

HONEYBEES

Annotating Marks

As you read the passage, make the following marks on your page.

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.

Honey Bee: Industrious Worker

Margin Notes

We can learn a lot from honey bees. They are intelligent, fascinating insects that keep many plants alive by the work they do. Not only are they producers of delicious honey, but they also work together in their hives, where each bee has its own role.

The honey they make provides food for both bees and humans. Honey bees have a major role in the pollination process. Pollination takes place when a bee carries pollen from plant to plant. Plants need pollen to grow, so bees are very important. When there are more honey bees working and carrying pollen, more plants can quickly be pollinated.

Honey bee hives consist of many bees. In fact, there can be over 60,000 bees in a single hive! Each bee performs a different function to keep the colony alive and healthy. Each colony has a queen bee, whose job it is to make sure that more honey bees are born to take care of the nest in the future. The queen accomplishes this by laying up to 2,000 eggs per day.

Worker bees are the largest population within a colony of honey bees. All worker bees are female, but they do not normally lay eggs. When a worker begins her life, she usually cleans the nest and feeds the larvae. Larvae are young bees that are still growing. Each colony has a queen bee, whose job it is to make sure that more honey bees are born. Royal jelly is a highly nutritious fluid made by worker bees. When worker bees can't make royal jelly anymore, they become involved in building the honeycomb cells. Later, they receive nectar and pollen from other bees that have gone out and collected it. Finally, worker bees become foragers, which means they go out to look for food for the colony.

How do honey bees let other workers know where to find more food? They use a special form of communication - they dance! Somehow, by dancing in special patterns, honey bees dance on the flat surface of the nest, while others dance on the walls!

During the winter, it is much more difficult for honey bees to find food. If the temperatures drop to around 50° Fahrenheit, bees decide to just stay inside. As it gets colder, the bees need to do something to stay warm. They pull the queen at the middle of the hive, and all the bees gather around her in a tight circle. Colder weather means a bees on the inside get too warm, they work their way to the middle. When the bees on the inside get too warm, they move to the outside. This way, all the honey bees in the hive can stay warm!

Honey bees use a similar technique to defend their nests from insects. The method is called thermo-balling. When the bees detect an enemy, such as a hornet, at their nest, they quickly gather and surround the unwanted guest. Then they create a ball with their bodies, with the hornet at the center.

Vibrations produced by the group of bees increase the temperature to over 110° Fahrenheit. Eventually, it becomes so hot and so hard to breathe inside the ball that the enemy dies. The nest is safe from the predator!

Task 3 - Reread & Dig Deeper

Name: _____ Day: _____

Reread the passage *Honeybee: Industrious Worker*. Use evidence from the passage to answer the following questions:

Text Evidence Questions:

1. What is the main idea of the passage?
2. List three details that support the main idea.

Task 5 - Summarize

Name: _____ Date: _____

Using the organizer from Task 4, write a summary of the passage. The main idea should be stated in your first sentence. Then use the four details to write four supporting sentences. Close your summary by restating the main idea.

A SUMMARY OF HONEY BEE: INDUSTRIOUS WORKER

Task 4 - Reread & Respond

Name: _____ Date: _____

Reread the passage *Honeybee: Industrious Worker*. Complete the chart below, listing four details supporting the statement.

| Detail 1 | Detail 2 |
|----------|----------|
| | |

Task 2 - VOCABULARY

Name: _____ Day: _____

Read *Honeybee: Industrious Worker* a second time. Find four words which are unfamiliar to you and complete the vocabulary diagram below.

| WORD | WORD | WORD | WORD |
|------------|------------|------------|------------|
| SYNONYM | SYNONYM | SYNONYM | SYNONYM |
| ANTONYM | ANTONYM | ANTONYM | ANTONYM |
| DEFINITION | DEFINITION | DEFINITION | DEFINITION |
| SENTENCE | SENTENCE | SENTENCE | SENTENCE |

Task 1 - Read & Annotate

Name: _____ Day: _____


As you read through *Honey Bee: Industrious Worker* for the first time, use your annotating marks and write important notes in the margin. Then, answer these questions:

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think of a question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

First Reading Questions:

1. What is this passage mostly about?
2. How does pollination happen?
3. What are foragers?
4. How do honey bees let other workers know where to find more food?

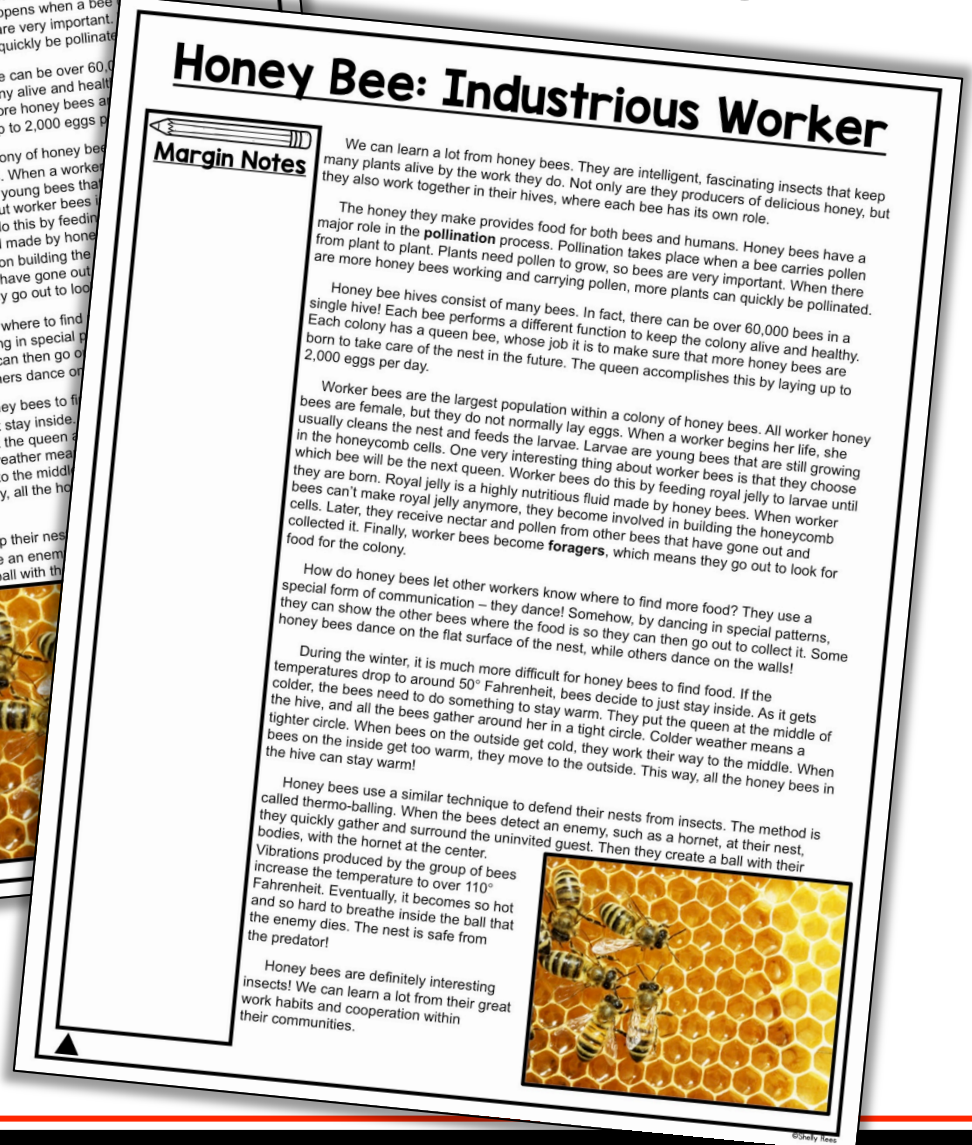
The honey bee is a great example of hard work and cooperation.



DIFFERENTIATED CLOSE READING UNIT

High-Interest Passage!

The **more difficult** passage has a ▲ in the bottom left corner.



Reference Chart, Annotating Guide, Close Reading Directions

CLOSE READING STEPS

The following steps are a **suggested sequence** in which you could approach the contents of this packet. This approach will require 3 separate readings of the passage, each requiring students to dig deeper with each reading. Each task of the packet is to be completed in one day/lesson. With 5 total tasks per passage, each should take one week to complete.



1st Reading: Student reads the passage. As they read, they use their annotation symbols to identify unfamiliar words, questions they have, and parts of the passage that they agree with. Complete **Task 1: Read & Annotate**. This task also includes some basic recall questions.



2nd Reading: Teacher (or partner) rereads the passage a second time while students follow along. Have students complete **Task 2: Vocabulary**. This allows students to demonstrate their understanding of unfamiliar words from the passage, leading to a deeper comprehension of the text.



3rd Reading: Students reread the passage then responds in writing, citing text evidence. Students complete **Task 3: Reread and Dig Deeper**. This page of questions requires students to cite text evidence when answering questions. Additionally, students complete **Task 4: Reread and Respond**. These final tasks use the text evidence to write a supported summary.

Annotating Marks

As you read the passage, make the following marks on the text:



Circle powerful words or phrases.



Underline words or phrases you do not understand.



Place a question mark near something that makes you think of a question.



Write an exclamation mark near something that surprises you.



Draw an arrow where you make a personal connection to certain words or ideas.



Write your important thoughts in the margins.

Wow! The character showed a lot of courage here...

ABOUT THIS PACKET

The first part of this packet includes 5 reading passages and one week's worth of reading activities for each passage. The Close Reading passages included in this packet are each provided at 2 different reading levels, so that you may more easily differentiate your instruction. All the informational content of the 2 versions is the same, but the reading levels are different. All the question sheets are the same. This makes it easy for you to provide reading passages on each student's level, but use the same question and activity sheets for the entire class!

NOTE:

The **easier** passage has a ■ in the bottom left corner.
The **more difficult** passage has a ▲ in the bottom left corner.

Each passage with its activities is designed for a 5-day time frame, following this schedule:

| Day | Title of Activity | Purpose |
|-----|--------------------------------------|---|
| 1 | Task 1: Read and Annotate | Read passage for the first time. Use annotation symbols to annotate. Answer surface level questions. |
| 2 | Task 2: Vocabulary | Read passage for the second time. Students choose vocabulary words that are unknown to them and complete the vocabulary activity using those words. |
| 3 | Task 3: Reread and Dig Deeper | Read passage a third time. Students answer deeper level questions, citing text evidence to support answers. |
| 4 | Task 4: Reread and Respond | Students use the graphic organizer to identify the main idea and supporting details of the passage. |
| 5 | Task 5: Summarize | Using the completed graphic organizer from Day 4, students write a summary supporting details for the passage. |

The reading levels for each differentiated passage are provided in this chart:

| Passage Title | Symbol | Lexile Level |
|--------------------------------|--------|--------------|
| Mozart – Musical Genius | ■ | 720 |
| | ▲ | 940 |
| The History of Little League | ■ | 780 |
| | ▲ | 1,000 |
| The Sweet Story of Honey | ■ | 740 |
| | ▲ | 950 |
| George Washington Carver | ■ | 800 |
| | ▲ | 1,030 |
| The United States Constitution | ■ | 750 |
| | ▲ | 930 |

5 Days of Close Reading Activities for GREATER Reading Comprehension

Task 1 - Read & Annotate
Name: _____ Day: _____
As you read through Honey Bee: Industrious Worker for the first time, use your annotating marks and write important notes in the margin. Then, answer these questions:

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think of a question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

First Reading Questions:

1. What is this passage mostly about?

2. How does *pollination* happen?

3. What are *foragers*?

4. How do honey bees let other workers know where to find more food?

5. What is the queen bee's main job?

Task 2 - VOCABULARY
Name: _____ Day: _____
Read the passage a second time. Find four words which are important to the passage. Write them in the boxes below.

| | |
|------------|------------|
| WORD | WORD |
| SYNONYM | SYNONYM |
| ANTONYM | ANTONYM |
| DEFINITION | DEFINITION |
| SENTENCE | SENTENCE |

Task 3 - Reread & Dig Deeper
Name: _____ Day: _____
Read the passage a second time. Answer the following questions:

What is the main idea?

and why it is important.

the text that describe the role of the

colder weather.

Task 4 - Reread & Respond
Name: _____ Date: _____
Read the passage a second time. Answer the following questions:

What is the main idea?

and why it is important.

the text that describe the role of the

colder weather.

Task 5 - Summarize
Name: _____ Date: _____
Write a summary of the passage. The main idea is _____
_____. Then use the four details to write four sentences that support the main idea.

HONEY BEE: INDUSTRIOUS WORKER

Detail 2

Detail 4

NO PREP!
Print and Go!

Answer Keys Provided

Task 1 - Read & Annotate

HONEY BEE: INDUSTRIOUS WORKER

ANSWER KEY

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to the text.
- Write your important thoughts in the margins.

First Reading Questions: Some answers may vary.

1. What is this passage mostly about?
This passage is mostly about honey bees, their jobs within the colony, and how they work together to keep the colony growing.
2. How does pollination happen?
Pollination happens when a bee carries pollen from one flower to another.
3. What are foragers?
Foragers are insects that go outside the colony to find food.
4. How do honey bees know where to find food?
Honey bees let other workers know where to find food by dancing in special patterns.
5. What is the queen bee's main job?
The queen bee's main job is to make sure that the colony has enough bees in the future. She does this by laying eggs.

Task 3 - Reread & Dig Deeper

HONEY BEE: INDUSTRIOUS WORKER

ANSWER KEY

Text Evidence Questions: Some answers may vary.

1. What is the main idea of the passage?
Honey bees are amazing insects that work together in their hives, with each bee doing the jobs that are part of its role.
2. List three details that support the main idea:
 - a) In these hives, each bee has its own role.
 - b) Each colony has a queen bee who lays up to 2,000 eggs each day.
 - c) Worker bees are the largest bees in the colony and do most of the work.
3. Describe the role of a forager and why it is important.
Pollination is the process of moving pollen from one flower to another. Foragers carry pollen from plant to plant. Plants need pollen to grow.
4. Find evidence from the text that describe the role of the queen bee.
 - a) When a worker begins her life, she cleans the nest and feed larvae.
 - b) They work on building honeycomb cells.
 - c) Finally, worker bees become foragers.
5. Explain how bees stay warm in colder weather.
If it's around 50° F., they stay inside. As it gets colder, they put the queen in the middle of the hive. They get around her in a tight circle. When the bees on the outside get cold, they work their way to the middle. When they get too warm on the inside, they move to the outside.
6. What is royal jelly?
Royal jelly is a nutritious fluid made by honey bees.