? How does the bee do it?
- What kind of route does the bee take back to its hive with the pollen?
- What might make a bee's job easier? What might make it harder?
- How does the bee show she is hardworking?
- Why do you think the bee carries pollen on her back legs? Why not her wings or front legs?
- What happens to the pollen as the bee flies from the flower back to the hive? What do you think happens to the pollen?
- If you were to add on to the story, what do you think happens next? Why?

### Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

### Cross-Curricular Activities

**Language:** Match word cards to pictures for some of the vocabulary in the book (e.g., flowers, grass, leaves, tree, hive, pollen). Talk about the letter-sound relationships in the words, especially the various ways vowel sounds are represented.

Explore the prepositions in the book and other examples. Use a real or artificial plant and a small toy or cutout picture of a bee. Write phrases on cards for children to read and show using the props (e.g., "on the flowers," "among the flowers," "above the flowers," "between the flowers").

Turn the book into a short performance by having students work in pairs to read the text and act it out being a bee. Use yellow craft pom-poms or something similar to be "pollen." Talk about reading fluently even when the text includes challenging vocabulary and thinking about the meaning of the text while reading.

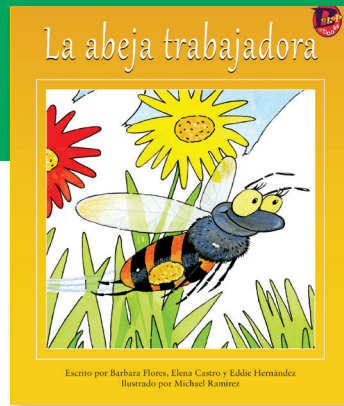
**Science:** Using the information from the book, have children cut out pictures and words and arrange them in a flow chart that shows worker bees' activities. Brainstorm questions about each step and consult additional resources to find out more information.

Learn more about the roles of different types of bees in a hive by reading other books or viewing websites or online videos.

Read books or view online content to learn more about the role of bees in an ecosystem and efforts to protect bee populations. List possible action items on a chart.

**Art:** Have children create collage bees using materials like strips of black and yellow paper, pipe cleaners, googly eyes, etc. Sprinkle glitter or yellow confetti to be pollen.

**Physical Education:** Create an obstacle course for students to be "bees" carrying "pollen" to a "hive." Write the steps of the obstacle course using some of the language from the book. For instance, children could carry a yellow ball "around" a table and "among" some chairs.



Guided Reading with

## LA ABEJA TRABAJADORA

Guided Reading Level: E  
DRA Level: 7  
Intervention Level: 7

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

**Noun & Preposition Support:** The following nouns relating to bees are listed in the story: la abeja, el polen, las flores, patitas traseras, el zacate, las hojas, árbol, la colemna

Print the illustrations from the story without the text. Then, write the different nouns pertaining to the story on word cards. Have students match the nouns to the appropriate illustrations.

The following prepositional phrases are listed in the story- en medio de, por encima del, entre, alrededor del

Print the prepositional phrases on word cards. Then, have students match the prepositional phrases to the appropriate illustration from the story.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

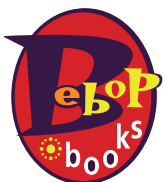
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

Copyright © 2018 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.



**For more information about Bebop Books, please contact:**

**Abraham Barretto, Vice President of Educational Sales Bebop Books**

An imprint of LEE & LOW BOOKS

95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com