

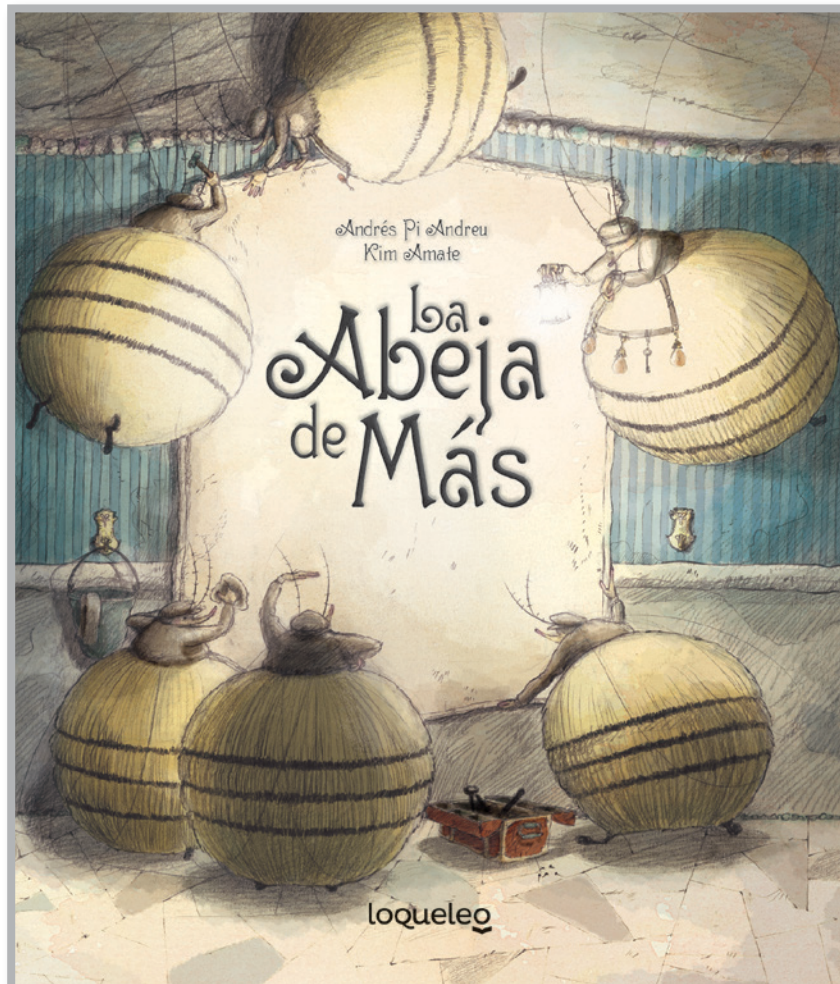
**LESSON PLAN AND ACTIVITIES**

Written in accordance with the Language Arts,  
Social Studies, and Science Standards

---

Author: **ANDRÉS PI ANDREU**

Illustrator: **KIM AMATE**



**Together we foster lifelong readers**

## COMPLEXITY

F&P Guided Reading Level L / Lexile Level 920L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Literary Text: Fantasy

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- ➔ Infer and predict the topic of the book.
- ➔ Identify story structure and sequence of events.
- ➔ Identify story message.
- ➔ Understand characters by analyzing their actions.
- ➔ Use context clues to clarify the meaning of unfamiliar words, including multiple meaning words.
- ➔ Use word parts strategies to explain prefix and word meanings.
- ➔ Recount characters and plot details.
- ➔ Identify the main idea of a text and the author's purpose.
- ➔ Write a fictional narrative paragraph with a different point of view.

## MATERIALS

- ➔ flash cards
- ➔ *El Buscalotodo de una palabra, Significados múltiples, Red de palabras* (Graphic Organizers #8, #26, and #29)\*
- ➔ paper, pencils, crayons, construction paper

## SUMMARY

One day, the bees discovered that there was a bee too many in the beehive. So, they engage in a frantic search to catch the “outsider,” until the queen bee teaches them that to accept other people makes our environment richer and better. Why is it important to learn to tolerate other people?

## STANDARDS

**SLAR CCSS** RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.7, RL 3.10, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.10, SL 3.3, SL 3.4, SL 3.5, SL 3.6, L 3.1, L 3.4, L 3.5, L 3.6

**SLAR TEKS** 3.1.E, 3.1.H, 3.2.A, 3.2.B, 3.2.C, 3.3.A, 3.4.A, 3.4.B, 3.5.A, 3.8.A, 3.8.B, 3.10.A, 3.11.A, 3.17.B, 3.18.A, 3.20.A.ii, 3.20.C, 3.22.A, 3.24.A, 3.24.D, 3.30.A, 3.31.A

**Science TEKS** 3.9.B, 3.10.A, 3.12.A

**NGSS** 3-LS2-1

**NCSS** III. People, Places, and Environments; IV. Individual Development and Identity; V. Individuals, Groups, and Institutions; X. Civic Ideals and Practices

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**cera** – *sustancia que producen las abejas para hacer el panal* / beeswax  
**confeccionar** – *hacer, fabricar* / to build, to do  
**en el aire** – *estar hablando para el público* / on air  
**escalofriante** – *sorprendente, terrible* / hair-raising  
**identificar** – *reconocer* / to identify  
**inmigrante** – *persona que ha llegado de su país de origen para quedarse a vivir* / immigrant  
**panal, colmena** – *lugar donde viven las abejas* / beehive  
**preocupante** – *que causa preocupación, alarmante* / worrisome  
**realizar** – *hacer* / to do  
**sumamente** – *muy* / extremely

### Advanced Vocabulary

**abeja obrera** – *abeja trabajadora* / worker bee  
**abogado(a)** – *persona que ha estudiado la carrera de derecho* / lawyer  
**acento** – *forma especial de hablar un idioma* / accent  
**aguijón** – *órgano punzante de las abejas y otros animales* / stinger  
**avispero** – *lugar donde viven las avispas* / wasp nest  
**hexágono** – *figura plana de seis lados* / hexagon  
**lingüista** – *persona especializada en el estudio del lenguaje y la lengua* / linguist  
**zángano** – *macho de la abeja reina* / drone

## VOCABULARY DEVELOPMENT

- ➔ Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. You may use pictures and gestures to explain the meaning of the vocabulary words. You may also tell a story to integrate some of the terms.
- ➔ Make sure students understand all the vocabulary needed to complete the activities and instruction words, such as *menciona, describe, clasifica, organiza*.
- ➔ Tell students that they will find multiple meaning words in the book. Help students by modeling what the correct meaning of a multiple meaning word is in a context. For example, explain that in the sentence fragment “...llegamos a la conclusión de que la cantidad de cuartos para guardar la miel son los necesarios...,” *cuartos* is a multiple meaning word that could mean fourth, bedroom, or room. In this context, the word *cuartos* stands for rooms. Have students create a multiple meanings chart (Graphic Organizer #29) for the words *zángano, damas, and acento*. Invite them to share their definitions with the class.
- ➔ Tell students that prefixes are word parts attached before a word stem to form a new word. One common prefix is *in-*. The prefix *in-* means “no, o que no es.” Ask them to look for words with that prefix in the book. Help students figure out the meaning of those words in the context of the reading using word part strategy. For example, say: *La palabra “injusto” tiene el prefijo in-. Podemos dividirla en dos partes más pequeñas: “in-” y “justo”. “Injusto” significa “que no es justo”.* Provide support by explaining the cases in which this strategy does not apply, as in *inmigrante*. Have students create a word chart (Graphic Organizer #26) for *infatigable* and *incrédulas*.
- ➔ Play a “with and without” game. Display the vocabulary flash cards for *necesario, destructible, and servible*. Have students write the meaning of the words after adding the prefix *in-*. Ask students to read their definitions aloud.

- ➔ Ask students to create a word web (Graphic Organizer #26) with the word *panal* (beehive). Help students list the words for the different kind of bees in the book, as well as their jobs and contributions to the beehive. Tell students that after the reading, they will use the word web to make an analogy between the beehive and a human society

## READING

### PRE-READING

- ▶ Display the cover of the book. Ask students to identify the title and the author's name. Ask students to predict what this book is about. Write their predictions on the board to check if they were correct after the reading.
- ▶ Explain that people, like the bees in the story, come from different places and have different shapes, sizes, ideas, and beliefs but they also share common characteristics. Tell students that when you learn to accept other people, this allows you to live in harmony and peace.
- ▶ Have students look at the illustrations and help them "read" the illustrations. Ask: *¿Qué propósito crees que tenía el autor cuando escribió este libro?* (What do you think was the author's purpose for writing this book?) *¿Por qué crees que escogió abejas en vez de personas?* (Why do you think he chose bees instead of people?)
- ▶ Tell students they will learn about how a group of bees react when they find out that there is a bee too many in their beehive.

### READING

- ▶ Discuss with students the text structure of the book. Elicit that the book is divided into three parts: beginning, middle, and end. Explain that in the beginning, the book introduces the characters, the setting, and a problem the bees need to solve. The middle introduces the conflict and how the bees try to solve it. The end presents how the conflict was solved and the conclusions.
- ▶ Read the text aloud and have students read along with you. Elicit from students that the author and the illustrator used the illustrations to give information about the characters. Help students describe the illustrations as they point to them: *¿Quién es esta abeja?* (Who is this bee?) *¿Qué hace esta abeja en el panal?* (What does this bee do in the beehive?) *¿Cómo lo sabes?* (How do you know?) Discuss with students the different tools that the bees use as part of their jobs.
- ▶ Have students re-read and visualize the third spread. Then ask: *¿Qué accesorio en común tienen las tres abejas arquitectas? Usa el libro para apoyar tu respuesta.* (What accessory do the three architect bees have in common? Use the book to support your answer.) *Dibuja el accesorio en una hoja de papel.* (Draw the accessory on a piece of paper.) Make sure that students draw the hexagon glasses (*gafas hexagonales*). Then ask students to discuss how they would use this accessory.
- ▶ Divide the class into groups of three. Have students take turns reading the rest of the book to each other while the listeners follow along in the text. Tell students to change readers after each spread. The reader can ask the listeners for help with a difficult passage or with unknown words.
- ▶ Read the "detector de mentiras" diagram (tenth spread of the book) that the spy bee designed. Then do a choral reading of the spread. Explain that humor is a very important resource authors use to explain things and to entertain the readers. Ask: *¿Crees que es graciosa la solución de la abeja espía? ¿Por qué?* (Do you think the spy bee's solution is funny? Why?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud several times. Have students chorally repeat after you.
- Have students answer these or similar comprehension questions. Allow them to use short phrases or incomplete sentences: *Describe el panal.* (Describe the beehive.) *¿Qué juegos jugaban las abejas?* (What games did the bees play?) *¿Cómo puedes saber qué hace cada abeja con solo verla? Menciona dos ejemplos.* (How do you know what each bee does just by looking at them? Give two examples.)

### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Encourage students to make inferences and predictions based on the text, using short sentences.
- Ask these or similar questions to check comprehension: *¿Por qué crees que la abeja obrera piensa que la abeja de más le quitará su trabajo?* (Why do you think that the worker bee thinks that the extra bee will take away its job?) *¿Por qué es importante no juzgar a otros sin conocerlos?* (Why is it important not to judge others before we know them?) *¿Por qué crees que las abejas le hicieron caso a la reina?* (Why do you think the bees listened to the queen bee?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Have students analyze and evaluate the text using complete and elaborate answers.
- Ask these or similar comprehension questions: *Menciona tres cosas que harías para que la abeja de más se identifique a sí misma. Explica tu respuesta.* (Mention three things you would do to make the “extra bee” reveal itself. Explain your answer.) *¿Qué crees que deben hacer las abejas si descubren, un mes después, que hay cien abejas de más en el panal?* (What do you think the bees should do if they discover, one month later, that there are one hundred additional bees in the beehive?)

## POST-READING

- ▶ Explain that the most important thing the author says in a story or passage is called the main idea. Reread the text and help students identify the main idea, “*Ser tolerantes con otras personas es la única manera de vivir en armonía*”. (“To be tolerant of other people is the only way to live in harmony.”)
- ▶ Discuss the main idea with students. Ask: *¿Crees que podemos vivir en armonía siendo intolerantes con personas que no conocemos? ¿Por qué?* (Do you think that we can live in harmony if we are intolerant of people we don’t know? Why?) *¿Cómo te sentirías si alguien te juzgara sin conocerte?* (How would you feel if someone judged you without knowing you?) ✓
- ▶ Read students' predictions on the board. Have volunteers explain why each prediction was correct, incorrect, or partially correct.
- ▶ Review with the class the different arguments used by the bees against the extra bee. Divide the class into groups. Assign each group one argument and a possible solution to defend in front of the class. Invite the class to ask questions to each group about their arguments and solutions. ✓

## CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES AND SCIENCE

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Tell students that the United States of America is a country of immigrants from many different countries that, together with the Native Americans, form our American identity. Have students create a word web about the United States of America, similar to the one they created in the Vocabulary Development section, using different ethnic groups and their contributions to our society. Once finished, ask students to compare and contrast the beehive word web and the United States word web. Make sure students see the parallels between the two word webs. Ask them to use complete sentences and Social Studies vocabulary such as *pueblo*, *trabajo*, *necesidades*, *tolerancia*, *igualdad*, *oportunidades*, *sociedad*, and so on. ✓
- ▶ Read with students the author's autobiography at the end of the book. Then ask: *¿Por qué creen que el autor escribió sobre este tema?* (Why do you think the author wrote about this subject?) ✓
- ▶ Help students draw the interior of a beehive. Have them first draw a hexagon and then six hexagons, using a common side of the original hexagon. Tell students to imagine the purpose of each "cell" of their hive. Finally, ask students to explain how the different activities performed inside each cell have a common objective. Discuss how bees and other insects depend on their social organization to survive. ✓

## WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students use the information, the book structure, and their previous presentations to write the story from the point of view of the "abeja de más" in a paragraph. They should narrate how the bee felt at the beginning, the middle, and at the end of the story. They should also include this bee's solution to the space problem. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their level of proficiency. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. ✓



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

## Vocabulario

**A** Completa las oraciones con las palabras del recuadro.

obreras avispero realizar inmigrante abogados

1. En un panal se produce miel, pero no en un avispero.
2. La mayoría de las abejas de una colmena son obreras.
3. Los abogados saben mucho sobre las leyes.
4. Mi abuelo era un inmigrante mexicano.
5. Las abejas decidieron realizar una investigación.

**B** Añade el prefijo *-in* a las palabras. Luego, busca en el diccionario el significado de la nueva palabra. Mira el ejemplo.

1. crédula: incrédula. Significa que no cree que es verdad lo que le cuentan.
2. móvil: inmóvil. Significa que no se mueve.
3. tolerante: intolerante. Significa que no es tolerante.
4. tranquila: intranquila. Significa que no tiene tranquilidad.
5. cómodo: incómodo. Significa que no tiene comodidad.



Nombre \_\_\_\_\_

### Comprensión lectora

**A** Pon los siguientes sucesos del cuento en orden cronológico. Usa los números del 1 al 6.

- 4     La abeja espía propuso hacer un detector de mentiras.
- 2     Las arquitectas investigaron.
- 6     Todo pareció ser un error de cálculo.
- 3     Las abejas se reunieron en la plaza central.
- 1     Las abejas notaron que no tenían espacio.
- 5     La abeja reina intervino.

**B** ¿Por qué crees que las abejas rechazaban a la abeja de más?

*Possible answer: Porque le tenían miedo a lo desconocido.*

\_\_\_\_\_

\_\_\_\_\_

**C** Explica qué lección aprendieron las abejas de este cuento. Haz un dibujo de cómo imaginas a la abeja de más.

*Possible answers: Las abejas aprendieron que no hay que juzgar a otros sin conocerlos. Las abejas aprendieron que todas eran iguales y que trabajando juntas podían vivir tranquilas.*

\_\_\_\_\_

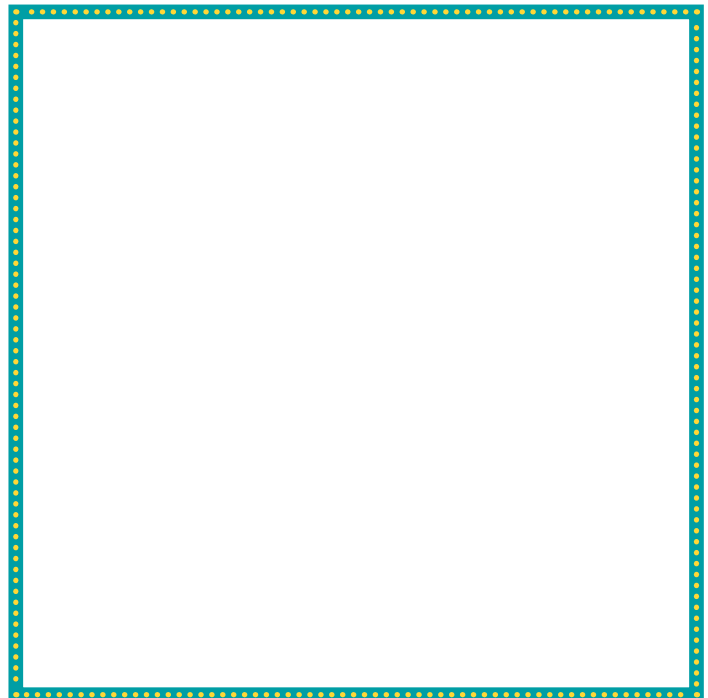
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







Nombre \_\_\_\_\_

## Vocabulario

**A** Completa las oraciones con las palabras del recuadro.

obreras avispero realizar inmigrante abogados

1. En un panal se produce miel, pero no en un \_\_\_\_\_.
2. La mayoría de las abejas de una colmena son \_\_\_\_\_.
3. Los \_\_\_\_\_ saben mucho sobre las leyes.
4. Mi abuelo era un \_\_\_\_\_ mexicano.
5. Las abejas decidieron \_\_\_\_\_ una investigación.

**B** Añade el prefijo *-in* a las palabras. Luego, busca en el diccionario el significado de la nueva palabra. Mira el ejemplo.

1. crédula: incrédula. Significa que no cree que es verdad lo que le cuentan.
2. móvil: \_\_\_\_\_
3. tolerante: \_\_\_\_\_
4. tranquila: \_\_\_\_\_
5. cómodo: \_\_\_\_\_



Nombre \_\_\_\_\_

### Comprensión lectora

**A** Pon los siguientes sucesos del cuento en orden cronológico. Usa los números del 1 al 6.

- \_\_\_\_\_ La abeja espía propuso hacer un detector de mentiras.
- \_\_\_\_\_ Las arquitectas investigaron.
- \_\_\_\_\_ Todo pareció ser un error de cálculo.
- \_\_\_\_\_ Las abejas se reunieron en la plaza central.
- \_\_\_\_\_ Las abejas notaron que no tenían espacio.
- \_\_\_\_\_ La abeja reina intervino.

**B** ¿Por qué crees que las abejas rechazaban a la abeja de más?

---

---

**C** Explica qué lección aprendieron las abejas de este cuento. Haz un dibujo de cómo imaginas a la abeja de más.

---

---

---

---

---

---

---

---

---

---

---

---

