Grade: 2nd
Strategy: Visualizing
Technique: Mind Mapping
Text Type: Science

How Bees And Beekeepers Work Together

Aims of the Lesson:

- Improve students' ability to organise and visualise information using a mind map.
- Develop critical thinking about bees and beekeepers.
- Improve comprehension by linking keywords and main ideas in the text.

Text for lesson:

Bees live in special homes called hives. A hive is made of wax and has many small honeycombs. Inside, the bees work together like a big family. Each bee has a special job. The queen bee is the mother of all the bees and lays many eggs. Worker bees collect nectar and pollen from flowers and use them to make sweet honey. Drone bees help protect the hive from enemies.

Beekeepers are people who take care of bees. They know how bees live and what they need. Beekeepers wear special protective suits so the bees cannot sting them. They check on the hives to make sure the bees are healthy. At the end of summer, the honeycombs are full of sweet honey. The beekeeper carefully removes the honey, but always leaves enough food for the bees. Before we eat the honey, it needs to be cleaned. This process is called spinning.

You can also help bees! Plant flowers that bees love, like clover, lavender, or sunflowers. You can also put out a small bowl of water so bees have something to drink. Helping bees means helping nature!

Process Phase 1: Planning (Teacher's Perspective)

- Identifies 3 key words and explains them to the students:
  - **Hive** – A home where bees live and make honey.
  - **Beekeeper** – A person who takes care of bees and collects honey.
  - **Nectar** – A sweet liquid from flowers that bees use to make honey.
- Selects 3 pictures (hive, beekeeper, flowers for bees) and asks students what they see.

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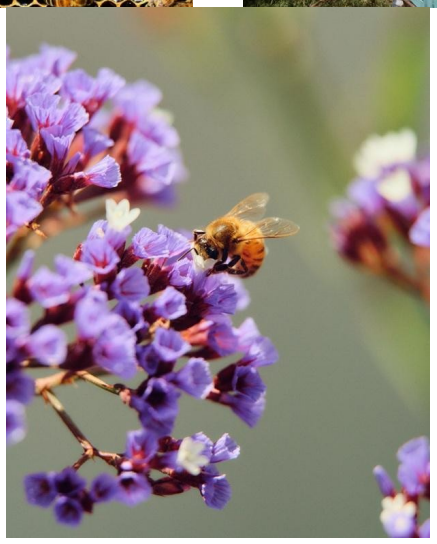

- Prepares a **mind map template** with the following categories:

How Bees and Beekeepers Work Together	
● Bees ○ Jobs in the hive ○ How they make honey ○ How they help nature	Beekeepers ○ How they care for bees ○ How they collect honey ○ Why their job is important

- Explains the purpose of mind mapping to help students understand the text.
- Writes key words and vocabulary on the board and distributes handouts.
- Provides guiding questions:
  - What do bees do inside the hive?
  - Why do we need beekeepers?
  - How do bees make honey?
  - How can we help bees?
- Instructs students to brainstorm ideas and create a preliminary mind map based on prior knowledge.

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Cognitive Stage 1: Pre-Reading (Student's Perspective)

- Looks at the keywords and pictures to predict what the text will be about.
- Uses visualizations to imagine the story of bees and beekeepers.

Process Phase 2: Teaching (Teacher's Perspective)

- Divides students into four groups, assigning each group a part of the mind map:
  - **Group 1:** What bees do inside the hive.
  - **Group 2:** How bees make honey.
  - **Group 3:** The job of a beekeeper.
  - **Group 4:** How we can help bees.
- Guides students to read the text and fill in their assigned section of the mind map.
- Monitors student progress, ensuring they make logical connections.
- Asks guiding questions to help students think critically:
  - Why is each bee's job important?
  - What would happen if there were no beekeepers?
  - Why do bees need flowers?

Cognitive Stage 2: During Reading (Student's Perspective)

- Reads the assigned section of the text carefully.
- Works in groups to complete the mind map with important details.

Process Phase 3: Feedback (Teacher's Perspective)

- Organizes a **gallery walk** activity:
  - Each group selects a presenter to explain their part of the mind map.
  - Other students observe, ask questions, and make additions to other maps.
- Leads a whole-class discussion:
  - How do bees and beekeepers work together?
  - Why is honey important for both bees and people?
  - What small things can we do to help bees?

Cognitive Stage 3: Post-Reading (Student's Perspective)

- Participates in the gallery walk, either as a **presenter** explaining their group's mind map or as a **visitor** observing and asking questions.
- Reflects on how bees and beekeepers work together and how people can protect bees in nature.

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MODES OF COMMUNICATION (SKILLS):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (hive, beekeeper, nectar) and read the text. After reading, they listen to their peers and review their mind maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into bees, their jobs, honey production, beekeepers, and ways to help bees. They discuss and negotiate the structure of their mind maps, ensuring logical connections.
- **Presentational (Productive):** Students present their completed mind maps to the class, explaining how bees and beekeepers work together. They summarize key details and reflect on why protecting bees is important for nature and humans.

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