



Title: Flight of the Honey Bee

Author: Raymond Huber

Illustrator: Brian Lovelock

Themes: Nature

Vocabulary: Scout, nectar, pollination, harvest, endangered

Items Needed for Center: device to show video

Hear the book read aloud here: [Flight of the Honey Bee](#)

★ 2nd Grade Common Core Reading Standards ★

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Know and use text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

I. INTRODUCTION (PREP QUESTIONS)

- Ask students what **endangered** means. Have students share what they know about honey bees.
- Tell students that the author decided to write this book because bees are **endangered**. The author's purpose for writing this book is to make readers more interested in bees so we can work together to protect them.
- Tell students that today's book is really like two books since the author decided to write a fictional descriptive story about a bee named Scout but also wanted to teach us scientific facts about bees. Each page will have two parts, the fiction part and the nonfiction facts part.
- Read the information aloud that appears inside the front cover. Explain that **scout** means to find by making a search.

II. INTEGRATIVE STRATEGIES
DURING READING

- P. 7 (the first numbered page of the story): Before reading, show students the two different sections of text on the page. Point out the different fonts. Read the fictional section and then ask students what Scout will be searching for (flowers). Then read the fact.
- Pp. 8-9: Read both parts; discuss the factual information about how bees navigate.

- Pp. 10-11: Read the fictional part. Tell students there are several examples of figurative language. Figurative language are the different ways that writers can make what they write or say more colorful and not just plain or boring.

Reread the first sentence and tell students this is a **metaphor**, which is a comparison that says one thing is something else to help the reader make a better “brain picture”. Ask what two things are being compared (*bee’s flight* to an *arrow*); discuss how this helps the reader’s “brain picture”.

Reread the third sentence and point out that this is another example of a **metaphor**. Ask students what two things are being compared (*eyes/polished stones*).

Reread the last sentence as another example of **metaphor**. Ask students what two things are being compared (*meadow/ocean of flowers*).

Read/discuss the nonfiction facts.

- Pp. 12-13: Read; discuss.
- Pp. 14-15: Read the fictional part; indicate there are several more examples of **figurative language**. Point out the **metaphor** (*nectar/sunken treasure*); discuss.

Then tell students there is another kind of **figurative language** called a **simile**. Remind students that a **simile** also compares two things using the words **like** or **as** instead of saying one thing is something else. Reread the last sentence of the first paragraph and ask students what two things are being compared (*tongue* is shaped **like** a *miniature spoon*).

Read/discuss the nonfiction facts.

- Pp. 16-17: Read; discuss.
- Pp. 18-19: Read; discuss.
- Pp. 20-21: Read; discuss.
- Pp. 22-23: Read the first paragraph; point out the simile. Ask students what two things are being compared using like or as (*bees like golden pebbles*). Read and discuss the fact.
- Pp. 24-25: Read; discuss.
- P. 26: Read; discuss. Read p. 27 and ask students to point out the **simile** (*eggs look like tiny grains of rice*). Discuss how this helps our “brain picture” of the eggs’ size.
- Pp. 28-29: Read; discuss.

III. INTEGRATIVE STRATEGIES

POST READING

- Have students discuss which they preferred, and **why**: the descriptive story about Scout or the nonfiction facts. Ask students to share what they learned about bees that they didn’t know before.

IV. SMALL GROUPS

- <https://www.youtube.com/watch?v=x7cX2cjFunw> (4:11)
- Show students the index at the back of the book. Discuss the index of the book and how it helps the readers when reading nonfiction text. Let each student have a turn locating and turning to a page matching a topic you name.