

TEACHER'S GUIDE



The King of Bees

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Ages 4–8

Lexile • F&P • GRL O; Gr 3

ABOUT THE BOOK

Henry can't wait to help Aunt Lilla with the bees she keeps at their home near the tidal creeks and marshes in South Carolina's Lowcountry. He watches from a stump as Aunt Lilla tends the bees in her bee suit and talks gently with them. As his aunt goes about her work, Henry learns about sister bees, the queen, and bee dances. When the bees appear to be ready to swarm and leave their hive, Aunt Lilla sets up another box under their tupelo tree, but there is no guarantee the bees will move there. Henry wants to do something to convince them to stay nearby. He does his best to lead the bees to the new box and is delighted with the outcome. Filled with facts about bees, Laminack's gentle story conveys the information in a manner that shows the value of patience and the importance of asking questions, and highlights the need for protecting honeybees.

THEMES

Bees | Beekeeping | Life cycles | Curiosity | Bravery
Patience | Family | Intergenerational relationships

SKILLS

- Asking questions
- Listening
- Key details
- Characters
- Setting
- Main idea
- Vocabulary development
- Nonfiction in literature

BEFORE YOU READ

Examine the endpapers. Ask the students what they think the book might be about. Have them describe what they see. **RL.K.1, RL.K.7, RL.1.1, RL.1.7; RL.2.1, RL.2.7, RL.3.7**

AS YOU READ

Ask the students to listen for facts about bees and keeping bees. Also, have them think about what Henry is like. **RL.K.3, RL.1.3, RL.2.7, RL.3.3**

MEETING THE STANDARDS

The activities in this guide directly address a variety of standards across the curriculum. Following each activity, you'll find an abbreviation for the standard(s) it supports.

AFTER YOU READ

Ask the students to describe how Henry keeps the bees from leaving his aunt's farm. Then talk about facts the students learned or remember about bees.

RL.K.3, RL.1.1, RL.2.1, RL.2.3, RL.3.1, RL.3.3; RI.K.1, RI.1.1, RI.2.1, RI.3.1

CURRICULUM CONNECTIONS**LANGUAGE ARTS**

- Name the parts of the book: front and back cover, title page, etc. Ask the students to identify the author and illustrator and review what each one does in a picture book.
- Identify places in the book where the art helps tell the story.
- Discuss what the book is about: 1) the setting, characters, and action, and 2) how the story begins, progresses, and ends.
- Choose three or four questions from the book that Henry asks about bees. Discuss what he learns by asking questions.
- Aunt Lilla and Henry live in a small house that has "a ghost of white paint." What does that mean?
- Ask the students to write a question concerning something they would like to know about honeybees.
- Describe Henry. What is he like and what does he like to do?
- What is the main idea of the story?
- Describe the bee suit Aunt Lilla wears. Have students come up with ideas about why the suit would be white. Discuss possible reasons for the light color.
<http://www.glenn-apiaries.com/beginning-beekeeping-protective-clothing.html>
- Show photos of a queen bee, worker (sister) bees, and drones. Have the students describe the differences in them. Then list the job of each one as described in the book.
- Teach the class these bee nursery rhymes:

Five Busy Honey Bees*

Five busy honey bees were resting in the sun.
The first one said, "Let us have some fun."
The second one said, "Where shall it be?"
The third one said, "In the honey tree."
The fourth one said, "Let's make some honey sweet."
The fifth one said, "With pollen on our feet."
The five little busy bees sang their buzzing tune,
As they worked in the beehive all that afternoon.
Bzzzzzz! Bzzzzzz! Bzzzzzz! Bzzzzzz! Bzzzzzz!

*Source: DLTK's Nursery Rhymes

<http://www.dltk-teach.com/rhymes/bumblebee/index5.htm>

Here is the Beehive*

Here is the beehive. Where are the bees?

(hold up fist)

Hidden away where nobody sees.

(place other hand around fist)

Watch and you'll see them come out of the hive

(bend head close to fist)

One, two, three, four, five.

(hold fingers up one at a time)

Bzzzzzzzz... all fly away!

(wave fingers)

*Source: DLTK's Educational Activities

<http://www.dltk-teach.com/rhymes/bumblebee/song2.htm>

RL.K.1, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.1.1, RL.1.3, RL.1.4, RL.1.7, RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.7

VOCABULARY

Identify the vocabulary by observing the pictures from the book first. Discuss the meanings as they are used in the book and how the meanings add to the story. Then ask the students to draw a picture that shows the meaning of each word.

- tidal creek
- marsh
- smoker
- encouragement
- uncapping fork [a plastic grip with sharp tines used to lift off the wax from the *supers*; a honey super is a box in which 8–10 frames are hung]
- hive tool [a tool like a mini crowbar with a large hooked end used to pry apart the sections of a hive]
- bee drops [pheromone lure]
- nectar
- pollen
- swarm

RL.K.4, RL.1.4, RL.2.4, RL.3.4; RI.K.4

WRITING

- The first time Henry collected eggs by himself, he dropped one because he tried to carry too many at once. Ask students to write about a time when they caused a problem at home or at school because they were in a hurry.
- Identify the three kinds of honeybees found in a hive. Have students write a paragraph to explain the job of each kind of bee.
- Ask students to write about which part of the story they liked best and explain why. Draw a picture to go with the story.

- Read some of Douglas Florian's poems about bees from the book *UnBEElievables: Honeybee Poems and Paintings*. Ask students to write their own bee poems about their favorite bee fact. (With younger students, you might want to make this a group project.)
W.K.1, .W.1.1, W.2.1, W.3.1

SCIENCE

- Discuss the bee life cycle. Use a picture to show an example of the stages in the bee life cycle. A good resource:
<http://www.otago.ac.nz/genetics/otago038245.pdf>
- Show the honeybee rap to review the bee life cycle.
<https://www.youtube.com/watch?v=XZQmE0B7gFQ>
- Show a picture of a bee. Identify the body parts found on a bee.
<https://www.buzzaboutbees.net/honey-bee-anatomy.html>. For younger students, use a worksheet that can be labeled.
http://www.scholastic.com/content/collateral_resources/pdf/b/bee_rep2_act2_bee_body.pdf
- Discuss the reasons bees swarm.
<https://www.perfectbee.com/learn-about-bees/the-life-of-bees/how-and-why-bees-swarm/>
- Research how bees make honey. Make a chart to show each step.
<http://mocomi.com/how-do-bees-make-honey/>
http://www.utahcountybeekeepers.org/fun_facts.html
- Explain how bees pollinate flowers. Show a picture of a flower and identify the pollen.
<https://www.care2.com/greenliving/20-ways-to-survive-pollen-season-without-locking-yourself-indoors.html>
<https://biologydictionary.net/pollen/>
- Draw a picture of a honeybee with pollen on it.
- Research bee drops. Explain the word pheromone and how bee drops are a special chemical that attracts bees.
<https://honeybeesuite.com/honey-bee-pheromones-common-scents/>
- Show a picture of a spiral honeycomb. Then investigate the Australian bees that make it. Compare and contrast these bees with North American honeybees.
<https://news.nationalgeographic.com/2018/02/australia-n-stingless-spiral-bee-hive-construction-tetragonula-carbonaria-spd/>
- Identify flowers in your area that attract bees.
RI.K.1, RI.K.3, RI.1.1, RI.1.3, RI.2.1, RI.2.3, RI.3.1, RI.3.3

MATH

- Define a hexagon and show an example of a single hexagon. Count the sides together. Review the shape of a honeycomb.

- Print out templates of larger sized hexagons. Ask the students to color each hexagon. In groups, have the students arrange the hexagons in a pattern. For an extension, have the students in each group make simple addition and subtraction problems using the hexagons as a model.

<https://www.timvandevall.com/geometric-shape-templates/hexagon-templates/>

- Make a graph to show the comparative sizes of the queen bee, the drones, and the worker bees. Draw measurement lines and then draw the different bees on the graph. (Identify worker bees as the “sister bees” in the book.)
http://barnsleybeekeepers.org.uk/bee_sexes.html [queen—about 2.3 cm, drones—about 1.8 cm, workers—about 1.4 cm]
K.CC.A.1, K.MD.A.1, K.G.A.2, K.G.B.5, K.G.B.6, 1.OA.C.6, 1.G.A.2, 1.G.A.2, 2.MD.D.10, 2.G.A.1, 3.MD.B.3, 3.G.A.1

SOCIAL STUDIES

- Use a map or globe to locate South Carolina and what is considered the Lowcountry.
- Identify the states and water that surrounds South Carolina.
- Investigate why bees are important to agriculture.
<https://www.nature.org/ourinitiatives/regions/northamerica/unitedstates/indiana/journeywithnature/bees-agriculture.xml>
- Explore the White House bees and learn how they help provide honey and pollination for the garden.
<https://www.youtube.com/watch?v=mP1cRqZ8JGw>
- Brainstorm ways that students can help bees in their own school yard or at their homes. Make a list. Look up ways students can help bees. This can include things such as providing bee baths, adding bee-friendly flowers to their gardens, and avoiding using toxic chemicals on their lawns.
<https://www.theodysseyonline.com/10-ways-help-bee-population>
<https://thehoneybeeconservancy.org/plant-a-bee-garden/>
RI.K.3, RI.1.3, .RI.1.8, RI.2.3, RI.2.8, RI.3.3

ART

- Draw a honeybee. Label the body parts according to the level of the students.
- Draw the dance of the honeybee and explain what each step means.
- Make a bee stick puppet. Use oval tagboard or cardboard and popsicle sticks for the base. Wrap yellow and black yarn around the oval body and glue

the popsicle stick to the base. Add googly eyes and wax paper wings. See full directions here:

<http://www.housingaforest.com/yarn-wrapped-bee-craft/>

- Wrap yellow-and-black pipe cleaners around a pencil and slide them off. Add wings made from a bent pipe cleaner and googly eyes. A yellow craft puff and black pipe cleaners can also be used.

MOVEMENT

Watch the YouTube video at <https://www.youtube.com/watch?v=jYNaHbo8Uqw>. Have the students work together in a group to make up their own bee dance. Review the picture of Henry doing his bee dance before beginning. Each group can then perform their own dance.

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FUN RECIPES

Banana Pops

1 $\frac{1}{3}$ cups topping, such as toasted coconut, candy sprinkles, or graham cracker crumbs
4 bananas, peeled
8 wooden craft sticks
 $\frac{1}{2}$ cup honey

Spread toppings of your choice on a plate or plates. Cut bananas in half crosswise. Insert a craft stick into each cut end. To assemble, hold one banana piece over plate or waxed paper to catch drips. Spoon about 1 tablespoon honey over banana, rotating and smoothing honey with back of spoon to coat all sides. (Or squeeze honey from a plastic honey bear container and smooth out with spoon.) Roll banana in topping of choice until coated on all sides, pressing with fingertips to help topping adhere. Place pops on waxed paper-lined cookie sheet. Repeat with remaining bananas, honey, and toppings. Serve at once. Makes 8 servings.

*Source: www.scholastic.com/content/collateral/resources/pdf/b/bee_twp_act3_recipes.pdf

Honey, Care to Take a Dip

1 pint (16 oz.) low-fat plain yogurt
 $\frac{1}{4}$ cup honey
2 tablespoons orange juice
 $\frac{1}{2}$ teaspoon grated orange peel
Assorted fruits for dipping such as sliced apples, pears, and strawberries

Combine yogurt in a small bowl with honey, orange juice, and orange peel; mix well. Serve with sliced fruit. Makes 2 $\frac{1}{4}$ cups.

*Source: www.scholastic.com/content/collateral/resources/pdf/b/bee_twp_act3_recipes.pdf

Honey Peanut Butter Yogurt Dip

2 tablespoons honey
 $\frac{1}{4}$ cup plain Greek yogurt
 $\frac{1}{4}$ cup peanut butter

Combine honey, peanut butter, and yogurt in a small bowl. Stir until all ingredients are combined and smooth. Serve with fruit, pretzels, or any other food that you think tastes best with this dip!

*Source: <https://siouxhoney.com/recipe/honey-peanut-butter-yogurt-dip/>

Honey Apple Nachos

$\frac{1}{4}$ cup honey
3 apples
2 tablespoons melted peanut butter
2 tablespoons chocolate chips
1 tablespoon shredded coconut

Cut the apples into thin slices and spread on a plate. Drizzle honey and melted peanut butter over the apple slices. Sprinkle chocolate chips and shredded coconut on top.

*Source: <https://siouxhoney.com/recipe/honey-apple-nachos/>

RELATED READING

Florian, Douglas. *UnBEElievables: Honeybee Poems and Paintings*. La Jolla, CA: Beach Lane Books, 2012.

Gibbons, Gail. *The Honey Makers*. New York, NY: William Morrow & Co., 1997.

Krebs, Laurie, *The Bee Man*. Cambridge, MA: Barefoot Books, 2009.

Lehman, Kim. *Beekeeper's Lab: 52 Family-Friendly Activities and Experiments Exploring the Life of the Hive*. Beverly, MA: Quarry Books, 2017.

Marsh, Laura. *National Geographic Readers: Bees*. Washington, DC: National Geographic Children's Books, 2016.

WEBSITES

The Honey Bee Conservancy Lesson Plan Library
<https://thehoneybeeconservancy.org/2016/05/15/honeybee-conservancy-lesson-plan-library/>

Classroom Hives (safe, in-class habitats of bees)
<http://www.classroomhives.org/>

The American Beekeeping Federation
<http://www.abfnet.org/?page=16>

The Foundation for the Preservation of Honey Bees
<http://preservationofhoneybees.org/kids-and-bees>

PollinatorLIVE (a series of online webinars, broadcasts, and lesson plans for teachers)
<https://pollinatorlive.pwnet.org/teacher/lessons.php#1>

Pollinator Partnership
<http://pollinator.org/learning-center>

Bee Smart School Garden Kit
<http://pollinator.org/bee-smart>

The Bee Girl
<https://www.beegirl.org/beekeeping>

Good general information
<https://www.uky.edu/Aq/Entomology/ythfacts/4h/beekeep/basbeop.htm>

ABOUT THE AUTHOR

Lester L. Laminack is a specialist in children's literacy and professor emeritus at Western Carolina University. Laminack has written many books and articles for educators and for children, including the picture books *Saturdays and Teacakes* and *Three Hens and a Peacock*, which received a CBC Children's Choice Book of the Year award. He is a popular and sought-after speaker at professional meetings and conferences nationwide.

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ABOUT THE ILLUSTRATOR

Jim LaMarche is one of the most talented artists working in children's books today. His many successful books include *Rainbabies and Albert*, which was selected as a *New York Times* Best Illustrated Book. He also wrote and illustrated *Raft and Pond*. Jim lives in Santa Cruz, California.

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 prepared by Shirley Duke

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