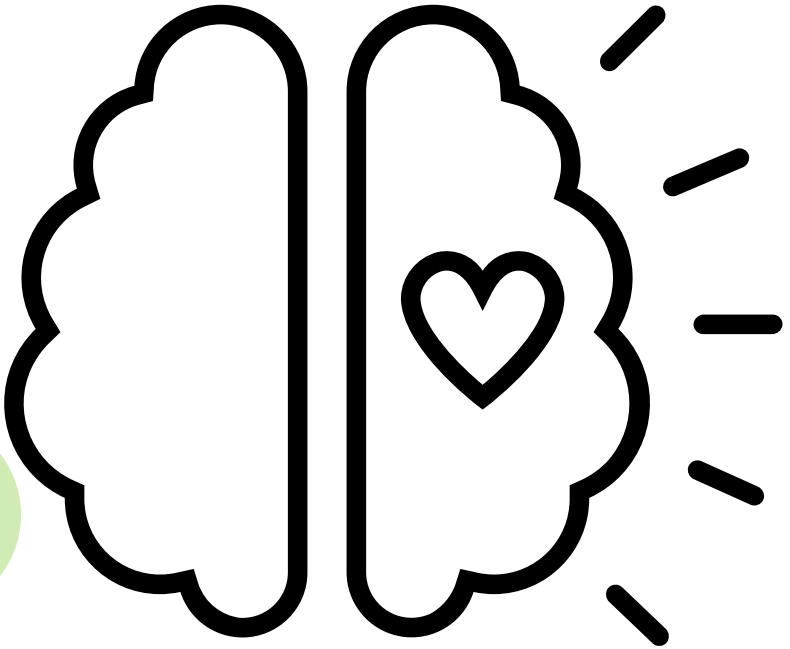
LISTENING COMPREHENSION AND VOCABULARY BASED

SCIENCE OF READING KNOWLEDGE

IN-A-CLICK DIGITAL TEACHING SLIDES



FREEBIE

SCIENCE OF READING KNOWLEDGE IN-A-CLICK DIGITAL SLIDES

KNOWLEDGE IN-A-CLICK DIGITAL TEACHING SLIDES: FREE PREVIEW - BEES

The Science of Reading KNOWLEDGE "In-a-Click" Digital Teaching Slides resource, developed by Tara West at Little Minds at Work, is a comprehensive approach designed to tackle listening comprehension, vocabulary, and knowledge. The resource's units provide the educator with content for 6 weeks of instruction. All 6 weeks of instruction encompass an overarching theme of study. This free preview covers an animal theme - BEES. The week of instruction follows a systematic and robust 5-day approach. This approach is duplicated throughout the unit for ease of instruction and quick skill mastery for students. Day 1- Students will listen to the read aloud with few stops. Students listen to background knowledge and gather new "bits of knowledge" that they learned. Day 2- Students listen to the read aloud for a second time. Educator has specific stop spots to address vocabulary. Students apply the newly learned vocabulary through kid-friendly definitions and whole-body movements. Day 3- Educators will stop on specific key learning moments from the text. Students will be asked to apply the knowledge through Level 1-3 text-dependent questions, all with the goal to add knowledge for the weekly topic. Day 4- Students will review vocabulary and add even more knowledge through real-life examples and making connections through text and themselves. Day 5- Students will once again review vocabulary, submerge themselves in a knowledge review and take an assessment. Additional printable practice available for all Days 1-4. Printable practice sheets are offered but not required. Students will be asked to add "bits of knowledge" to their knowledge case. This is a visual representation for adding information that they store in their long-term memories. It is vital that students understand and have practice with retrieving their previous learnings.

CLICKABLE LINKS

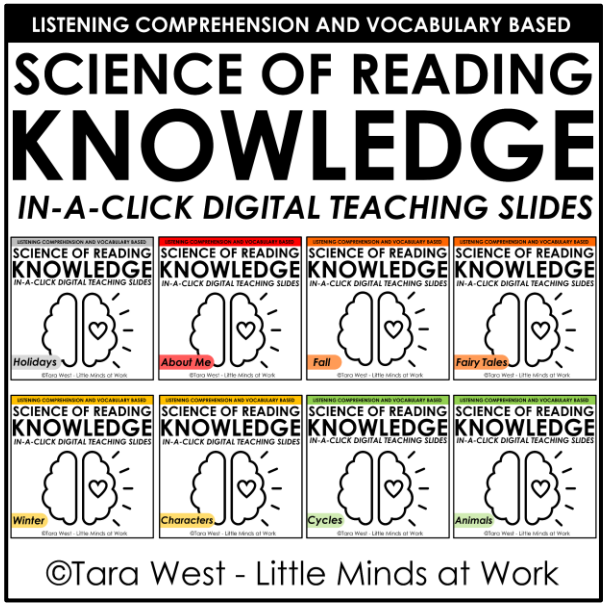
PDF QUICK LINK

PRINT MATERIAL

GOOGLE SLIDES

VIRTUAL BOOK

PURCHASE BOOK



Click to view the YEAR-LONG bundle!

RESOURCE LINKS

OVERVIEW

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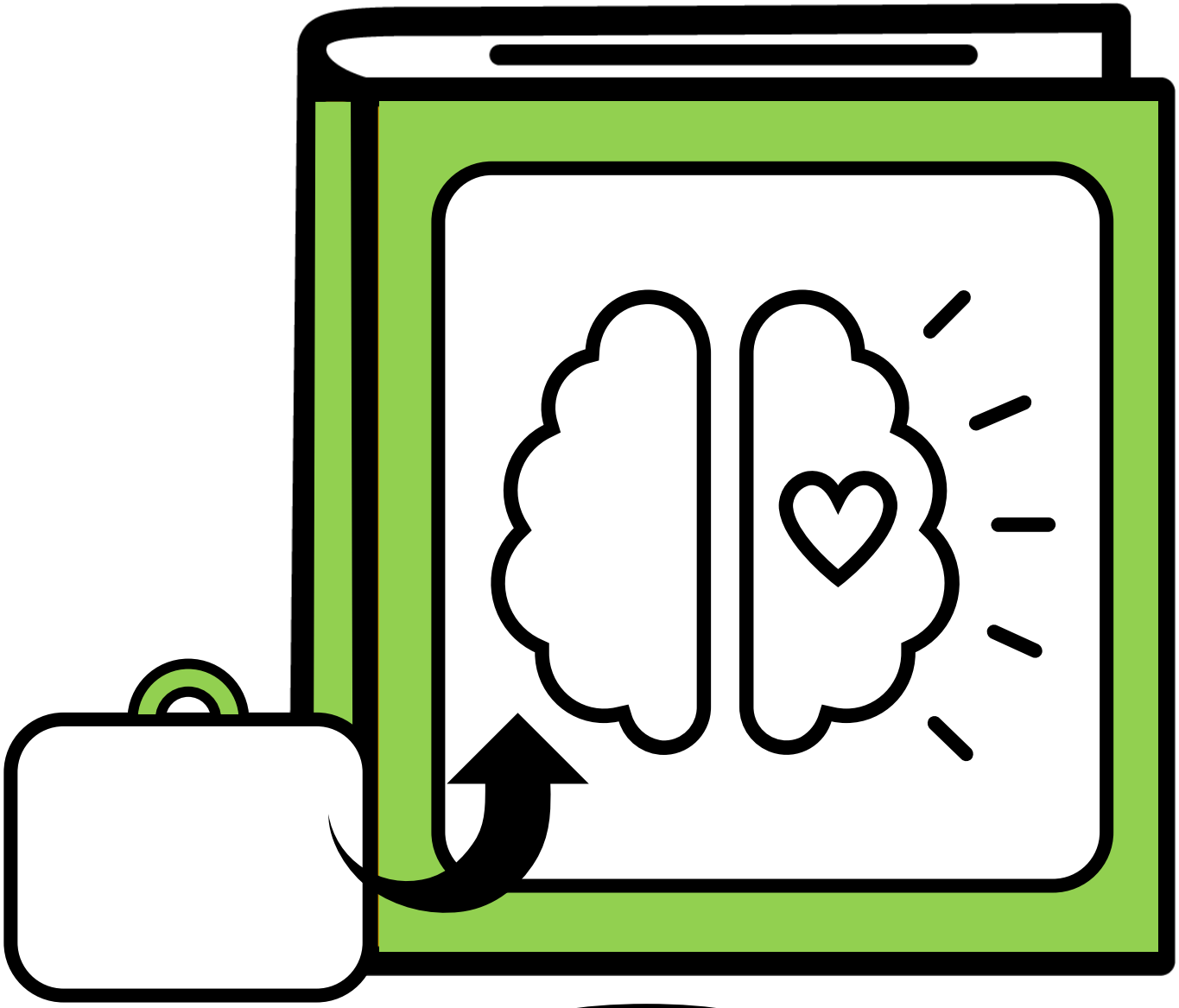
LESSON 1

Bees by Laura Marsh

Today we are listening to a new story. This story tells us factual information about our topic. What do we call that type of book? That is a nonfiction story. The title of the book is Bees. We will learn facts about bees. Do you bring any knowledge that might help with our read aloud? Share with a partner. Visualize the cover. What type of bee do you see? **Present the cover of the text for students**.

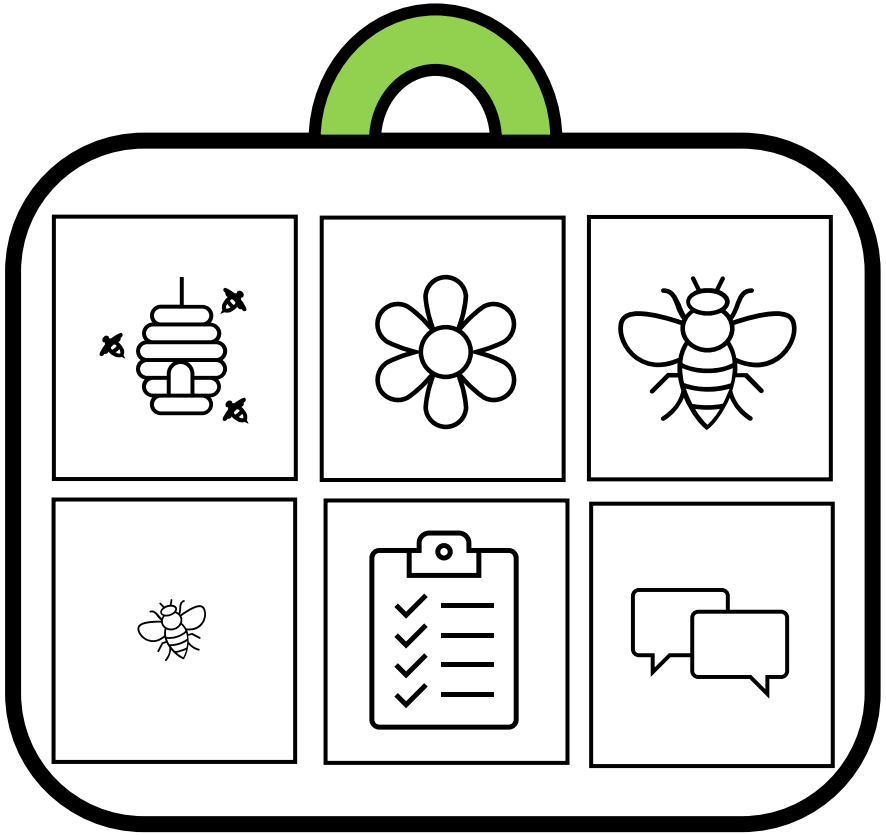


Purpose for learning: *Today, as I read, I want you to have your knowledge case open. Take bits of knowledge throughout the story to add to your case. There might be times in the story where I will stop and share more. Listen very closely as these will be important bits of knowledge. At the end of the story, we will share our new knowledge and discuss something specific about bees – where they live.*

Let's Listen to Learn

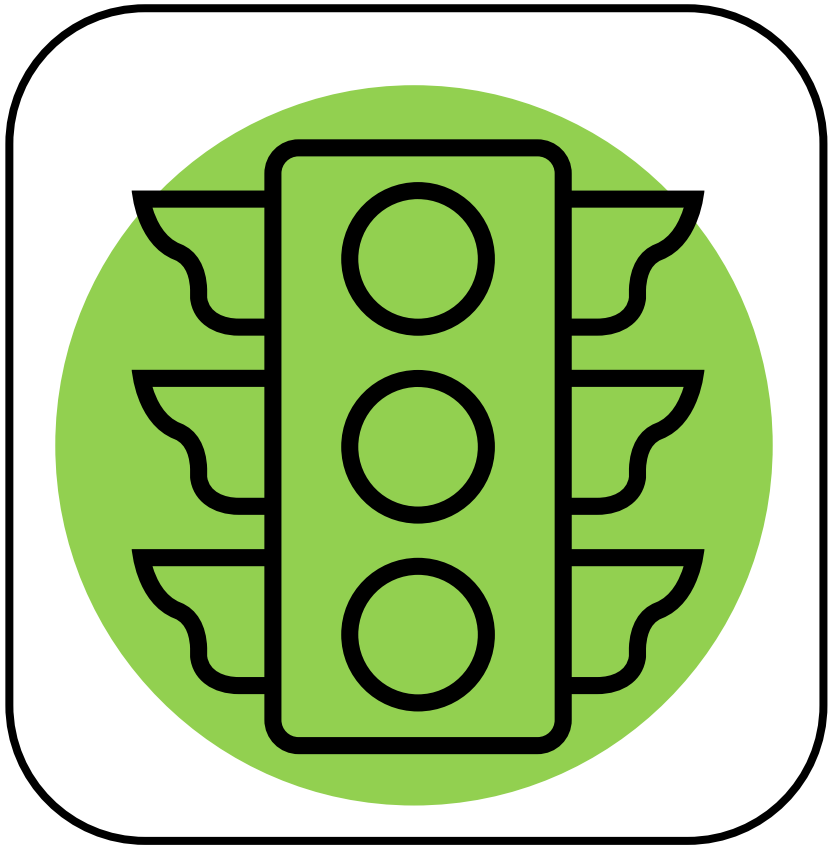
As learners, we can be even more successful with background knowledge. This is the information that we may not yet know or understand. If we know a bit more before starting, we can be more successful at what knowledge should be gained. Our story this week is part of our animal theme. We will discover where bees live, what bees eat, label the parts of their body, discuss their babies, learn about different types of bees, and share how bees are helpful.

Background Knowledge



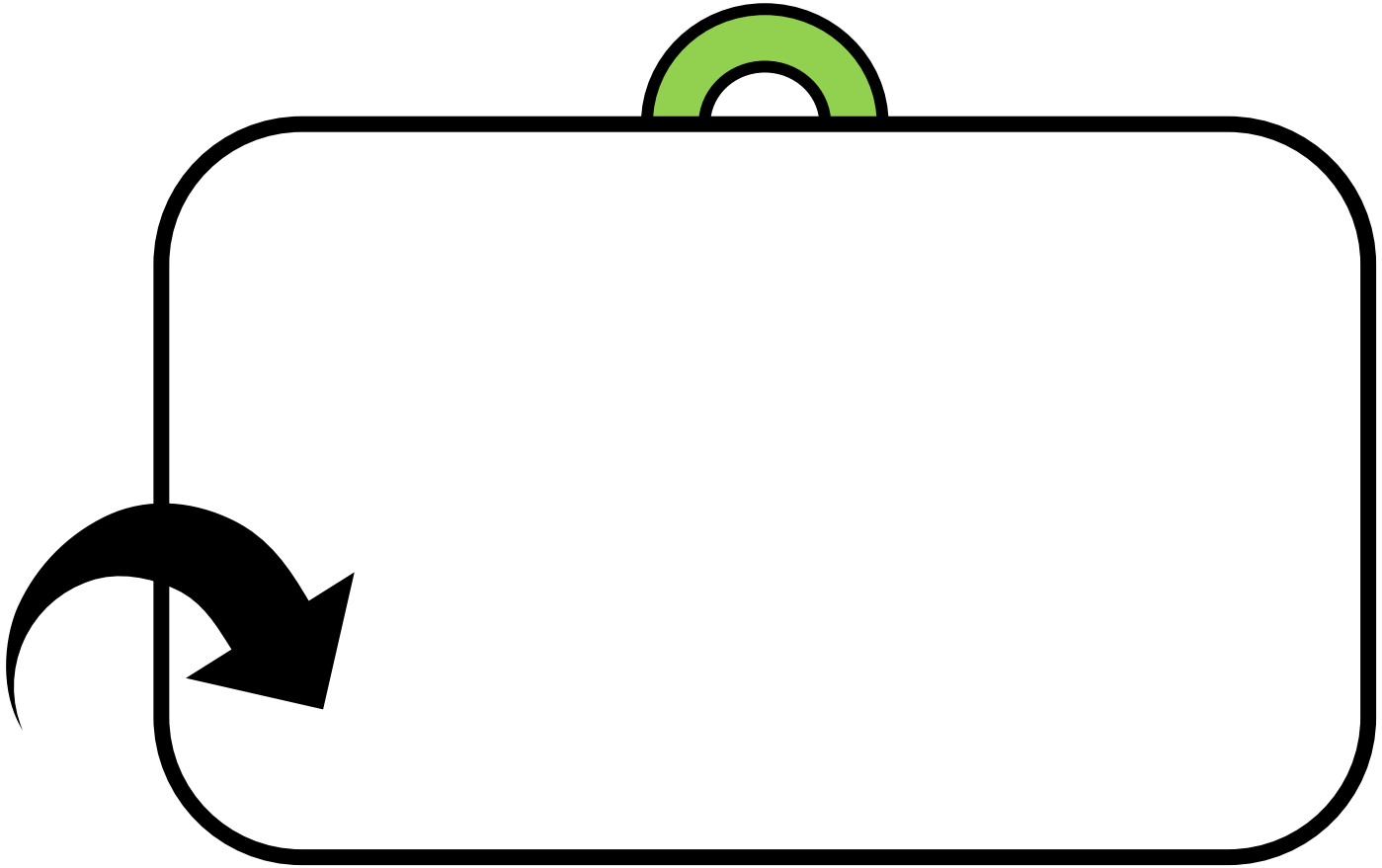
Display the **Stop and Think** slide. As you read aloud to students, stop if needed on the following spots. These will be extremely brief without further discussion. **Page 7:** *Think about that some more. Bees help seeds. Seeds turn into plants, and some plants turn into food.* **Page 11:** *Not all bees are honeybees.* **Page 18:** *50,000 bees in one hive is a lot of bees. This is why we wouldn't approach a beehive as it isn't safe.*

Stop and Think



We gained a lot of knowledge from our read aloud. We learned so much knowledge that we need a much bigger case. Turn and share with a partner what new knowledge you learned. We will chart our new knowledge.

Knowledge Building



Now that we have listened to our story, we can apply our new knowledge. Look at the images. Using knowledge we got from our story, what can we state about the difference between social bees and a solitary bee? Share with a partner. Where does a solitary bee live compared to a social bee? A solitary bee does not make honey or beeswax. How does that differ from social bees? Share with your partner.

Knowledge Building

Now that we have listened to our story, we can apply our new knowledge. We will discuss where bees live. We learned that this is called a habitat. What bee habitats can we identify below? Turn and share with a partner. Where are the solitary bees? Where are the social bees? What do we know about the final image?

Habitat Knowledge






Wrap Up: *This story is a nonfiction story because we learned specific facts about bees. Turn and speak with a partner as you both share a fact you learned about bees. What do we know about fiction stories? Let's explore fact vs fiction. I will give you statements. Put a thumbs up if the statement is a fact. Put a thumbs down if it is fiction. All bees make honey. Pollen is a sticky powder. Some bees live in trees. Bees do not start as eggs.*

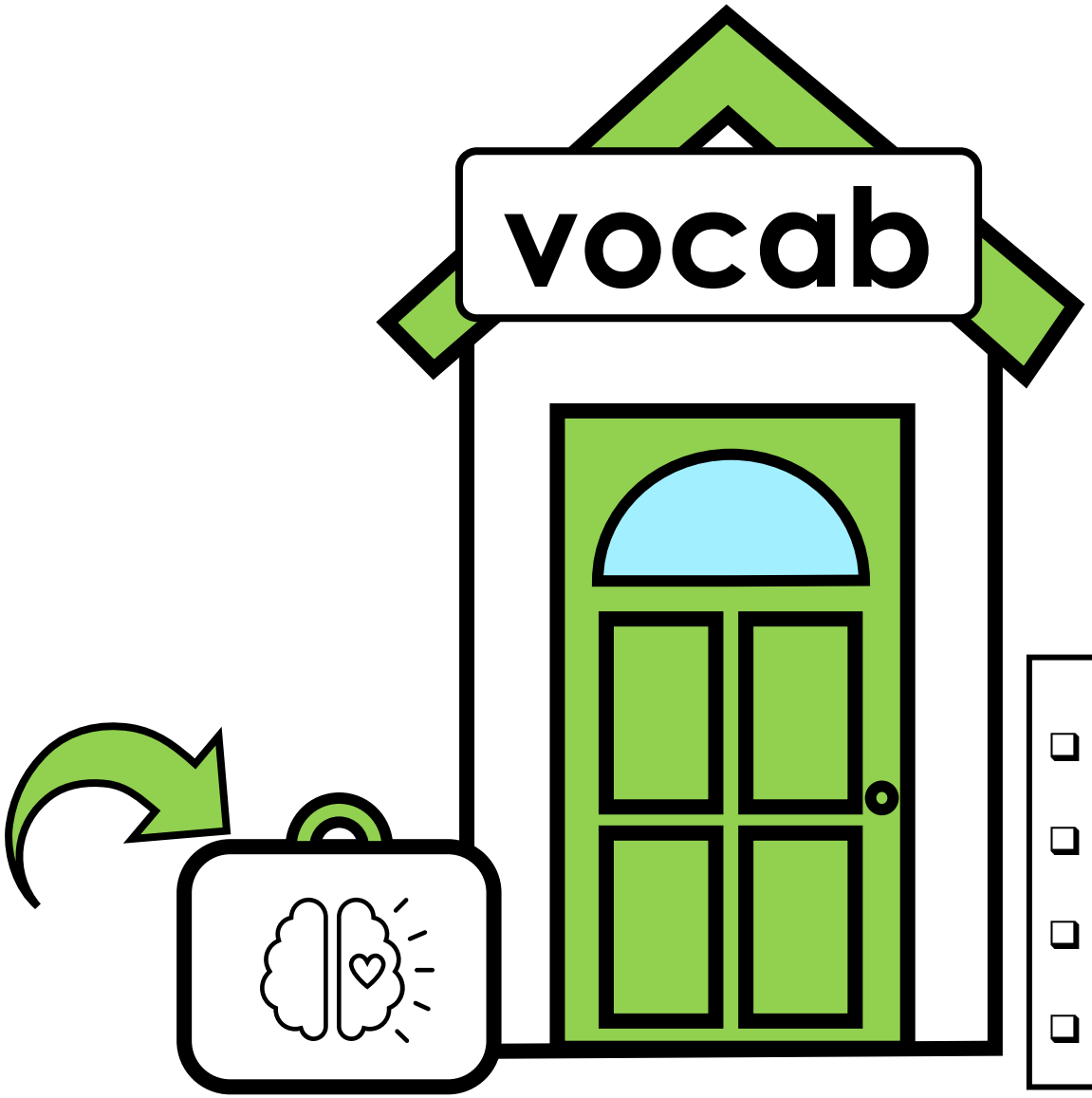
fiction

nonfiction

LESSON 2

Bees by Laura Marsh

Purpose for learning: *Today we will visit vocabulary and expand our knowledge using words from our story. Listen to our words for this week:* ***pollen, nectar, hive,*** *and* ***honeycomb****. These words are factual and will help us fill our knowledge cases about bees. We did hear these words in our first readthrough in the previous lesson. Turn and share with your partner what you added to your knowledge case for* ***hive*** *and how we had prior knowledge about this.* Proceed with reading the text, stopping as needed, but primarily at the stop spots.



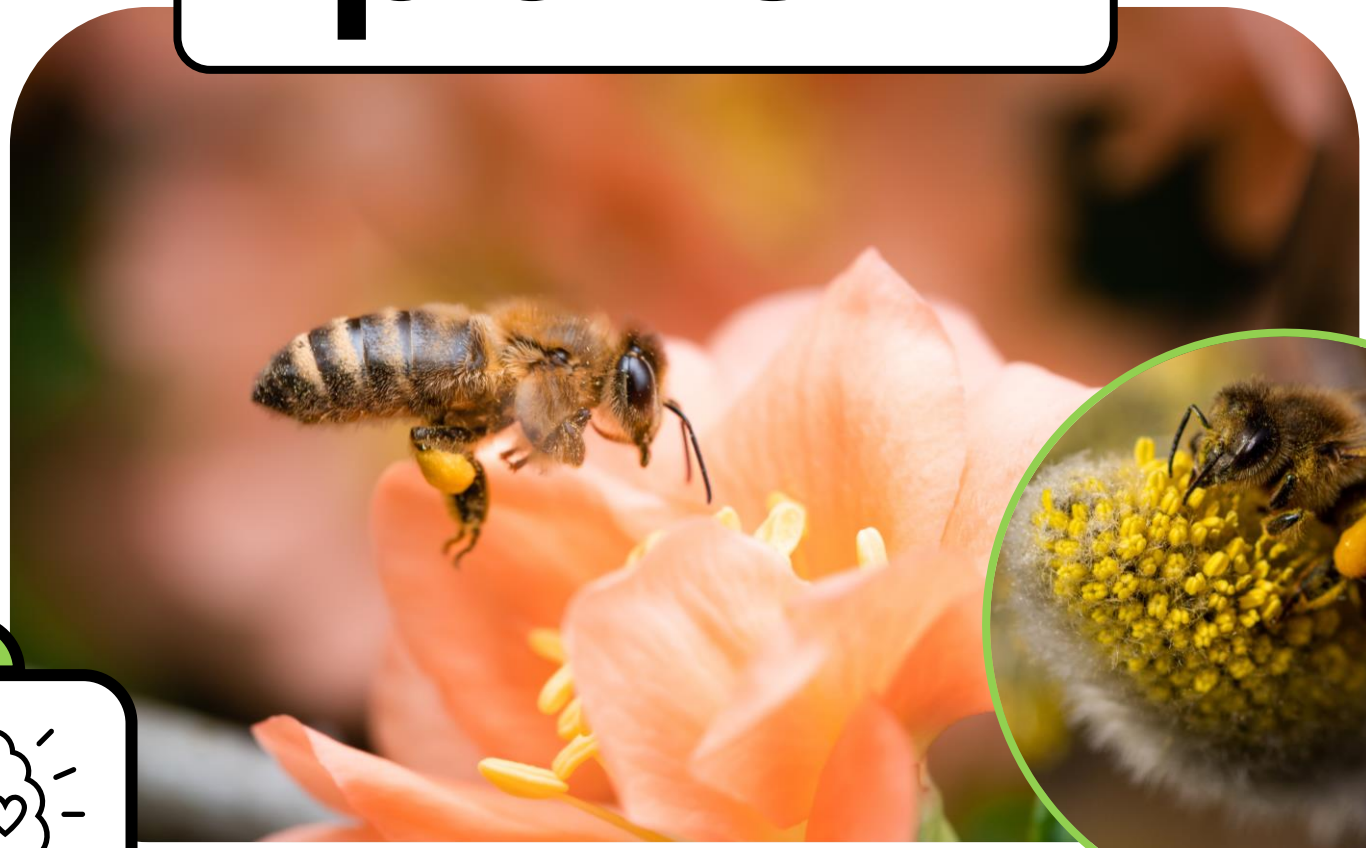
- pollen
- nectar
- hive
- honeycomb

Page 8 (pollen): *You repeat the word.* ***Pollen*** *is a sticky, yellow powder made by flowers. Can you spot the* ***pollen*** *on this bee? __ sticks to tiny hairs on a bee's body. A flower's __ rubs off on the bee. This bee has __ on its body.*

pollen

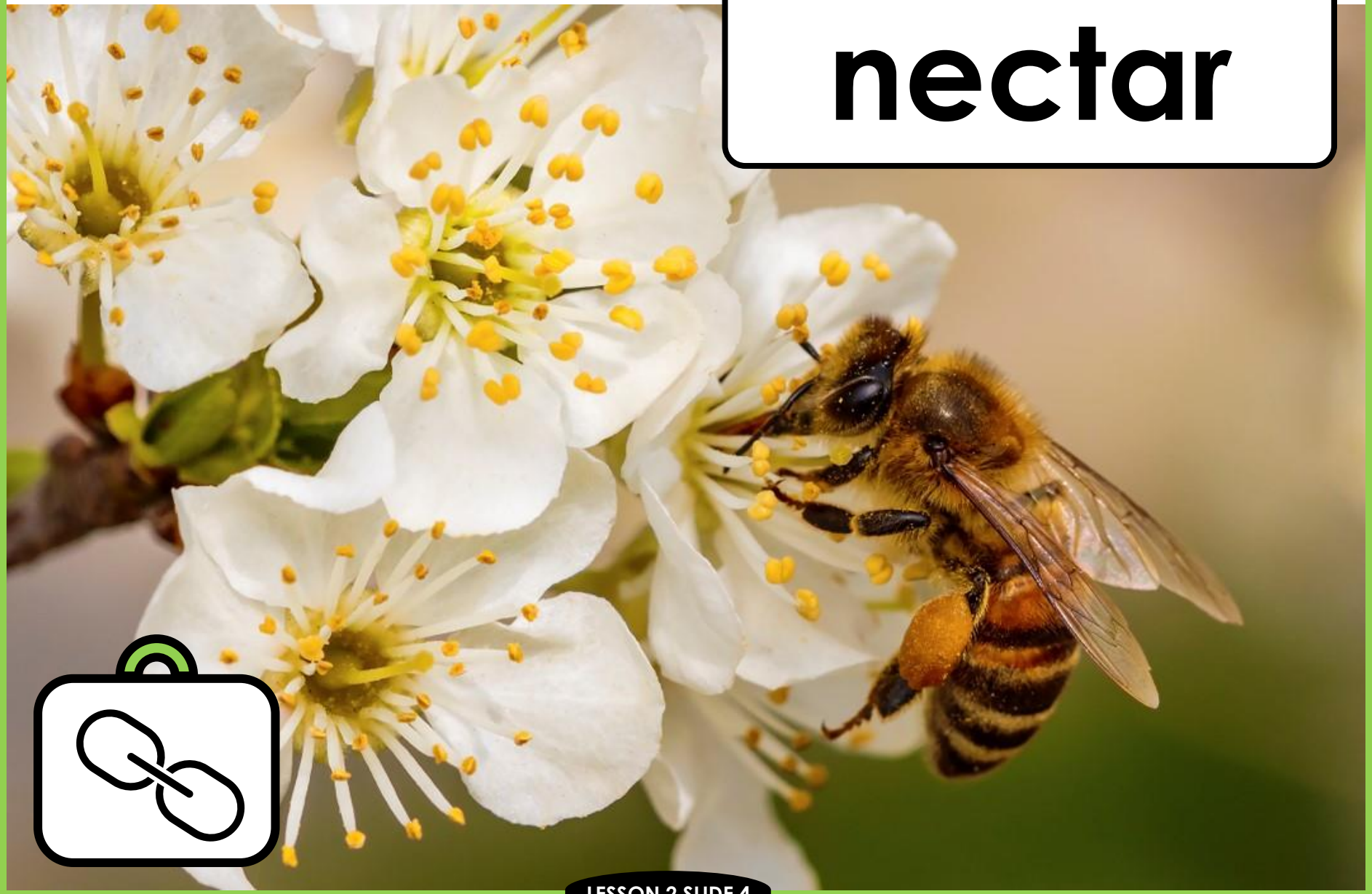
Pollen *is a sticky, yellow powder made by flowers. Repeat the definition. Our text taught us that bees will go from flower to flower spreading* ***pollen****. Look closely at the image below, can you spot the bee spreading* ***pollen****? As the bee collects* ***pollen*** *it goes in the* ***pollen*** *basket. Can you spot the* ***pollen*** *basket?*

pollen



Page 11 (nectar): *You repeat the word.* ***Nectar*** *is a sweet, sugary juice that flowers make. This image shows a bee drinking* ***nectar*** *from the flower using its long tongue. __ is sweet and sugary. The bee will use its tongue to drink __. Some bees will make honey using __.*

nectar



Look at this image. ***Nectar*** *is a sweet, sugary juice that flowers make. Repeat the definition. This girl is using a straw to drink juice. We can make a connection to bees and juice. What is the straw like? Is juice sweet and sugary like nectar? Turn and share with a partner to share more on the similarities and differences.*

nectar

Page 18 (hive): *You repeat the word. This is a **hive** covered in bees. A **hive** is an open space within a tree, structure, or box where social bees live. Social bees live in a __. Solitary bees do not live in a __. As many as 50,000 bees can live in one __.*

hive

A ***hive*** *is an open space within a tree, structure, or box where social bees live. Repeat the definition. Our text taught us that some people make their own beehives using wooden boxes. A beekeeper is the name for the person that takes care of the bees. Beekeepers understand how important bees are to us and want to provide them with help. Share with a partner if you could be a beekeeper. Share also how beekeepers make a positive impact.*

hive

Page 20 (honeycomb): *You repeat the word.* ***Honeycomb*** *is a sheet of six-sided cells made by beeswax. Look at this image. Lots of beeswax cells are called __. Bees will add nectar to the __ cells. Beekeepers can get honey from the __.*

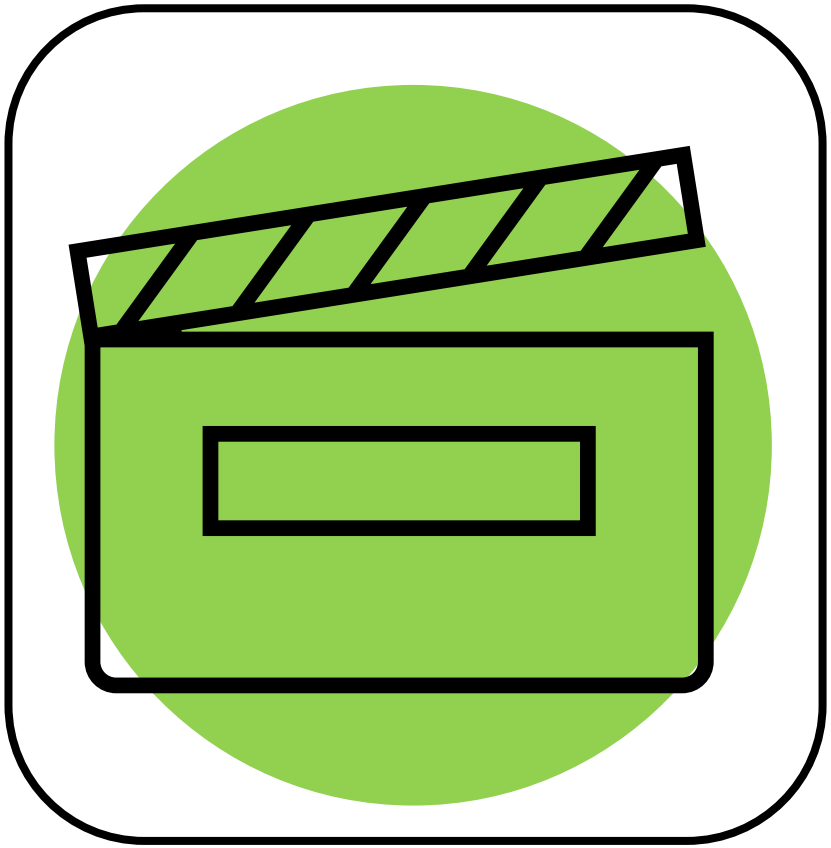
honeycomb

Honeycomb *is a sheet of six-sided cells made by beeswax. Repeat the definition. Our text taught us that bees will build with beeswax within the hive. The bees mold the beeswax into cells. When combined the cells make honeycomb. Once the bees add nectar to the cells, the nectar turns into honey. Share with a partner if you enjoy eating honey and what it tastes like. Does it taste sweet and sugary like nectar?*

honeycomb

Wrap Up: Review all 4 words by definition. *We will create an action for each word. Movement builds…memory!* ***Pollen:*** *Fly like a bee and pretend to land on different flowers.* ***Nectar:*** *Place your index finger by your mouth and make a slurping sound.* ***Hive****: Hold your arms open wide and make a buzzing noise.* ***Honeycomb:*** *Use your index finger as a pretend bee and place nectar into multiple cells.*

act



pollen

nectar

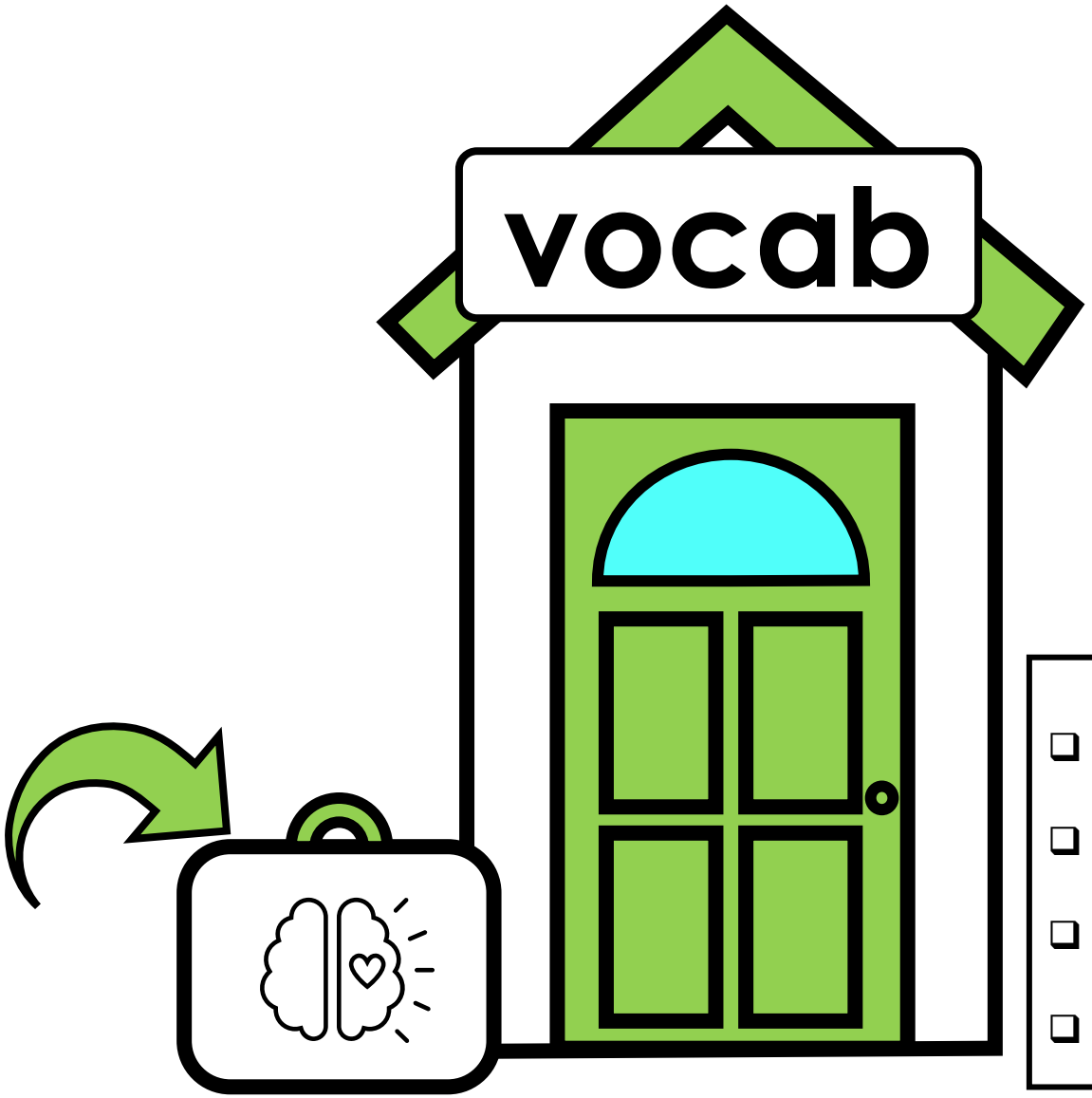
hive

honeycomb

LESSON 3

Bees by Laura Marsh

*Today we will begin by visiting vocabulary once again. Let's review our actions for **pollen, nectar, hive**, and **honeycomb**. Show me the action for what bees collect when they go from flower to flower. What is the action for what a bee will drink? Show the action for where social bees live. What is the action for what bees create using beeswax?*



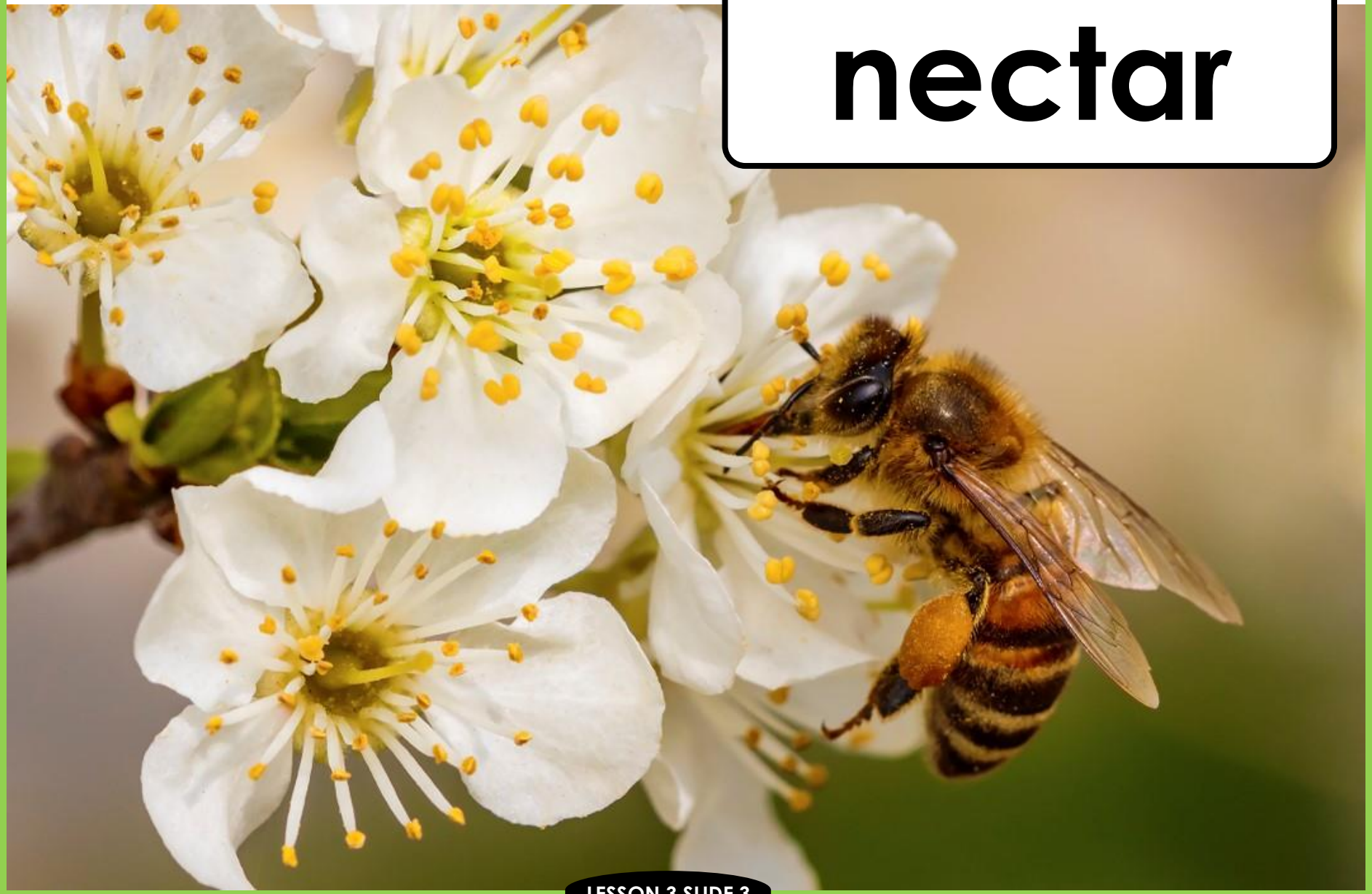
- pollen
- nectar
- hive
- honeycomb

Pollen *is a sticky, yellow powder made by flowers. This image shows a bee collecting* ***pollen****. Show the action.*
Pollen: *Fly like a bee and pretend to land on different flowers. Let's play "Think It Through!" How does a bee spreading* ***pollen*** *help us?*

pollen

Nectar *is a sweet, sugary juice that flowers make. This image shows a bee drinking* ***nectar****. Show the action.* ***Nectar:*** *Place your index finger by your mouth and make a slurping sound. Let's play "Think It Through!" Where do bees take the* ***nectar*** *that they collect?*

nectar



*A **hive** is an open space within a tree, structure, or box where social bees live. This image shows a **hive** hiding in a tree. Show the action. **Hive:** Hold your arms open wide and make a buzzing noise Let's play "Think It Through!" What should you do if you spot a **hive** in a tree like the one in the image?*

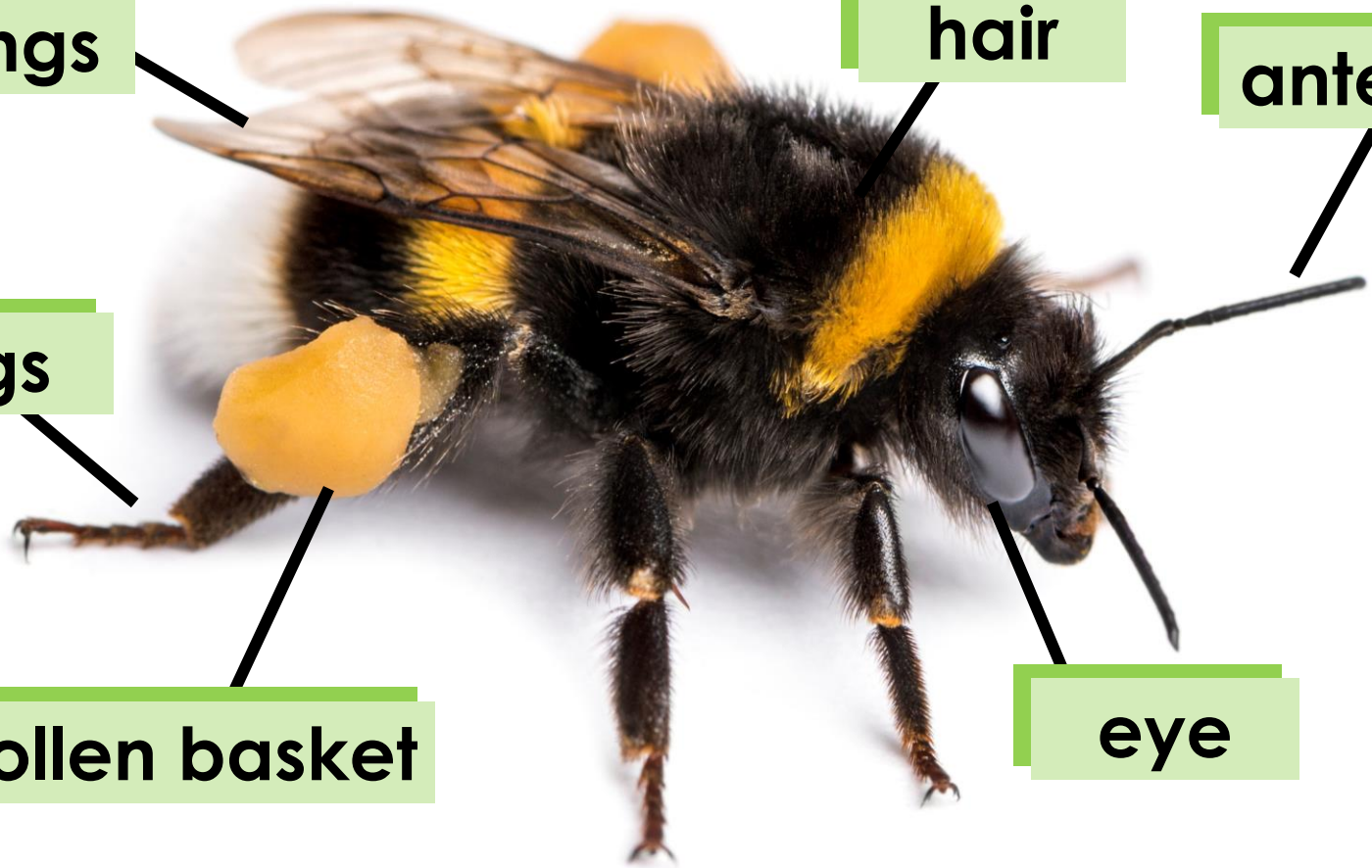
hive

***Honeycomb** is a sheet of six-sided cells made by beeswax. This image shows a **honeycomb**. Show the action.*
***Honeycomb:** Use your index finger as a pretend bee and place nectar into multiple cells. Let's play "Think It Through!" Bees need nectar to fill the **honeycomb**. What would happen if we picked all the flowers?*

honeycomb

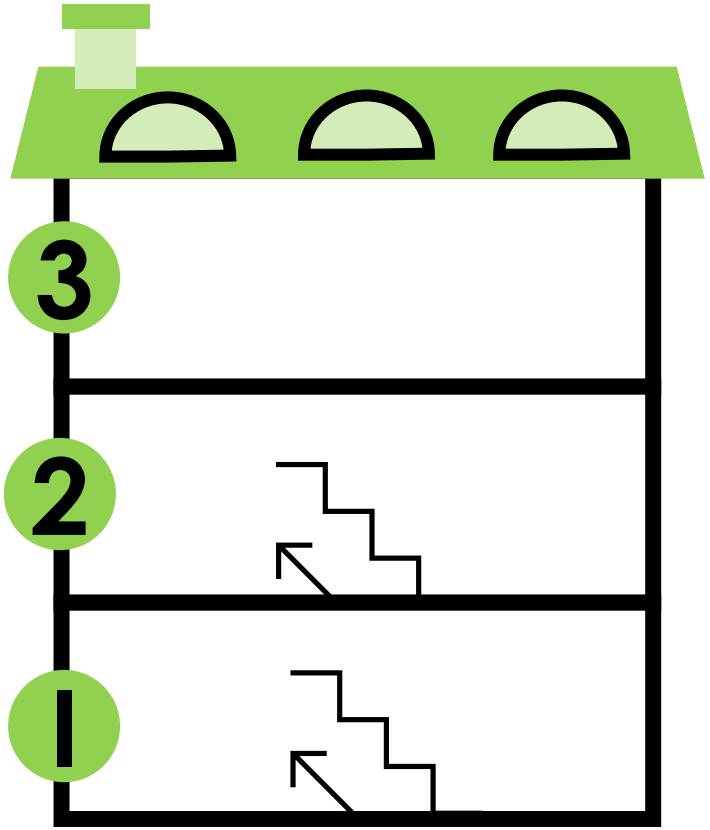
We will apply our knowledge about bees as we discuss the characteristics of a bee. Identify the bee's antenna. Where are the bee's wings? Where are the bee's legs? A female bee will collect pollen in the pollen basket. Where is the pollen basket? Where is the bee's eye? A bee is covered in tiny hairs. Find the tiny hairs.

Label That Bee!



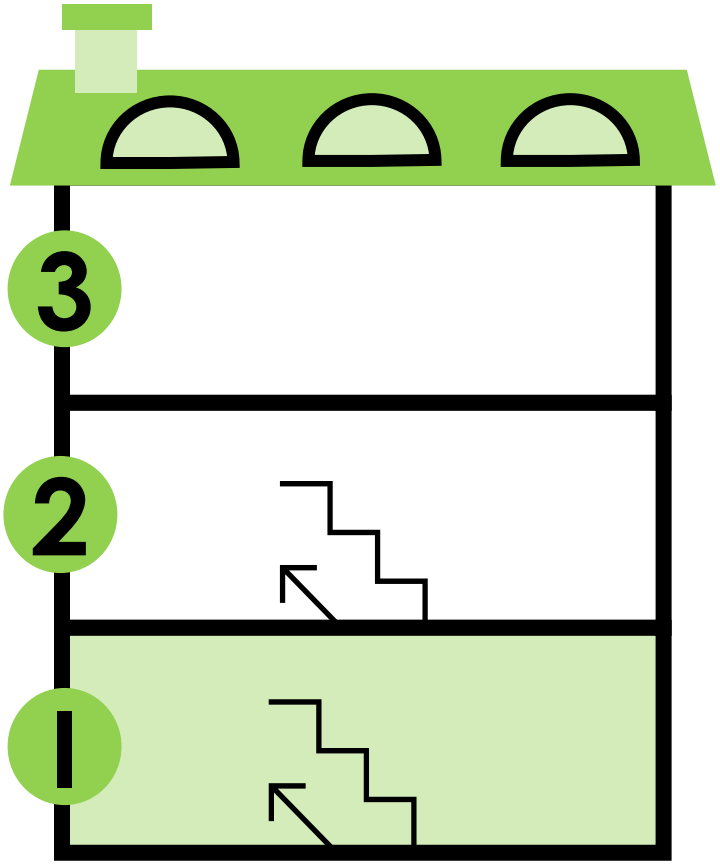
Purpose for learning: *Today we will discuss Bees in more detail. We will have 3 levels of learning. The questions at the bottom level will be quick for us to recall. As we progress up levels, we will have to really dig into our own personal knowledge but largely the knowledge that we gained from the read aloud.*

Levels of Learning



We are on level 1 of learning. These will be quick questions for us to answer. Where can bees live? How do bees spread pollen? Why do some bees have pollen baskets? What do bees drink?

Stop and Think



Where?

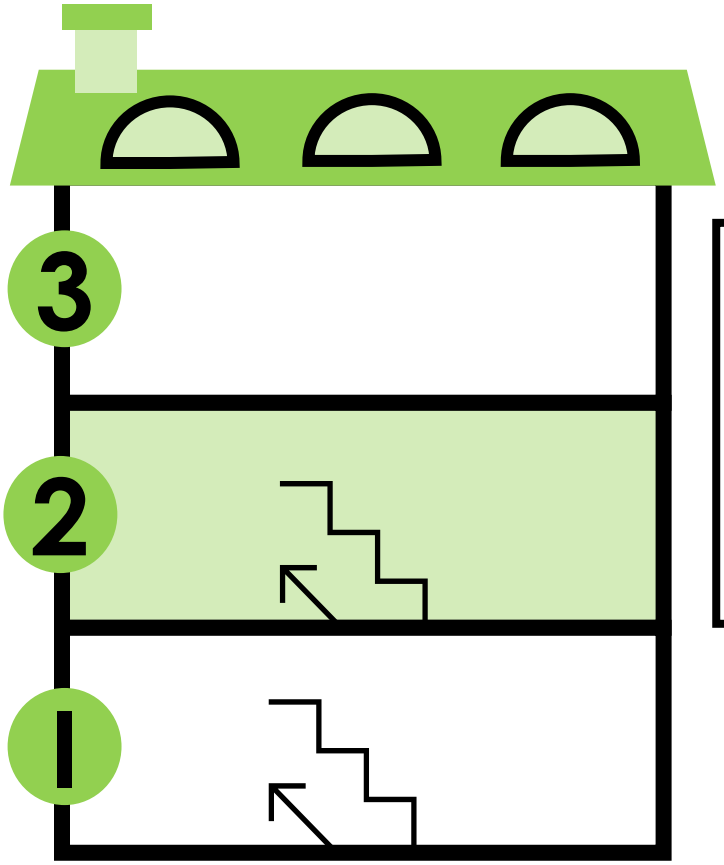
How?

Why?

What?

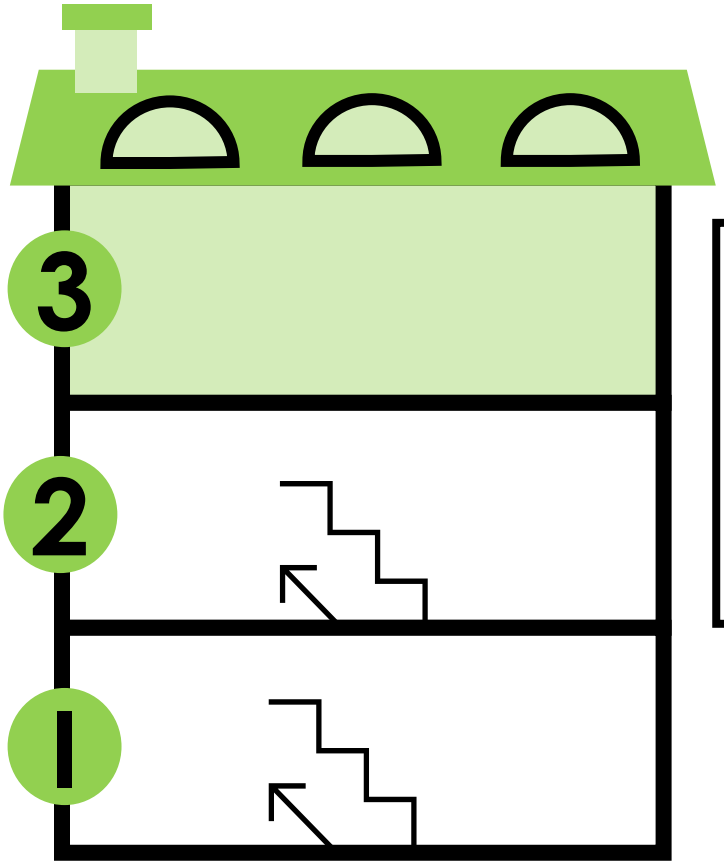
We are moving up to our level 2 question. This question requires a lot of knowledge from our book. Let's compare and contrast bees to yellow jackets. Which image below is which? What do you notice that is the same? What is different? If someone you know calls a yellow jacket a bee, what can you teach them so that they understand the difference?

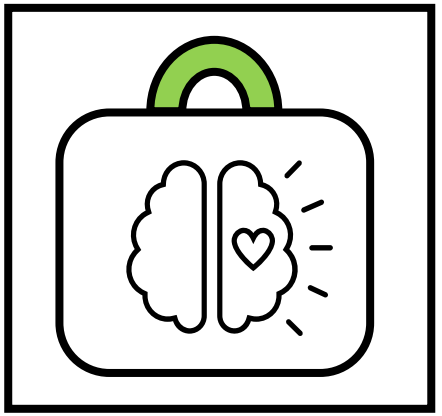
Stop and Think



Let's make an inference with a level 3 Stop and Think. What evidence have we learned that supports not all bees are the same? How is where they live different? How is what they do different? How are all bees the same in some ways? Turn and share with a partner.

Stop and Think

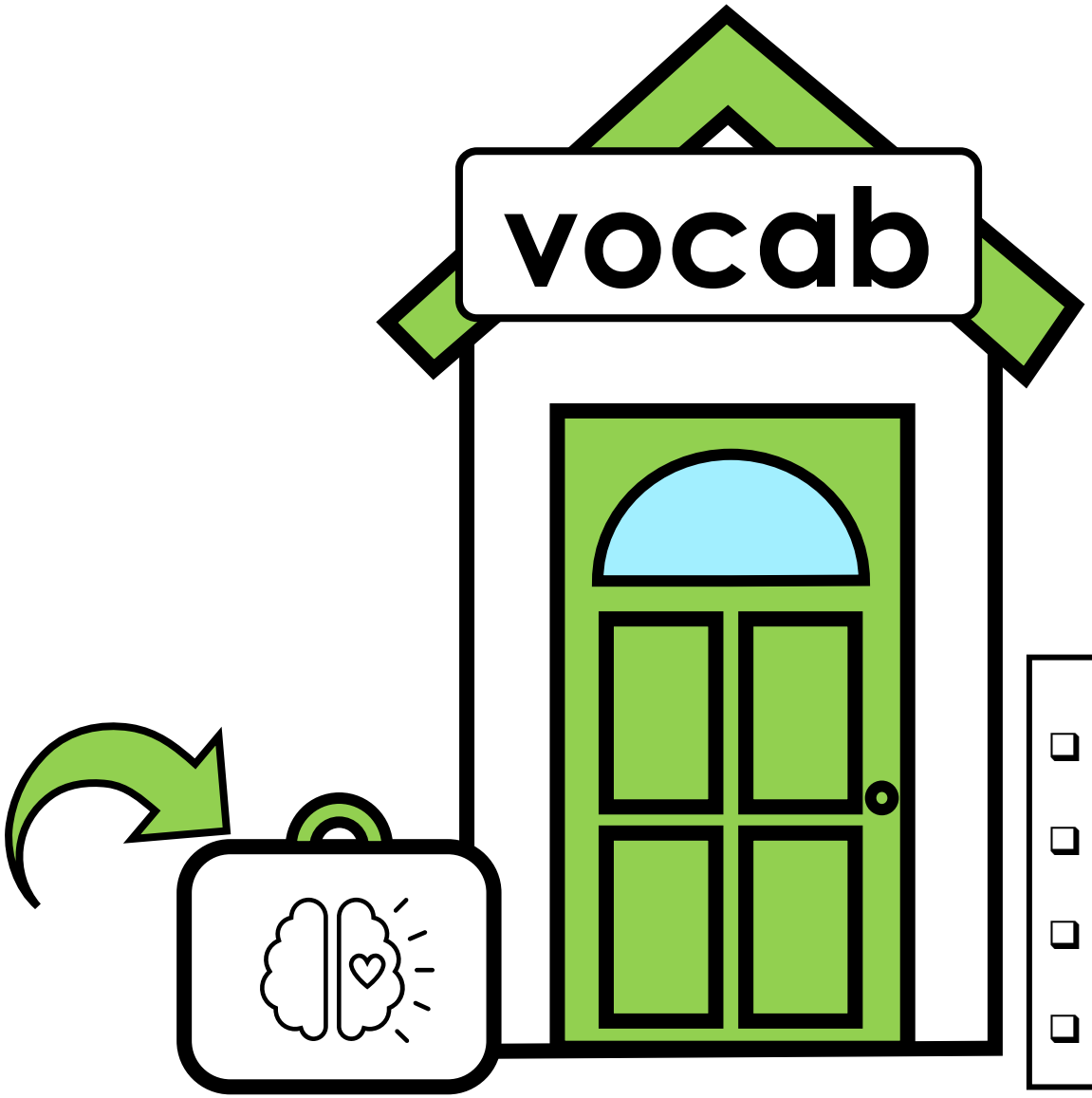




LESSON 4

Bees by Laura Marsh

Today we will begin by visiting vocabulary once again. Let's review our actions for ***pollen, nectar, hive****, and* ***honeycomb****. In the previous lesson we labeled a bee as we discussed its characteristics. Which characteristic of a bee helps it collect and store* ***pollen****?*



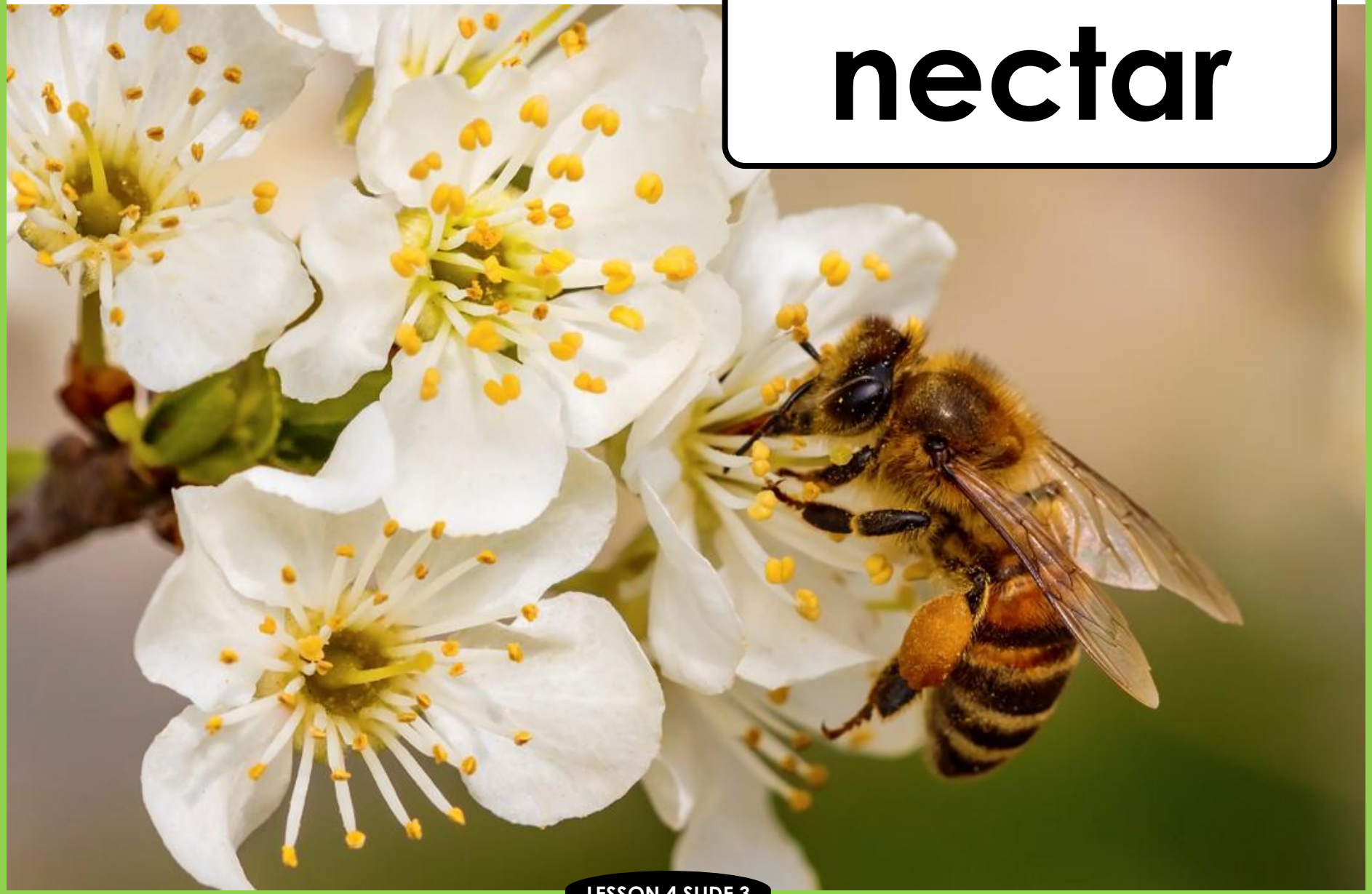
- pollen
- nectar
- hive
- honeycomb

Pollen *is a sticky, yellow powder made by flowers. A bee will use the tiny hairs on its body to spread* ***pollen****. Show the action.* ***Pollen:*** *Fly like a bee and pretend to land on different flowers. Let's play "Think It Through!" Which bees did we learn collect* ***pollen*** *in their* ***pollen*** *baskets?*

pollen

***Nectar** is a sweet, sugary juice that flowers make. A bee will use its long tongue to collect **nectar**. Show the action.*
***Nectar:** Place your index finger by your mouth and make a slurping sound. Let's play "Think It Through!" Why are flowers important to bees?*

nectar



*A **hive** is an open space within a tree, structure, or box where social bees live. Social bees can call a **hive** their home. Show the action. **Hive**: Hold your arms open wide and make a buzzing noise. Let's play "Think It Through!" Where might bees live if not in a **hive**?*

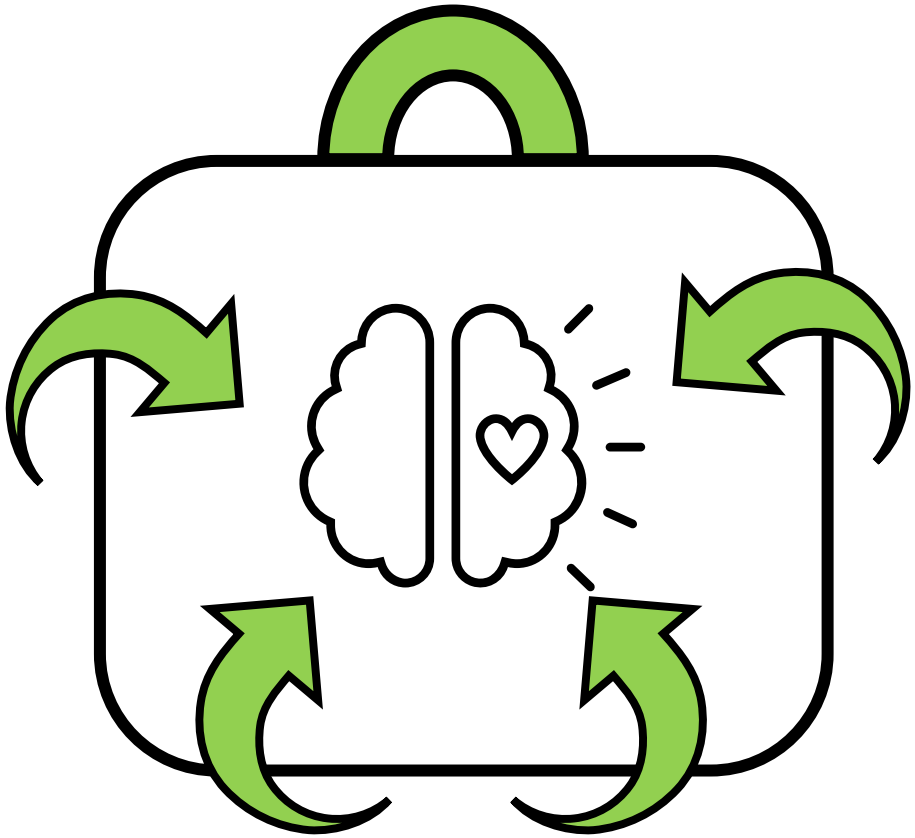
hive

Honeycomb *is a sheet of six-sided cells made by beeswax. Can you spot the bees hard at work on the* ***honeycomb****? Show the action.* ***Honeycomb:*** *Use your index finger as a pretend bee and place nectar into multiple cells. Let's play "Think It Through!" A* ***honeycomb*** *is filled with what?*

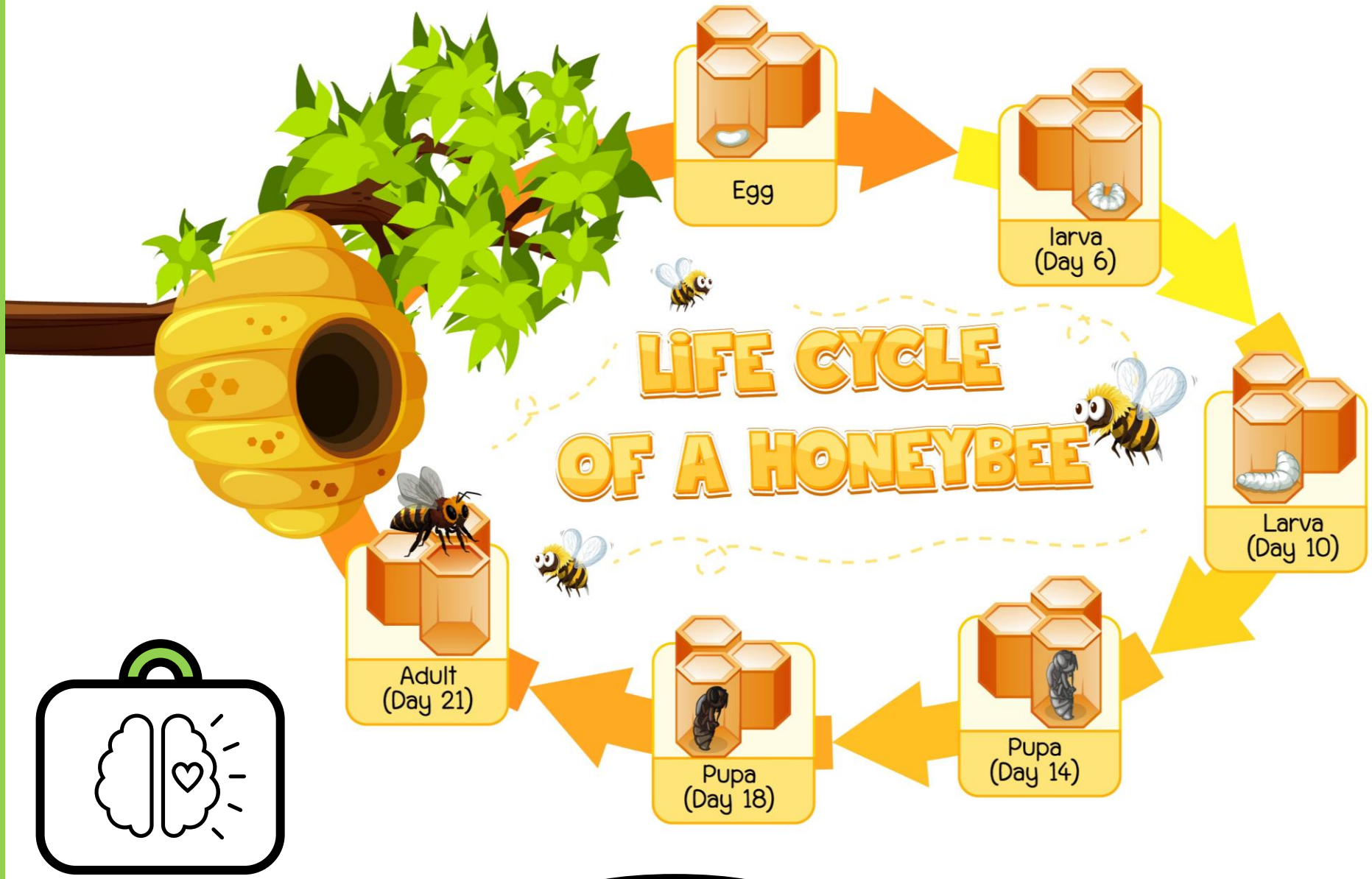
honeycomb

Purpose for learning: *Today we will expand our knowledge. We already learned a lot about bees, but today we will expand our knowledge even further. Make sure your knowledge case is open and ready to collect more information and facts about bees.*

Expand Knowledge



Let's explore the life cycle of a bee. We will start the egg. Next, is the larva on Day 6. Day 10 the larva continues to grow. On Day 14 the Pupa begins and continue until Day 21. What is the final step? What can we infer happens after the Adult stage? Turn and share with a partner.



It is important that we keep safe around bees. Look at the first image. This kid came across a beehive when on a walk in the woods. What is he doing to keep safe? The next image shows a bee that landed on a kid. What should the kid do? Should they swat at the bee? Look at the next image. This image says, "Warning! Bee Hive Do Not Approach!" What should you do if you see a sign like this? The final image shows a bee flying near this kid's face. What should this kid do?

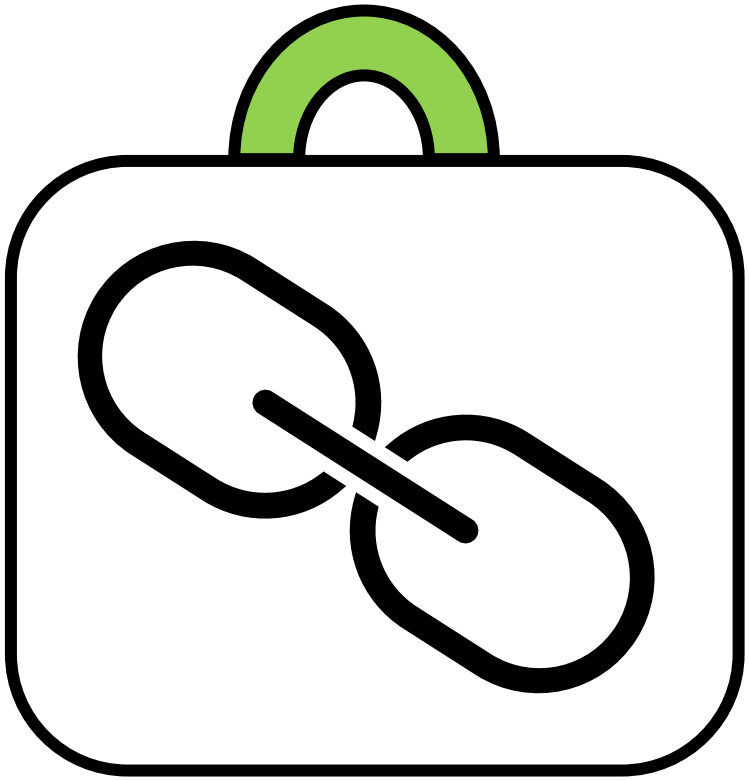
When we gain knowledge, we can gain it in many different ways. We might read or listen to a book, like Bees. We might watch something on the television or overhear a conversation. Another important way to gain knowledge is by observing the world around us with our own eyes and ears. On the next slide, you will take time to observe bees in their own habitats.

observe

We learned a lot about bees, including their habitats. Let's play "Spot Those Bees." Look at the first image. What bee do you spot in the middle of the image? The second image shows bee eggs. What bees did we learn help the queen bee make eggs? Look at the next image. What are the bees called that go and collect pollen and nectar? Look at the final image. What are these bees doing?

Today we expanded our knowledge about bees, including their habitats, diet, characteristics, and how we can keep safe around them. Turn and share with your partner one new piece of knowledge you added to your case about bees. Next, I want you to think about how you can add knowledge through observation. What could you do that could help you gain knowledge through observation of bees?

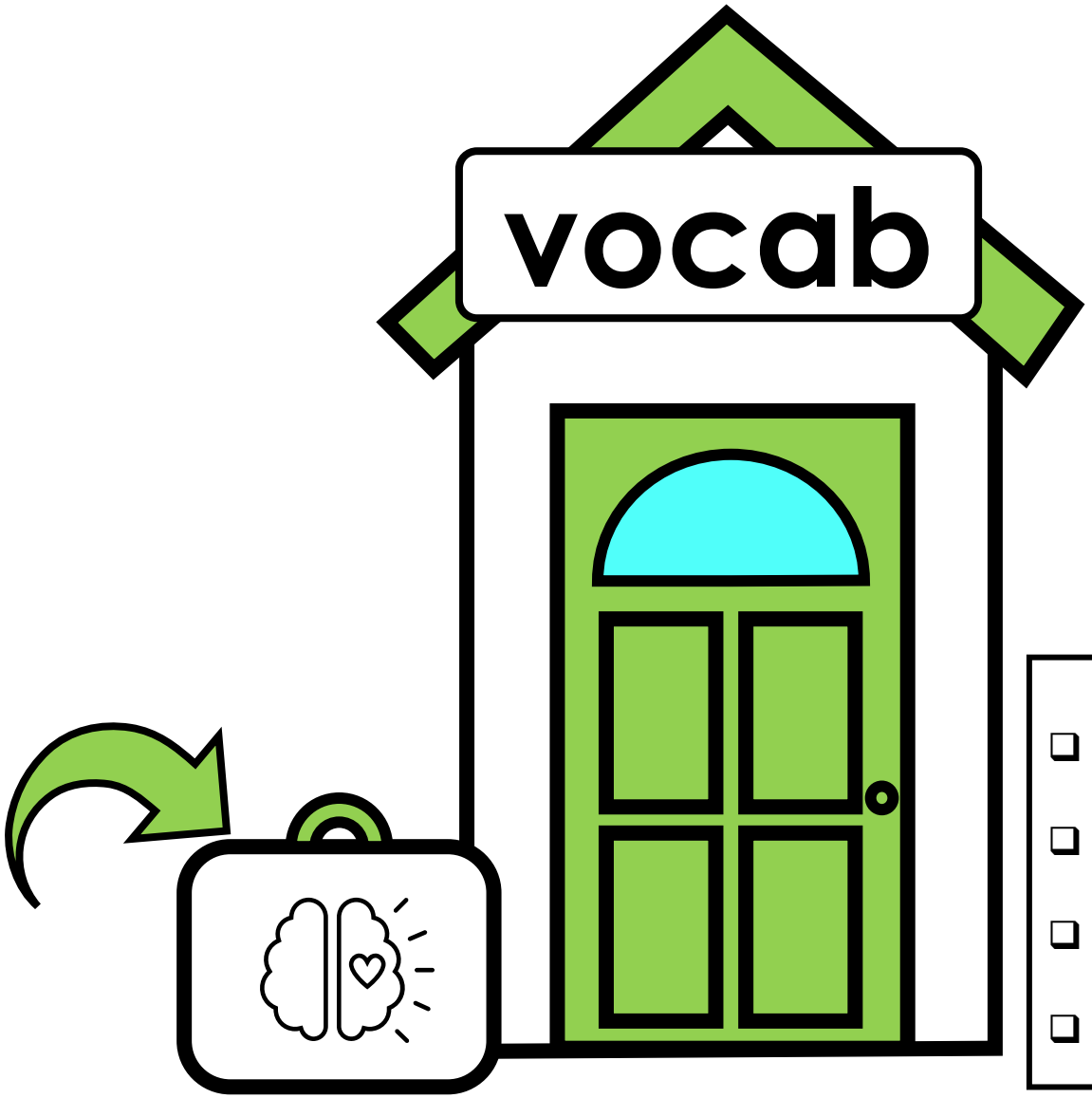
Expand Knowledge



LESSON 5

Bees by Laura Marsh

*Today we will begin by visiting vocabulary once again. Let's review our actions for **pollen, nectar, hive**, and **honeycomb**. Show the action for **pollen**. What is the action for **nectar**? Show me the action for **hive**. What is the action for **honeycomb**?*



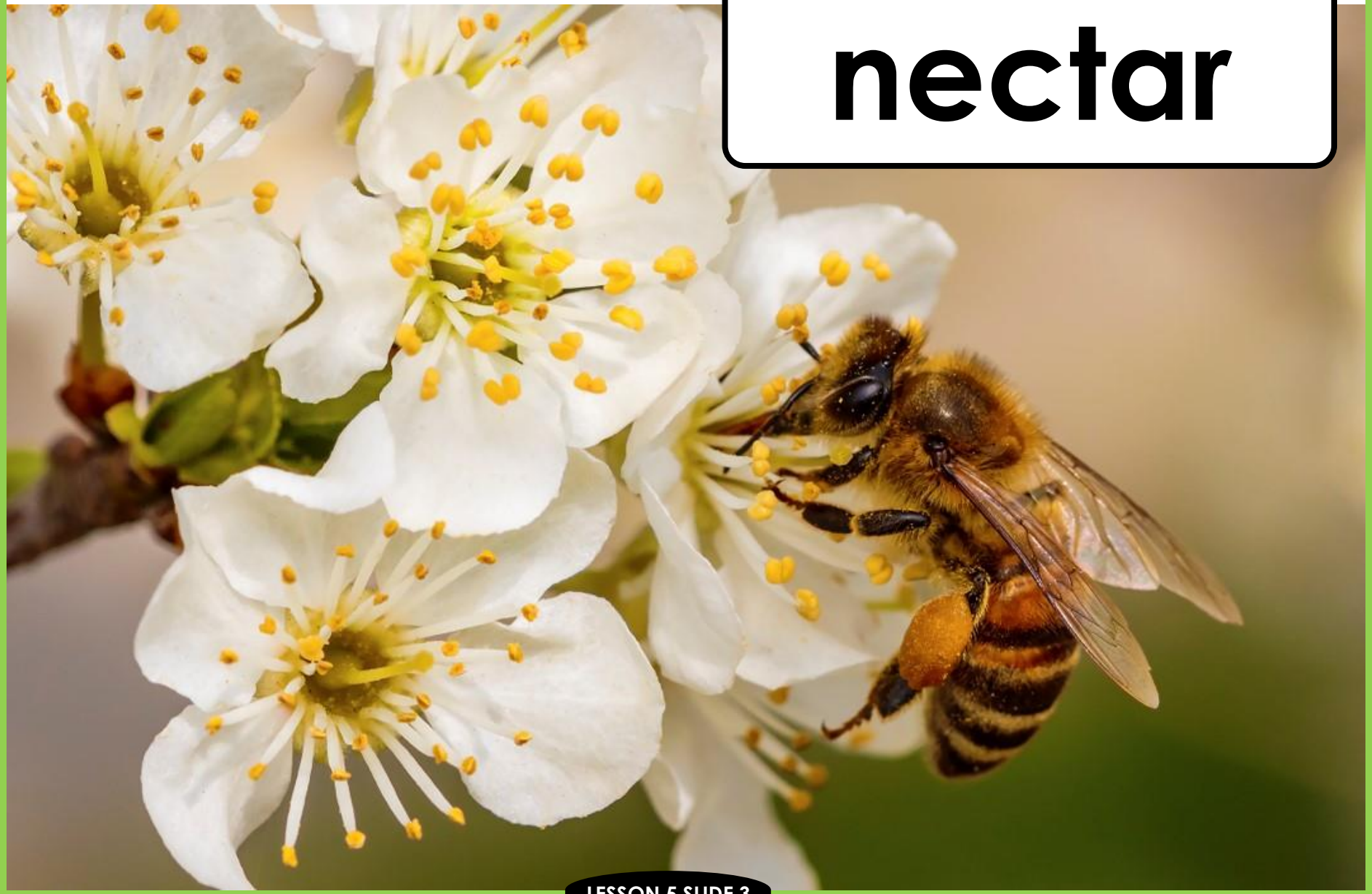
- pollen
- nectar
- hive
- honeycomb

Pollen *is a sticky, yellow powder made by flowers. Restate the definition. Show the action.* ***Pollen:*** *Fly like a bee and pretend to land on different flowers. Let's play "Think It Through!" How could you help bees collect* ***pollen****?*

pollen

Nectar *is a sweet, sugary juice that flowers make. Repeat the definition. Show the action.* ***Nectar:*** *Place your index finger by your mouth and make a slurping sound. Let's play "Think It Through!" How can we compare pollen to* ***nectar****?*

nectar



*A **hive** is an open space within a tree, structure, or box where social bees live. Repeat the definition. Show the action. **Hive**: Hold your arms open wide and make a buzzing noise. Let's play "Think It Through!" We know what the outside of a **hive** looks like, but what does the inside look like?*

hive

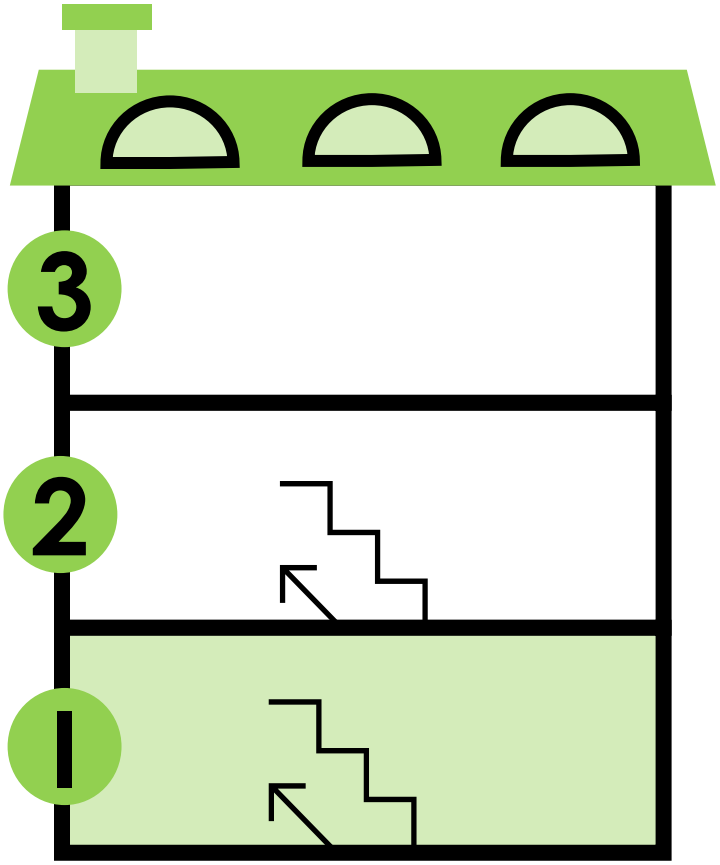
Honeycomb *is a sheet of six-sided cells made by beeswax. Repeat the definition. Show the action.* ***Honeycomb:*** *Use your index finger as a pretend bee and place nectar into multiple cells. Let's play "Think It Through!" Beekeepers collect honey from the* ***honeycomb****. What honey-based foods do we eat?*

honeycomb

Purpose for learning: *We have learned a lot of new knowledge about bees, their diet, their habitat, their body characteristics, and how to keep safe around them. Take time to study each image below. Each image identifies pieces of knowledge that we learned throughout the week. Choose an image that you learned the most knowledge from. Share this new knowledge with a partner. If time allows, share about more than one image.*

Let's review our learning with level 1 recall questions. These will be quick questions for us to answer. What do bees eat? Why do bees go from flower to flower? How do we keep safe around bees? Where do solitary bees live?

Stop and Think



What?

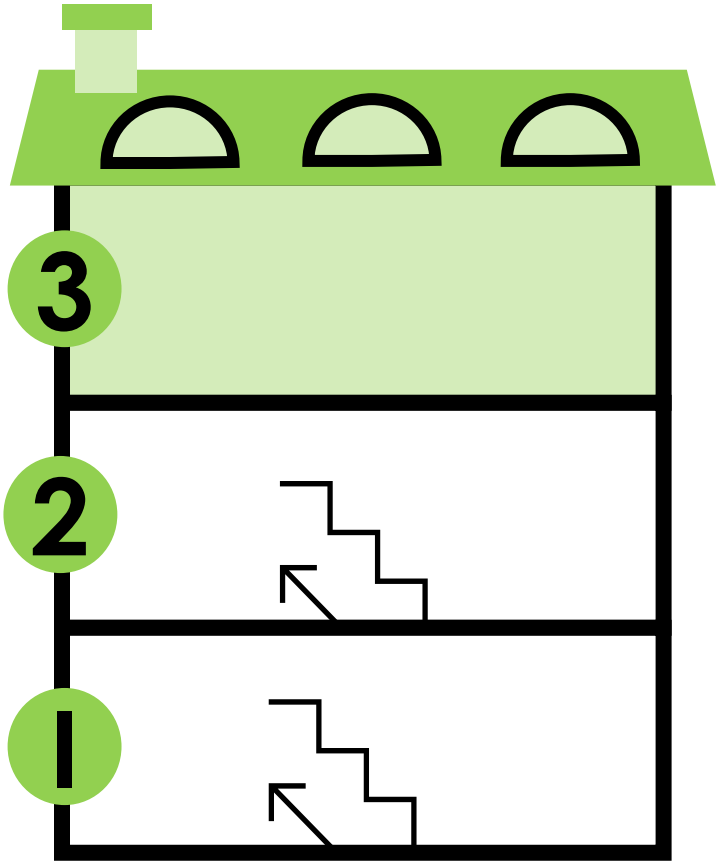
Why?

How?

Where?

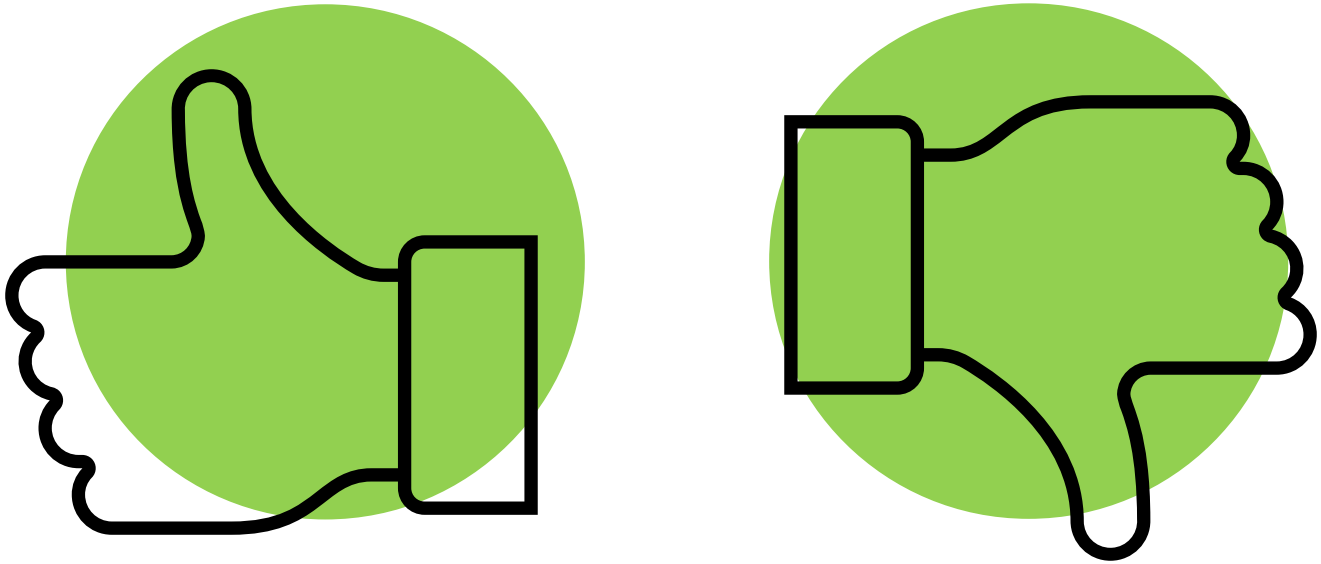
Let's make an inference with a review level 3 Stop and Think. We brought the prior knowledge about bees that they can sting you. This piece of knowledge makes some people afraid of bees. However, our text taught us many ways that bees are helpful. Turn and share with a partner why you should consider not swatting at a bee.

Stop and Think



Listen as I read the assessment questions. The first 6 questions will be answered with true (thumbs up) or false (thumbs down). 1) Pollen is sticky. 2) All bees live in a hive. 3) Nectar is sweet and sour. 4) Honeycomb is made from beeswax. 5) Flowers provide nectar. 6) The bee puts nectar in its pollen basket.

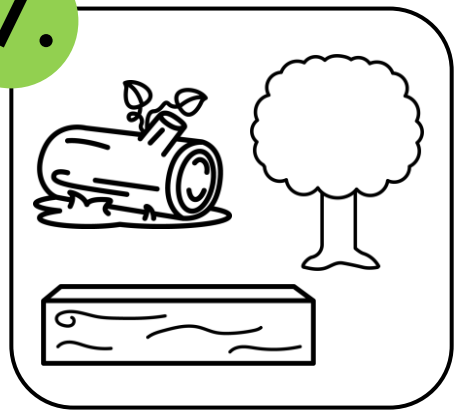
Stop and Assess



7) Identify the bee habitats. 8) Circle where the pollen basket would be located. 9) Identify where we find honeycomb. 10) Illustrate worker bees.

Stop and Assess

7.



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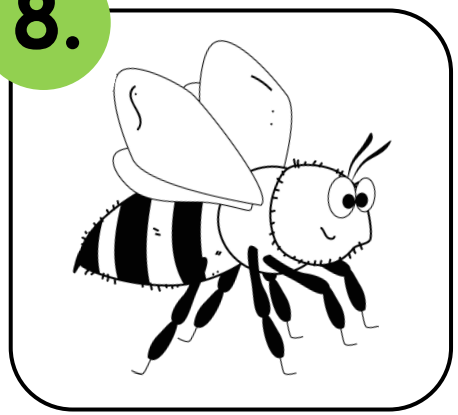

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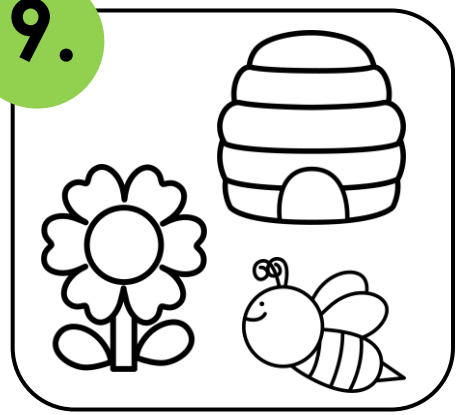
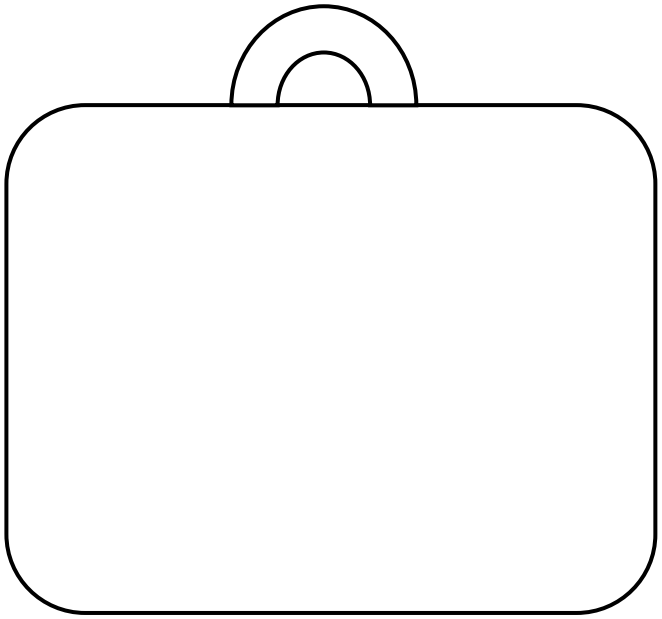
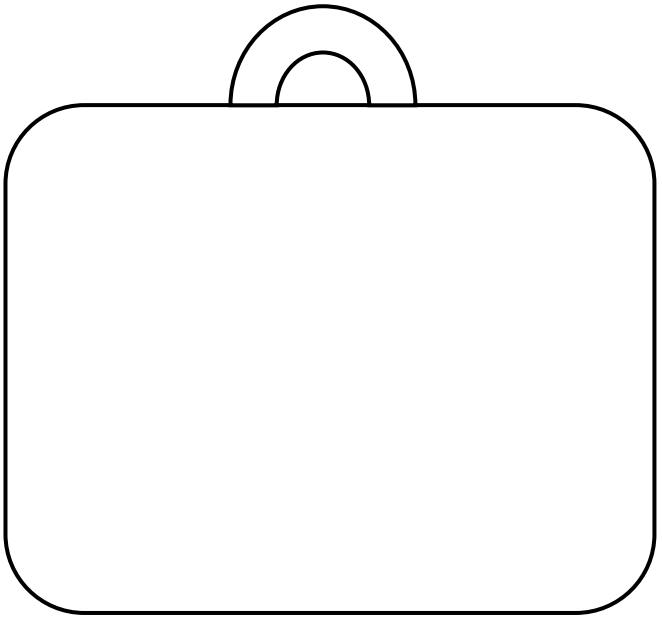


Name:

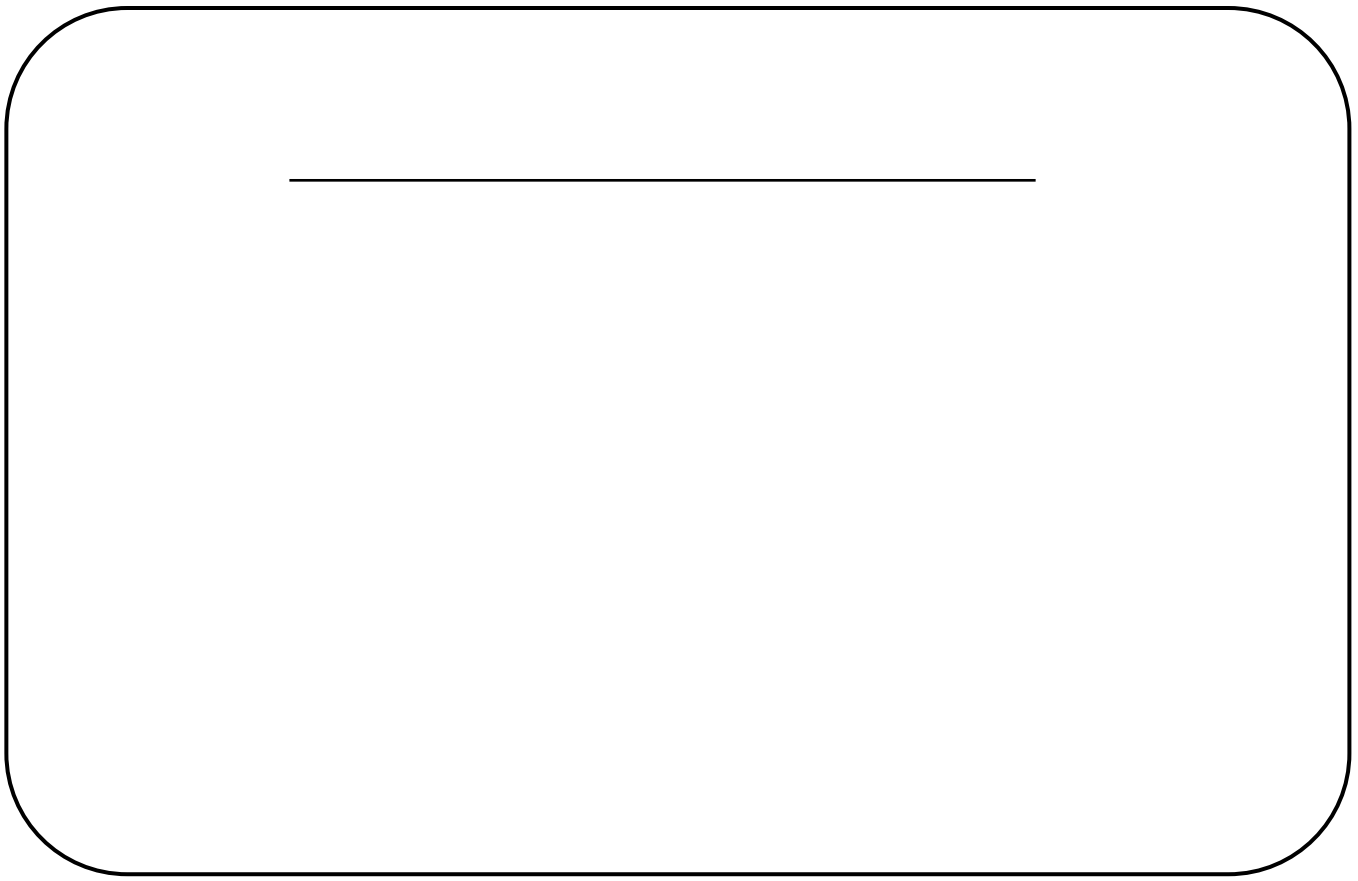
Bees
by Laura Marsh
LESSON 1

Directions: Draw two bee habitats that you added to your case of knowledge.





Now that you have listened to the read aloud, illustrate a matching cover.



Name:

Bees
by Laura Marsh
LESSON 2

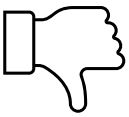
Directions: Draw an example and a non-example for each word.

nectar

example

_____

non-example



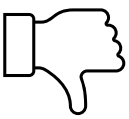
_____

hive

example

_____

non-example



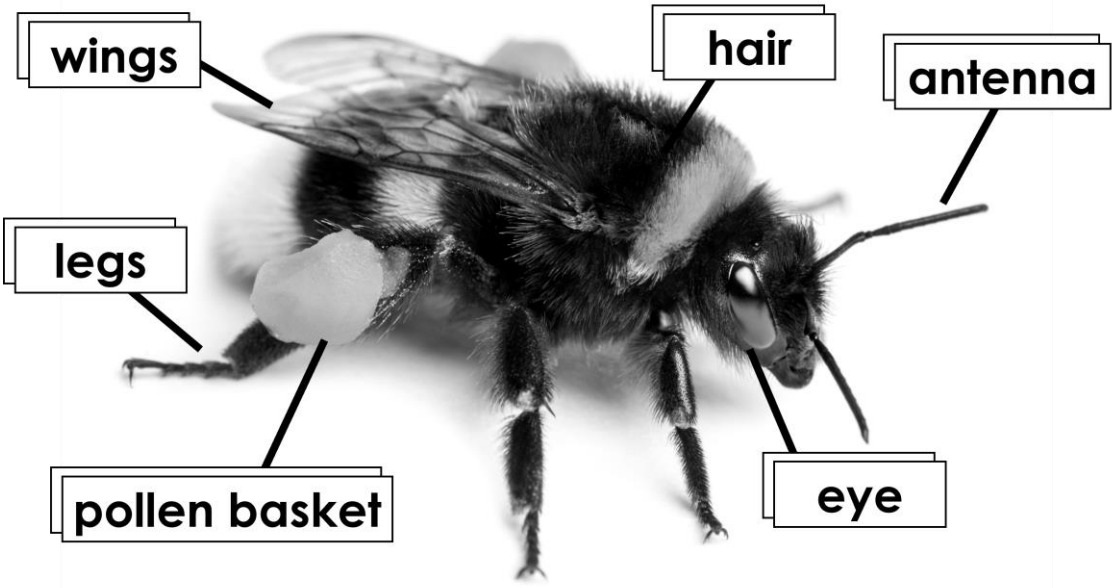
_____

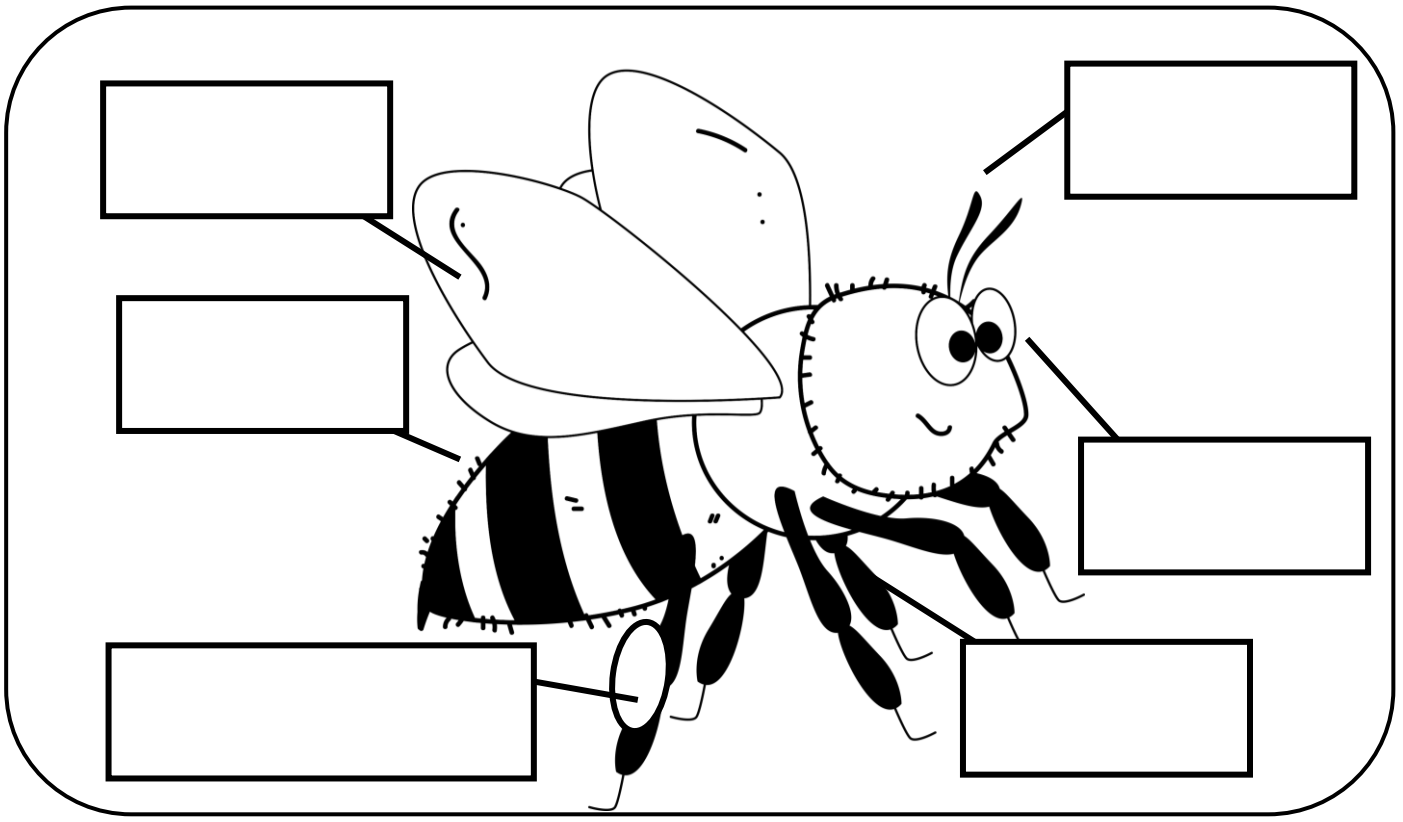
Name:

Bees
by Laura Marsh
LESSON 3

Directions: Label select parts of a bee.

Bee





Name:

Bees
by Laura Marsh
LESSON 4

Directions: Illustrate two sources of food that comes from honey.

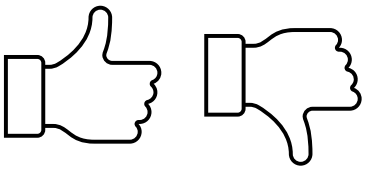
Directions: Illustrate two types of bees.

Name:

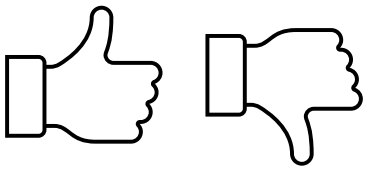
bees
by Laura Marsh
LESSON 5

Directions: Listen and respond.

1.



2.



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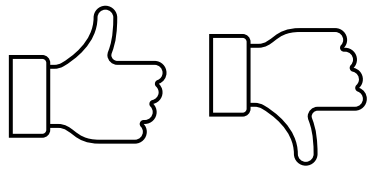

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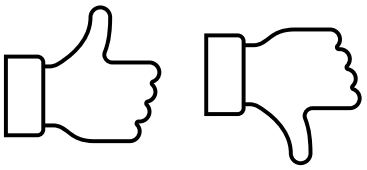

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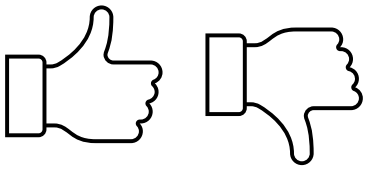

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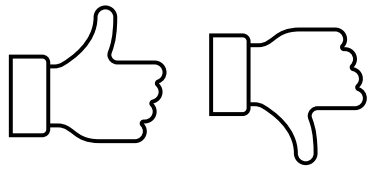

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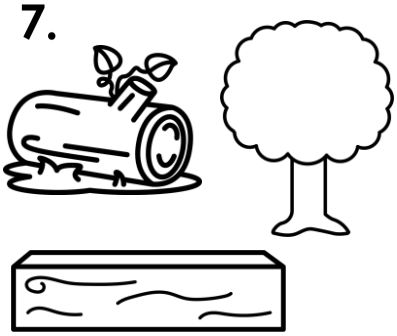

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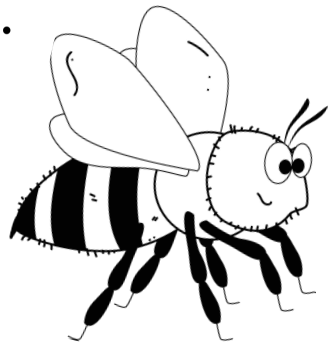
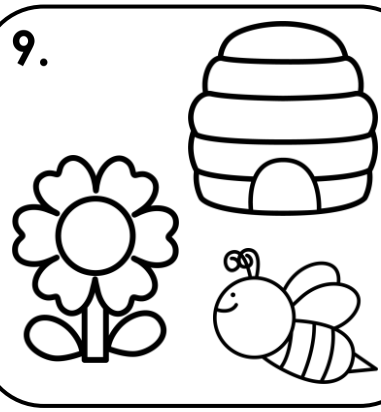
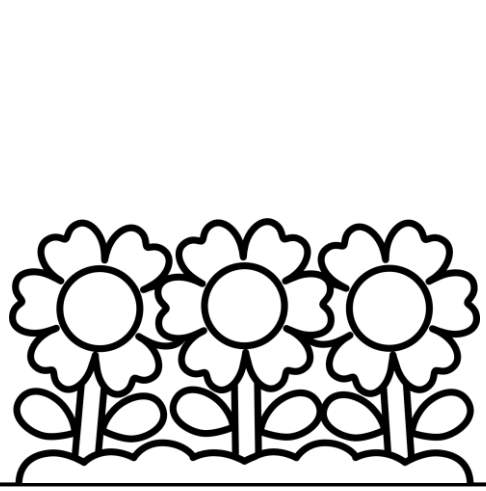
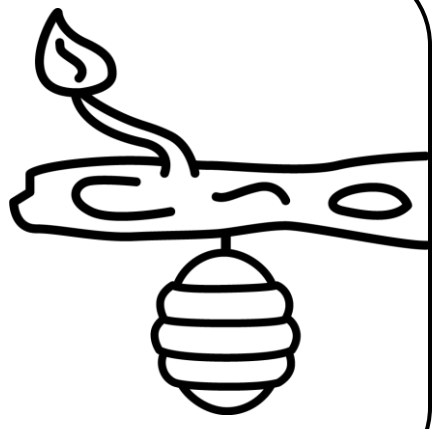


9.



10.



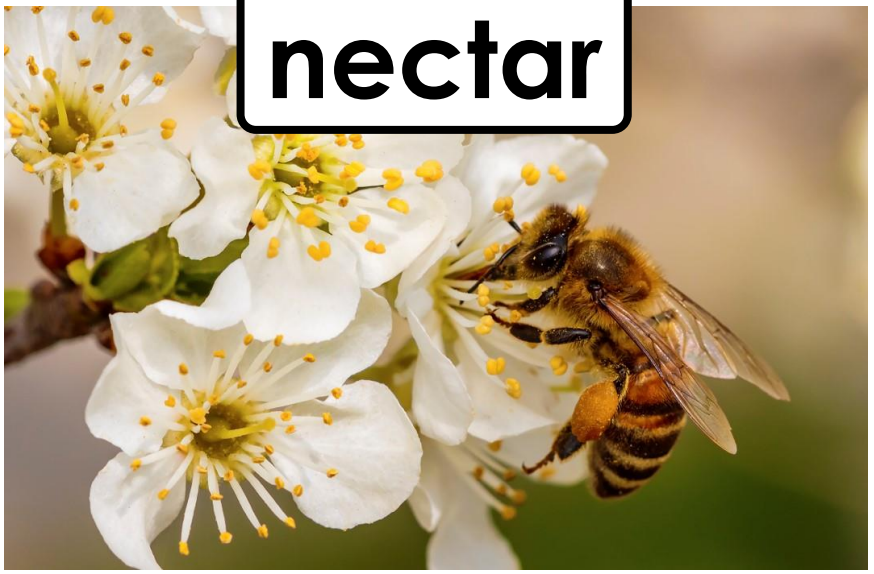


1. Pollen is sticky. (true)
2. All bees live in a hive. (false)
3. Nectar is sweet and sour. (false)
4. Honeycomb is made from beeswax. (true)
5. Flowers provide nectar. (true)
6. The bee puts nectar in its pollen basket. (false)
7. Identify the bee habitats. (all)
8. Circle where the pollen basket would be located. (on the hind legs)
9. Identify where we find honeycomb. (hive)
10. Illustrate worker bees.

pollen

sticky, yellow powder made by flowers

nectar



sweet, sugary juice that flowers make

hive

open space in a tree, structure or box where social bees live

honeycomb

sheet of six-sided cells made by beeswax

Contact Information

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