



**Summary:** This process book describes the steps in creating honey from nectar.

**Author:** Meish Goldish

**Content Area:** Science

**Topic:** How Things Are Made



## VOCABULARY

### Domain-Specific Vocabulary

- \* **cells** (p. 12) – the holes in a honeycomb, used to store nectar that turns into honey
- \* **extractor** (p. 18) – a machine that spins in order to take honey out of a honeycomb
- \* **hive** (p. 7) – a home where many bees live and work together
- \* **honeycomb** (p. 12) – a wax form made by bees to store nectar that turns into honey
- \* **nectar** (p. 7) – a sweet juice in flowers that bees drink to make honey

### CHALLENGING BOOK FEATURES

**Content:** Students may have difficulty understanding how the different bees work together to produce honey. Explain that each bee has its own job, similar to jobs you may have in a classroom. By working together the bees are able to make honey.

**Vocabulary:** Some of the domain-specific vocabulary may be unfamiliar.

### SUPPORTIVE BOOK FEATURES

**Text Features:** The photographs help children understand difficult words and visualize the steps in making honey. Hard words are defined in the glossary. Headings clue readers as to what each page will be about.



## PREPARING TO READ

**Read the title with students and discuss the cover photo.**

**Look at the table of contents on p. 3. Ask:**

- \* What do you already know about making honey?
- \* What new information do you think we will find in this book?
- \* What are some words related to making honey that we might find in this book?

## DEVELOPING COMPREHENSION STRATEGIES

**Using Pictures to Support Comprehension:** Explain to students that as they read nonfiction texts, they should be referring to the photographs to help them understand the text in the book. Show students how to look at the photos in this book to clarify the honey-making process. Use the following think-alouds to model your comprehension process:

- \* *Oh, that picture helps me understand what a honeycomb is. I can count the sides in the honeycomb cell – I see there are six!*
- \* *Let me look at this photo to see what a honeycomb looks like when it is filled with nectar...wow!*
- \* *I'm going to look at this photo to see what the beekeeper's special clothes look like.*

## DEVELOPING PHONICS AND WORD-SOLVING STRATEGIES

**Compound Words:** Remind students that compound words are formed when two words are put together to form a new word with a new meaning. For example, the two individual words *honey* and *bee* combine to form the word *honeybee*. Discuss the meaning of the two individual parts and the meaning of the new word, honeybee. Ask students to turn to p. 10 and find the compound word on that page (*beekeeper*). Have them identify the two words that form the compound word and explain the meaning of the new word. Challenge students to identify the compound word on p. 12 (*honeycomb*) and to explain how its meaning relates to the two original words *honey* and *comb*.

## DEVELOPING FLUENCY

**Continue to the Next Line:** Direct students to p. 4 in the book. Model how you read aloud the first three sentences of the book, stopping at periods. Ask students: *Did you notice how in this book, sentences sometimes continue onto the next line? That means that we need to keep on reading until the period, only pausing when the punctuation tells us to pause. When I read these lines, I kept right on reading until the end punctuation after each sentence. Then I paused – not at the end of each line.*

Ask students to chorally read the remainder of the page, being sure to continue reading until the end of each sentence, pausing at the punctuation mark and not at the end of the line. Direct students to read p. 8 with a partner, making sure to read up until the end punctuation for each sentence.

**Oral Language/Conversation:** Have students turn to pp. 10-13. Ask: What do you notice about the way the different bees work together to make honey? Have you ever worked together with others on a project? Lead a discussion about group projects and how each person in the group may have his own job to complete, but all the jobs come together to form the whole.

**Other Books:** Students can read other books in the How It's Made series, including *From Wheat to Challah*, *From Vine to Grape Juice*, *From Olives to Olive Oil*, *From Wax to Candles*, and *From Wool to Tallis*.