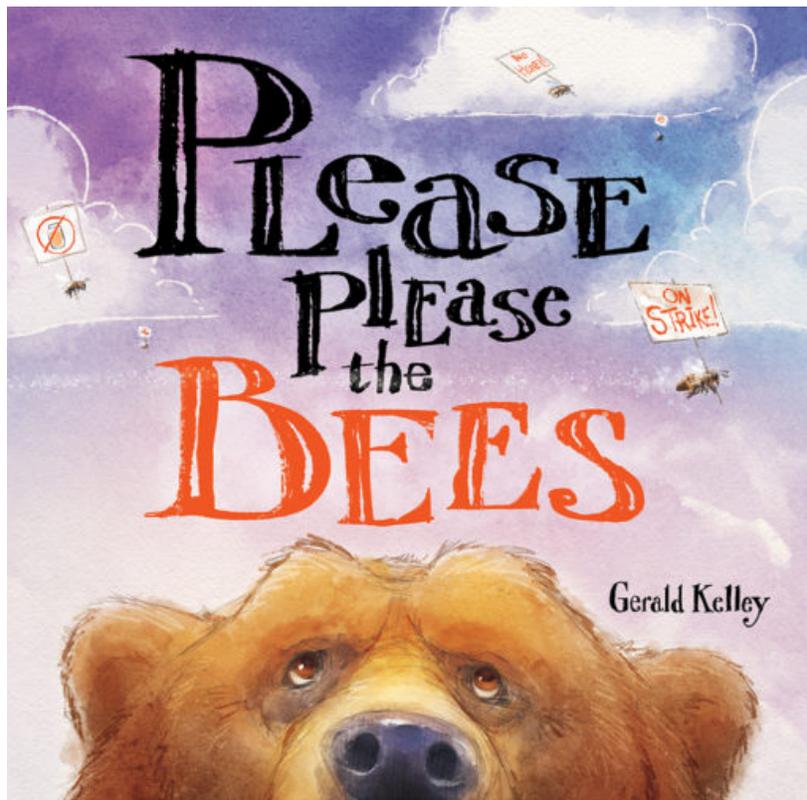




## A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 3<sup>RD</sup>



# PLEASE PLEASE THE BEES

WRITTEN BY GERALD KELLEY  
ILLUSTRATED BY GERALD KELLEY

Watch the video of actor  
**Rashida Jones**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

Life is sweet for Benedict. Every morning he wakes up to find jars of fresh honey on his back porch. He makes honey toast for breakfast, bakes honey cake in the afternoon, and drinks honey tea before bed. But one day, the jars on Benedict's porch are empty. The bees in his backyard have gone on strike! They are tired of doing all the work around the hive. What can Benedict do to make the bees happy and bring sweetness back to his days?

## THEMES IN THE STORY

Community, Cooperation, Compassion, Gratitude

# READING AND WRITING

**Suggested Grade Level:** First, Second and Third.

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas, and between texts, with focus on textural evidence.

## BEFORE READING

**Standards:** CCSS.SL.1.1, CCSS.SL.2.1, CCSS.SL.3.1

Tap prior knowledge/build background through class discussion:

1. What does it mean to “go on strike?” Why do people go on strike?
2. What do you know about bees and honey? Bears and honey?

## DURING READING

**Standards:** CCSS.SL.1.2, CCSS.SL.2.2, CCSS.SL.3.2

**Focus:** Problem/Solution

**Objective:** Students will listen to the story to identify the problem and solution.

**Procedure:**

- Step 1:** Review plot with students.
- Step 2:** Tell students to listen for the problem in the story and be able to explain how the character worked to solve the problem.
- Step 3:** After listening, students can discuss the plot with a partner.

## AFTER READING

**Standards:** CCSS.RL.1.2, CCSS.RL.2.2, CCSS.RL.3.2

**Focus:** Problem/Solution

**Objective:** Students will identify the problem and solution in the story and explain how the character(s) work to solve the problem.

**Materials:** Problem/solution chart



**Google It!** Search “Problem-Solution Graphic Organizer” to find an organizer for your class.

**Procedures:**

- Step 1:** Have students complete the Problem/Solution Chart (individual, partners, groups, or whole class activity)
- Step 2:** Discuss why Benedict decided to help the bees (he was nice, being fair, etc.)
- Step 3:** Extend the lesson to characters and how they contribute to the sequence of events.
- Ask students: What kind of a character is Benedict? (nice, kind, etc.) Make a list.
  - Ask how the story may have changed if Benedict didn’t care about the striking bees. What if Benedict was selfish and mean? Lead students to understand how a character’s traits can change the outcome of the story.
  - Distribute another “Problem-Solution Graphic Organizer” to Students.
  - Have partners complete the organizer based on the new character traits for Benedict (mean, selfish, etc.). How would the solution change?
  - Allow students to share.

## Multiple Meaning Words

**Standards:** CCSS.L.1.4, CCSS.L.2.4, CCSS.L.3.4

**Objective:** Students will recognize the correct meaning of multiple meaning words.

**Materials:** Chart paper, markers, student paper, pencils

### Procedure:

- Step 1:** Write the following excerpt from the story on chart paper:  
**There was no more honey. The bees had gone on *strike*!**
- Step 2:** Ask students to explain the meaning of ***strike*** in this sentence.
- Step 3:** Generate a student list of meanings for ***strike***.
- Step 4:** Explain to students that words can have more than one meaning and it's important that we understand the correct meaning.
- Step 5:** Explain how to find the correct meaning using context clues from the sentence.
- Step 6:** Write the title, **PLEASE PLEASE THE BEES**, on chart paper
- Step 7:** Point out that the word please is used twice here, but with different meanings. Please has two meanings:  
1. a word used to make a polite request or command; 2. give pleasure or satisfaction
- Step 8:** Ask students to explain the title using the two meanings for please.
- Step 9:** Partner/Groups: Write the following story words on chart paper and ask students to come up with at least 2 meanings for each word:  
**scratched crack fly right change**
- Step 10:** Whole Group: list student generated meanings under each word.
- Step 11:** Read/write the following sentences from the story and asked which meaning is being used.
- Every morning Bear woke up. He stretched and he ***scratched***.
  - Wind blows through the ***cracks***.
  - We have to ***fly*** miles away just to find enough flowers to make our honey.
  - How am I going to make this ***right*** ?
  - “You want honey? Things need to ***change***,” declared the bees.

## READING RESPONSE

**Standards:** CCSS.RL.1.1, CCSS.RL.2.1, CCSS.RL.3.1

**Objective:** Students will answer the prompt using at least two details from text to support the response.

**Prompt:** How would you describe Benedict? Use at least 2 details from the story to support your response.

### Procedure:

- Step 1:** Allow students to discuss prompt with a partner before writing.
- Step 2:** Students answer prompt independently or with a partner.

## WRITING

The suggested writing pieces can be adjusted according to the needs and level of writing of your class.

### Opinion Writing

**Standards:** CCSS.W.1.1, CCSS.W.2.1, CCSS.W.3.1

**Objective:** Students will write an opinion piece using grade appropriate sentence structure and spelling.

**Prompt:** The bees felt unappreciated by Benedict so they went on strike. Do you think the bees should have gone on strike?

#### Procedure:

**Step 1:** Explain opinion to students, if necessary.

**Step 2:** Hold a class debate on the question to build student knowledge.

**Step 3:** Students write their opinion and supporting details.

### Thank You Letter

**Standards:** CCSS.W.1.3, CCSS.W.2.3, CCSS.W.3.3

**Objective:** Students will write a thank you letter using all 5 parts of the friendly letter.

**Materials:** Paper, pencil, crayons

#### Procedure:

**Step 1:** Teach/review parts of a friendly letter.

**Step 2:** Have students write a grade appropriate thank you letter to a friend for “bee-ing” a good friend.

# ACROSS THE CURRICULUM ACTIVITIES

## SCIENCE: HOW DO BEES MAKE HONEY?

 **Google It!:** Search “How do bees make honey?” and find appropriate video.

### **OBJECTIVE —**

Students will draw the steps for making honey.

### **MATERIALS —**

Internet access, paper and crayons

### **PROCEDURE —**

Watch the video and draw the steps for making honey.

## **Pollination Demonstration**

### **OBJECTIVE —**

Students will define “pollination” (The spread of pollen by bees to help plants produce fruits and seeds.).

### **MATERIALS —**

Cheetos, construction paper, crayons, internet access, smart board screen

 **Google It!:** Search “Pollination Lesson for Kids”

### **PROCEDURE —**

- Step 1:** Provide information about pollination to students (use online video).
- Step 2:** Have each student draw and color a picture of a flower on construction paper.
- Step 3:** Have students take their flower picture to a spot in the classroom (desks, board ledge, window sill, etc.)
- Step 4:** Give each student a handful of Cheetos. Make sure they get “Cheetos dust” on their fingers while eating. The Cheetos dust represents pollen.
- Step 5:** Explain to students that they are going to demonstrate pollination. The “Cheetos dust” represents pollen, so as they fly from flower to flower, they need to rub their fingers on the flower before moving on.
- Step 6:** Set a timer for 30 seconds. During this time students will “fly” to the flowers around the classroom.
- Step 7:** After time expires, have students observe. Did all the flowers get pollinated? What will happen to the flowers that did not?

## MATH: GRADES 2 - 3

**Standards:** CCSS.CONTENT.2.OAA.1, CCSS.CONTENT.3.OA.D8

### OBJECTIVE —

Students will use addition to solve a story problem.

### PROCEDURE —

- Step 1:** Present the following excerpt from the story:  
*“A few jars?” said the bee. “Buddy, we deliver three jars of honey to you every day. Every month! Every year! Do the math, Einstein.”*
- Step 2:** Tell students that they can “do the math” by creating a story problem.
- Step 3:** Present the problem to students and have them work to find the answers:  
The bees deliver three jars of honey to Benedict every day. How many jars do the bees deliver in a week? A month? A year?

## ART: BUSY BEE MAGNET

### MATERIALS —

Clothes pin  
Black, yellow and white paint  
Small paint brush  
Black pipe cleaner  
Coffee filter  
Scissors



*Courtesy of Busy Bee Crafts*

### PROCEDURE —

- Step 1:** Paint your clothes pin with black and yellow stripes, the “head” should be black (Suggestion: Paint the yellow stripes first, then the black.)
- Step 2:** Cut about 1” off from around the coffee filter. Scrunch up the coffee filter at the center and insert into the clothes pin to make the bee’s wings.
- Step 3:** Use half of a black pipe cleaner (about 6”), bend in half and curl the ends to make the bee’s antennae, insert into the clothes pin.
- Step 4:** Once your paint is dry, paint on your bee’s eyes and mouth with white paint.
- Step 5:** Stick a self-adhesive magnet onto the back.

 **Google It!:** Search “Honey bee art ideas” for more classroom crafts.

# ABOUT US

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. Visit [sagaftra.foundation](http://sagaftra.foundation).

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