

Honeybee Rescue

ACTIVITY KIT

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Loree Griffin Burns
Photographs by Ellen Harasimowicz
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About the Book

Follow honeybee rescuer Mr. Nelson as he expertly removes a colony of bees from Mr. Connery's barn (with a vacuum!) and helps it relocate back to a hive. Photographs of Mr. Nelson's relocation of the colony help bring the honeybee rescue to life.

Nature lovers and scientists-to-be will be abuzz as they learn all the ways to keep honeybees (and our ecosystem) safe.



About the Author

Loree Griffin Burns is an award-winning writer who holds a PhD in biochemistry. Each of her books draws heavily on both her passion for nature and her experience as a working scientist. She is the author of *You're Invited to a Moth Ball: A Nighttime Insect Celebration*; *Life on Surtsey: Iceland's Upstart Island*; *Citizen Scientist: Be a Part of Scientific Discovery in Your Own Back Yard*; and *Beetle Busters: A Rogue Insect and the People Who Track It*.



About the Photographer

Ellen Harasimowicz has been a professional photographer since 2003. She has made photographs for newspapers and schools, and she has created five children's books, all with Loree Griffin Burns. Ellen loves to travel and photograph far-off places.

Honeybee Rescue Activity Kit

Discussion Guide

Use these questions to kick off classroom discussion, guide pre-thinking and post-reading responses, or inspire a writing or drawing assignment!

Bees & Beekeepers

1. Why do people keep honeybees? How long have humans been keeping honeybees? How does that compare to other domestic animals, like dogs?
2. What do honeybees have in common with livestock? What is different about them compared to, say, dairy cows?
3. Where are honeybees kept? (Not just physically in a hive box, but in what areas of the world and what kinds of rural, suburban, or urban locations?)
4. What are some of the safety concerns when keeping honeybees? What equipment and techniques do beekeepers use to manage these risks?
5. What are some special tools Mr. Nelson uses when rescuing honeybees?

Ecology & Life Sciences

1. What does the inside of a beehive look like? Why do students think honeybees build their homes in this way?
2. Honeybees are not the only insects who build their homes. How are beehives like or unlike termite mounds, anthills, and other insect structures?
3. What is the life cycle of a honeybee? Is it like or unlike the life cycles of other insects students are familiar with? What role does honey play in this life cycle?
4. Honeybees and ants are both hive insects. How are they similar? How are they different? What are the advantages of being a hive insect as opposed to an autonomous insect, like a beetle or butterfly?
5. Do honeybees have predators? How do bees defend themselves?
6. Where do honeybees live in the wild? How are these places like or unlike hive boxes?
7. What happens when a honeybee colony outgrows its home?
8. What is a queen bee? How is the queen different from other honeybees?
9. Why do honeybees sometimes choose a human-made structure to live in? What could you do if a colony of honeybees suddenly moved into your house?

Honeybee Rescue

Activity Kit

Ask Me Anything

This two-day collaborative project will introduce students to the purpose, form, and process of interviews.

Materials

For the interview, you will need:

- A subject (see Set Up step 1)
- Videoconferencing technology, if necessary

For the optional extension, you will need:

- An audio recording device
- If videoconferencing, select a platform which allows you to record the session

Set Up

1. Contact a local scientist, farmer, beekeeper, gardener, environmentalist, or other professional in a relevant occupation to the themes of *Honeybee Rescue*. Would they be willing to visit your class and be interviewed by your students? You may need to contact multiple subjects before you find one willing to visit. Ask them to provide a headshot and brief biography so you can introduce them to your students ahead of time.
2. If using videoconference technology for the visit, conduct a brief technology test beforehand to ensure that you and your subject can successfully connect.

Procedure

1. **Review essential concepts.** Today, students will be learning about interviews. What is an interview? Discuss what students already know about this form of communication: how it is used, formatted, conducted, and so on. Then, read the interview with Mr. Nelson in the back matter of *Honeybee Rescue*. What did students learn from this section? Can they generalize anything from this text to interviews in general?
2. **Introduce the project.** Tomorrow, students will interview a subject of their very own! Introduce the subject with their headshot and biography.
3. **Do preliminary research.** What do students know already about this person, their profession, or the organization they work with? What do they want to know? Ask students to break for fifteen to twenty minutes to conduct in-class research on their subject so that they are well informed. Then, call their attention back for a group brainstorming session.

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Ask Me Anything

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Procedure (cont'd)

- 4. Write questions.** As a class, brainstorm a list of fifteen to twenty questions to ask your subject. Try to hit a wide range of topics related to the person's profession, daily life, personal history, interests, and any organizations to which they belong. Then, narrow down your list to eight questions the students definitely want to ask, plus three bonus questions if they have time.
- 5. Conduct the interview.** Welcome your interview subject, introduce them to the class, and invite student volunteers to read aloud from the list of questions. Be sure to thank your guest after the interview!
FOR THE OPTIONAL EXTENSION: Record the interview using a recording device or the record function on your videoconferencing platform.
- 6. Post-activity review.** What did students learn from this interview? What did they learn about interviews in general? Can they define an interview in one sentence? Would they feel confident interviewing someone on their own? Who would they wish to interview?

Optional Extension

- 1. Distribute work.** Divide the recording from step 5 into as many sections as you have students. Assign each student a section to transcribe and return in written form as homework or quiet in-class work with headphones.
- 2. Create a collaborative write-up.** Collate the transcribed sections, and as a class, decide if any sections have unimportant information that needs to be cut. Discuss how authors and journalists may edit their interviews for clarity without changing what a subject has said or distorting their meaning. As a class, if needed, edit the interview for publication in a school newspaper or newsletter.

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Beekeeper Blanks

Fill in the blanks below with the appropriate vocabulary from the word bank.

Mr. Connery keeps honeybees to _____
his plants.

A _____ is a cluster of
honeybees, and they're looking for a new home.

Honeybees leave the hive to find _____.

When honeybees outgrow their home, they often split
themselves into two _____.

Honeybees store their honey in _____,
which is made of wax.

COLONIES

QUEEN

POLLINATE

COMB

NECTAR

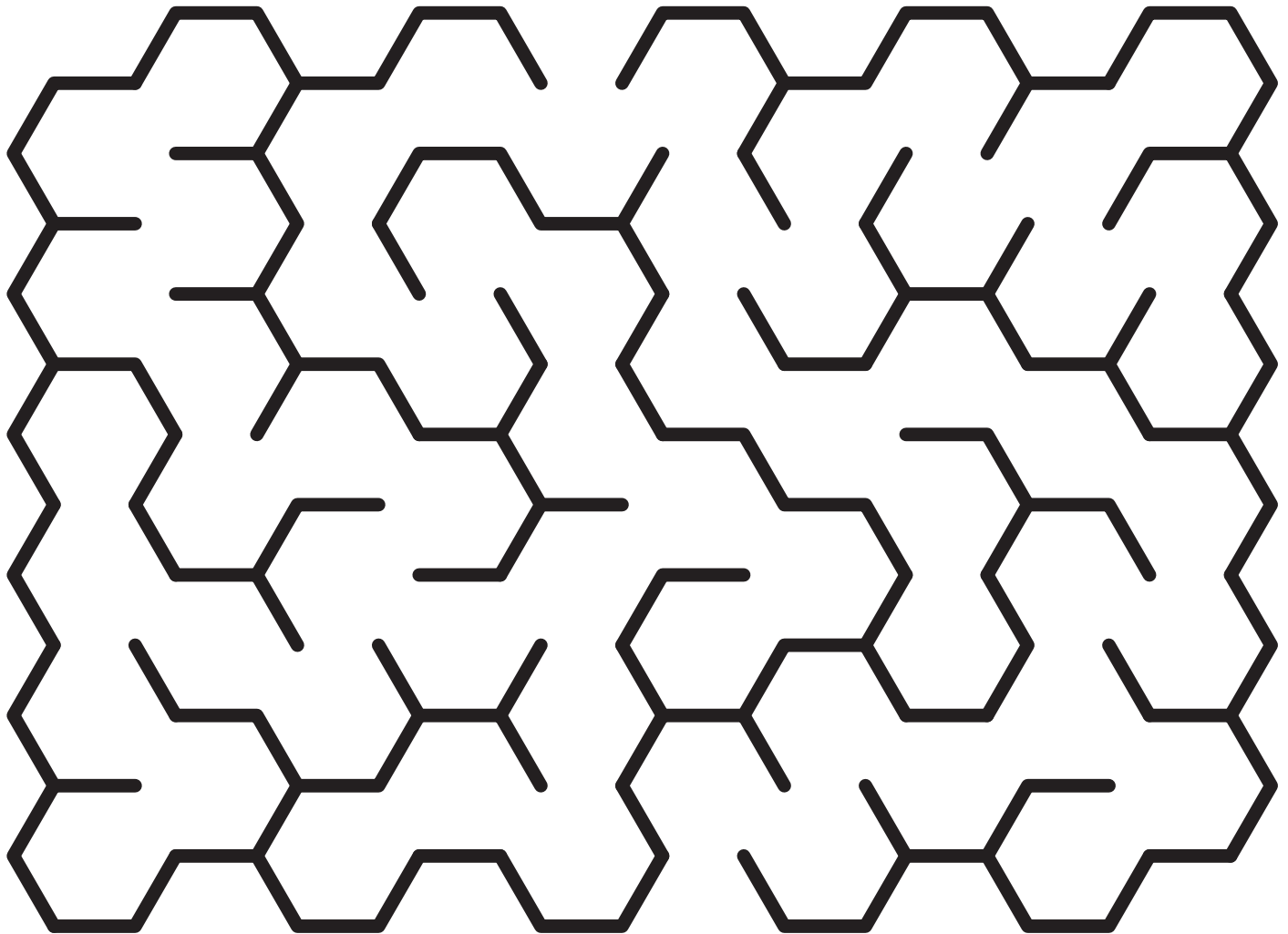
SWARM

Honeybee Rescue

Activity Kit

Maze

You're a scout bee! Lead your swarm through the maze to the new hive.



Honeybee Rescue

Activity Kit

Word Search

D W I C C L B H U Q
F N T O N E F I L N
I C E L L S T V M E
A O Y O S U A E H C
R H O N E Y K S F T
R M J Y L W A X R A
P O L L E N O C A R
H K D S Q B C O M B
P L R H M Q U E E N
Q M R A W S B L S D

CELLS

COLONY

COMB

FRAMES

HIVE

HONEY

NECTAR

POLLEN

QUEEN

SWARM

WAX