



Danny Looks for a Honeybee Yard

Level G / 160 words / fiction

High frequency words:

be, by, don't, has, they, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing on the front cover? Where do you think they are going?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *honeybee, wooden, buzz, and hungry*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *honeybee* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

The honey bee is the only insect that produces food eaten by man. A beekeeper, or *apiarist*, keeps bees in order to collect their honey and other products that the hive produces. A location where bees are kept is called an *apiary* or "bee yard."

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Danny and Bee want to find the honeybee yard? What sound did Danny and Bee hear that helped them find the honeybee yard?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when he didn't get to meet any bees? Can you think of any uses for honey other than to eat it on toast?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ed* suffix: *looked, listened, and stopped*.
- Find and discuss the homonymns *here* and *hear*.
- Find and discuss the plural nouns: *beehives, bees, boxes, friends, and honeybees*. Change the following words into plural nouns: *sign, snack, and yard*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Find and discuss the warning sign on page 5. Have each student design a warning sign for a honeybee yard, including words and pictures.

Teaching Points: Introducing new words; Noticing compound words; Finding and clapping multisyllabic words; Practicing the *-ed* suffix; Introducing homonymns; Practicing plural nouns; Rereading.