

Bee-utiful Bees!

Indicators: Receptive Language (Listening and Understanding) DL1.1(B), DL1.1(L), DL1.1(M), Expressive Language (Speaking Second Language) DL2.1(B), DL2.1(L), DL2.1(M), Receptive Language (Listening) L1.1(0), L1.1(1), L1.1(2), Expressive Language (Speaking) L2.1(0), L2.1(1), L2.1(2), L2.2(0), L2.2(1), L2.2(2)

Resources: Theme Puppet: Bee, Vocabulary Card: Bee 2021, Vocabulary Card: Nest



You Will Need:

- Bee Vocabulary Card (see Resources)
- Nest Vocabulary Card (see Resources)
- Bee Theme Puppet (see Resources)

Learn about bees, pollen, and hives.

- Bring out the Bee Vocabulary Card (see Resources).
- Show it to the children and name the picture. Has anyone seen a bee before? What do the children know about bees?
- Explain that bees fly from flower to flower to sip nectar. Explain that nectar is a sweet juice found in many flowers. As they travel, some specks called *pollen* stick to the bees. When the bees fly to the next flower, some pollen may fall off. This is very good for the flowers.
- What color is the flower this bee is visiting? Review the colors yellow and white with the children.
- Tell them that bees take the flower nectar back to their hives and use it to make honey.
- Explain that bees are very small. How does a little creature such as a bee protect itself? Bees have stingers. If a bee feels frightened, it will sting. Because of this, it is important not to frighten bees. We need to be still and quiet when we see a bee. We should not try to touch it. To a bee, even a little child can look very big!
- Fly the Bee Theme Puppet (see Resources) away from the children, and then move it near them. Have the children practice being quiet and still as the bee flies around them.

Older Toddlers: Show the Nest Vocabulary Card (see Resources) and help the children compare it to the Bee Vocabulary Card. How are birds and bees alike? How are they different? Which one has a beak? Which one has a stinger? Which ones have wings? Are the wings the same or different?

Observe: Do the children begin to understand that bees can sting and hurt us? Do they understand how to be careful around bees? Notice if they show understanding with the game.

Bees and Hive

Indicators: Receptive Language (Listening) L1.1(0), L1.1(1), L1.1(2), Expressive Language (Speaking) L2.1(0), L2.1(1), L2.1(2), L2.2(0), L2.2(1), L2.2(2), Foundational Reading L3.3(1), L3.3(2), Number Sense, Quantity, and Operations M1.1(0), M1.1(1), M1.1(2), Geometry and Spatial Sense M2.1(0), M2.1(1)

Resources: Concept Cube: Numbers, ELM Printable: Bees and Hive

You Will Need:

- Bees and Hive Early Learning Materials (see Resources)
- Concept Cube OR square box made into a concept cube using tape
- Numbers Concept Cube Cards (see Resources)



Explore numbers with the Bees and Hive Early Learning Materials.

- Print and bring out the Bees and Hive Early Learning Materials (see Resources).
- Count each of the bees with the children. Help the older children notice the numbers on the bees.
- Encourage the children to freely move the bee pieces around the tree and hive. Buzzz!
- Remove all of the pieces from the scene. Sing the song "Bees in the Hive" as the children add one bee to the scene. Repeat the song, adding a bee each time and increasing the number in the song by one.

Bees in the Hive

**What is that? What's that we see?
Oh my, oh my, it's (one) little bee!
(One) little bee buzzing near the tree.**

**Buzz, buzz, buzz went the little bee.
It waved its wings as it arrived,
And flew and flew right into the hive.**

**What is that? What's that we see?
Oh my, oh my, it's (two) little bees!
(Two) little bees buzzing near the tree.**

Continue to chant the rhyme, increasing the number by one each time, as you add a bee to the hive. Finish with:

**Buzz, buzz, buzz went the little bees.
They waved their wings as they arrived,
And flew and flew right into the hive.**

Older Toddlers: Offer the children the Concept Cube with the Numbers Concept Cube Cards (see Resources) inside of it. Encourage the children to find the number on the cube that matches the number on each bee. Please note that the number 6, won't be used. You can either remove this card from the cube or explain to the children that there is no bee with the number 6 on it.

Infant: Bees and Hive Early Learning Materials

Indicators: Number Sense, Quantity, and Operations M1.1(0), Geometry and Spatial Sense M2.1(0), M2.2(0), Curiosity, Initiative, and Risk-Taking AL1.1(0), Creative Thinking, Problem-Solving, Reasoning AL2.1(0), Attention, Engagement, and Persistence AL3.1(0)

Resources: ELM Printable: Bees and Hive

You Will Need:

- Bees and Hive Early Learning Materials (see Resources)
- tape
- blocks



Explore buzzing, moving bees.

- Print and bring out the Bees and Hive Early Learning Materials (see Resources). Tape the bees to blocks to make them easier for the babies to move.
- Encourage the babies to explore and move the bees around as they show interest. They might move them on the scene, bang the blocks together, or drop them and pick them up again.
- When they are done exploring, sing the song "Bees in the Hive" as you add the bees to the hive.

Bees in the Hive

**What is that? What's that we see?
Oh my, oh my, it's (one) little bee!
(One) little bee buzzing near the tree.**

**Buzz, buzz, buzz went the little bee.
It waved its wings as it arrived,
And flew and flew right into the hive.**

**What is that? What's that we see?
Oh my, oh my, it's (two) little bees!
(Two) little bees buzzing near the tree.**

Continue to chant the rhyme, increasing the number by one each time, as you add a bee to the hive. Finish with:

**Buzz, buzz, buzz went the little bees.
They waved their wings as they arrived,
And flew and flew right into the hive.**

Bee Toss

Indicators: Patterns, Sorting/Classifying, Reasoning M4.2(1), M4.2(2), Gross Motor Development [PD2.2\(0\)](#), [PD2.2\(1\)](#), [PD2.2\(2\)](#), PD2.3(0), PD2.3(1), PD2.3(2), Fine Motor Development PD3.1(0), PD3.1(1), PD3.1(2), PD3.2(0), PD3.2(1)

You Will Need:

- colored paper
- scissors
- tape
- toy bees



Cut flower shapes from colored paper. Choose any colors you would like to review. Tape the flowers to the floor.

Invite the children to take turns dropping or tossing toy bees onto the flowers. Depending on their age and maturity, they can stand close to the flowers or farther back. Help them name the color of the flower that is nearest to where the bee lands.

Repeat the game often. As the children become familiar with the game, they can try standing farther back from the grid to toss the bee.

Observe: Notice how the children throw toward the targets. Do they start to throw overhand? Encourage them to stand farther away as they gain skill.

Bees in the Hive, Part 1

Indicators: Receptive Language (Listening) L1.1(0), L1.1(1), L1.1(2), Expressive Language (Speaking) L2.1(0), L2.1(1), L2.1(2), L2.2(0), L2.2(1), L2.2(2), Fine Motor Development PD3.1(0), PD3.1(1), PD3.1(2), PD3.3(2), Visual Arts CA1.1(0), CA1.1(1), CA1.1(2), CA1.2(0), CA1.2(1), CA1.2(2)

Resources: Hive Cutouts

You Will Need:

- hive cutouts (see Resources)
- bubble wrap bags
- yellow finger paint
- paper plates OR shallow dishes



Caution: Supervise use of bubble wrap bags.

Start on the Bees in the Hive project.

- Offer each child a hive cutout (see Resources) and a bubble wrap bag.
- Place yellow finger paint on paper plates or in shallow dishes.
- Demonstrate how to dip the bubble wrap bag in the yellow paint and stamp it onto the hive.
- Encourage children to talk about the pattern that shows on the hive. Discuss their experience painting with the bubble bag.
- Let dry and plan to complete the Bees in the Hive project tomorrow (see Related Activities).

Related Activities:

Bees in the Hive, Part 2 Children complete their Bees in the Hive project.

IT Station: Pretend Play for Nests and Hives

Indicators: Expressive Language (Speaking) L2.3(2), Dramatic Play and Imagination CA4.1(0), CA4.1(1), CA4.1(2), CA4.2(1), CA4.2(2), Self-Awareness and Self-Concept SE1.3(0), SE1.3(1), SE1.3(2), Trust and Relationships SE2.2(0), SE2.2(1), SE2.2(2)

You Will Need:

Suggested Props

- theme-related pictures
- colorful/fuzzy dress-up clothes
- bedsheets



Possible Interactions

- Post theme-related pictures (birds, nests, bees, or beehives) in your play area. Encourage children to observe the pictures and name them. Make up a story using the pictures. What other things can children say about the pictures?
- Invite children to wear colorful and fuzzy dress-up clothes to be birds or bees.
- Encourage children to work together to build a nest with bedsheets. What are some of their ideas?