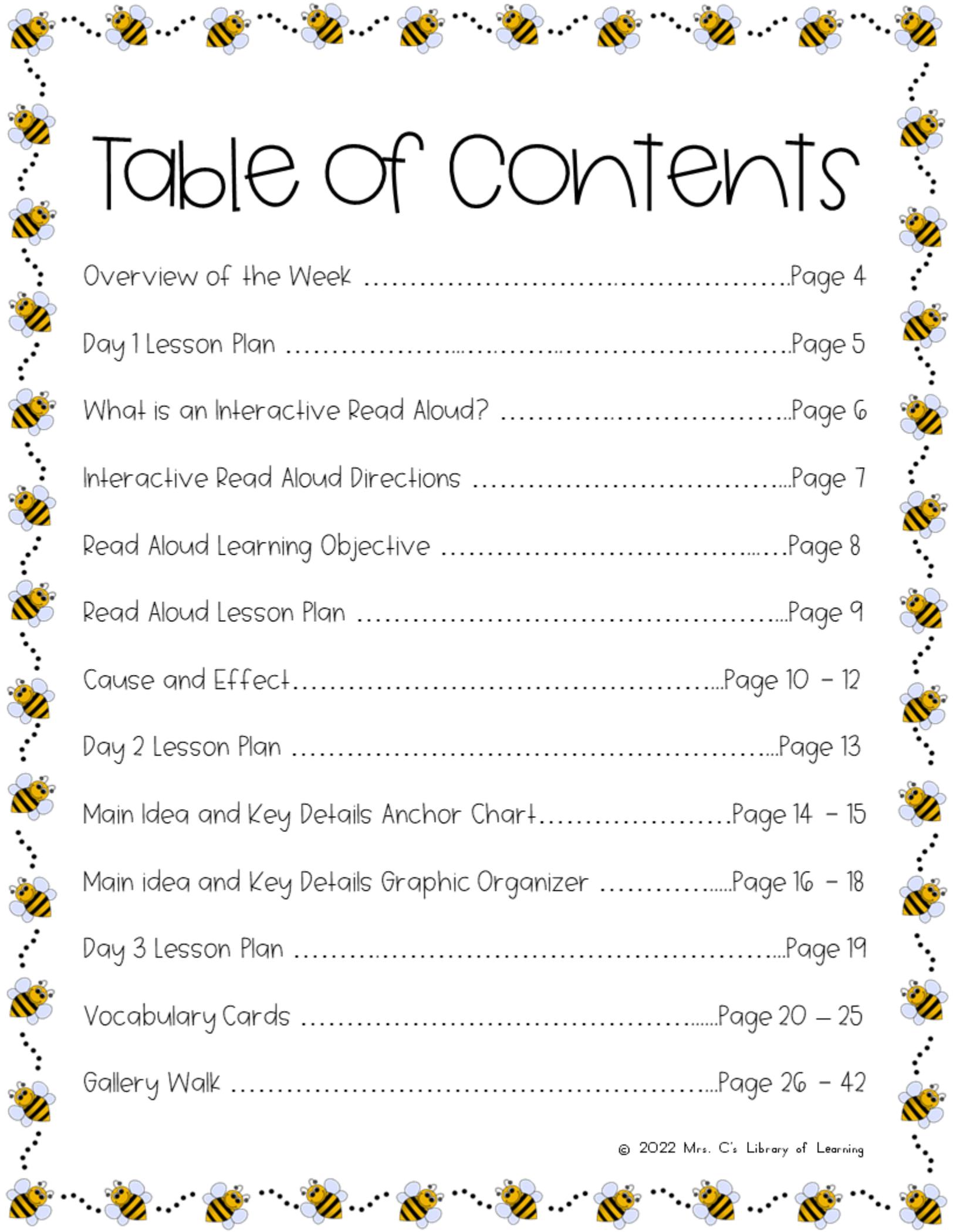


Interactive Read  
Along Lesson Plan &  
Activities

WHAT IF  
THERE WERE NO  
BEEES?

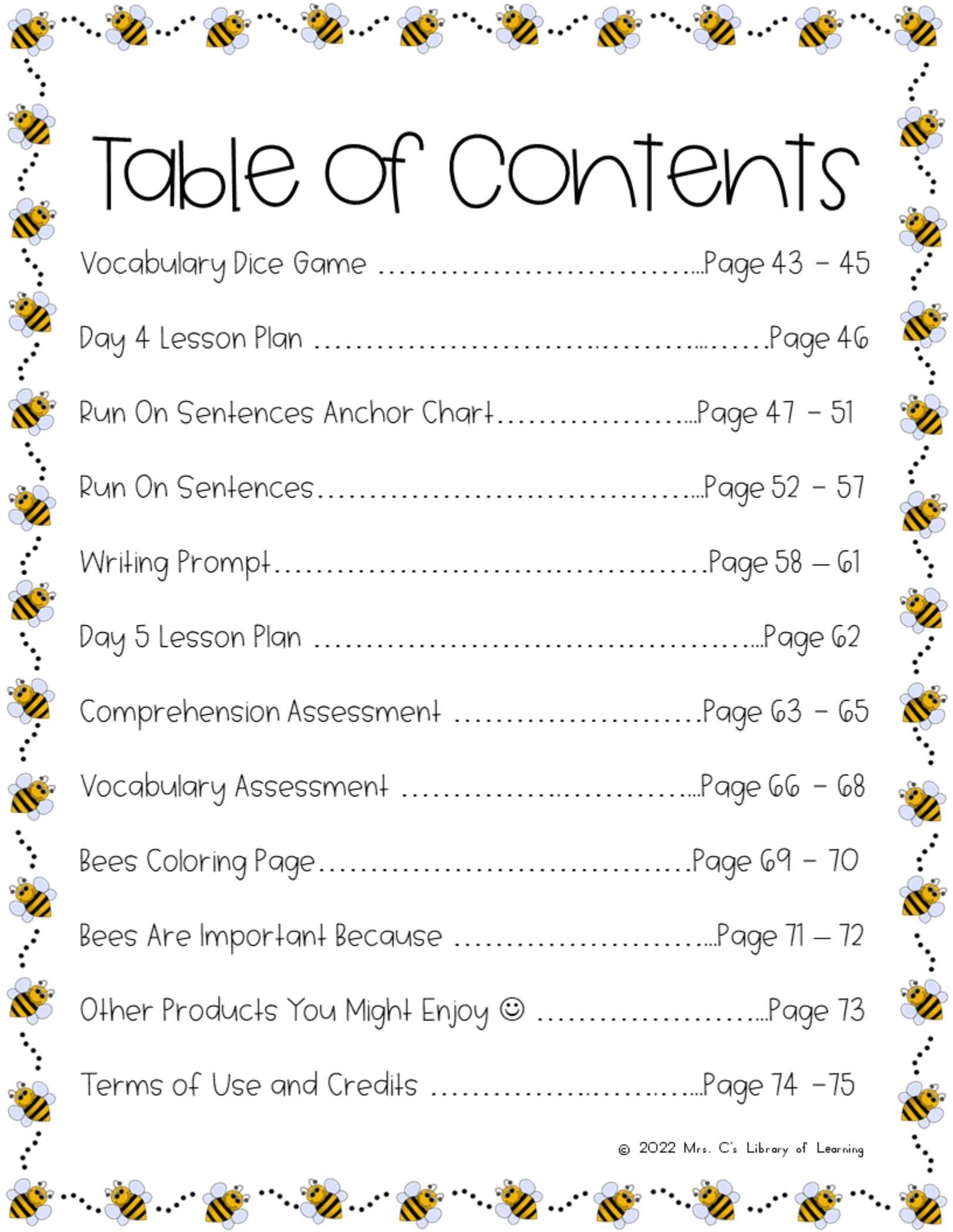
By: Susan Slade





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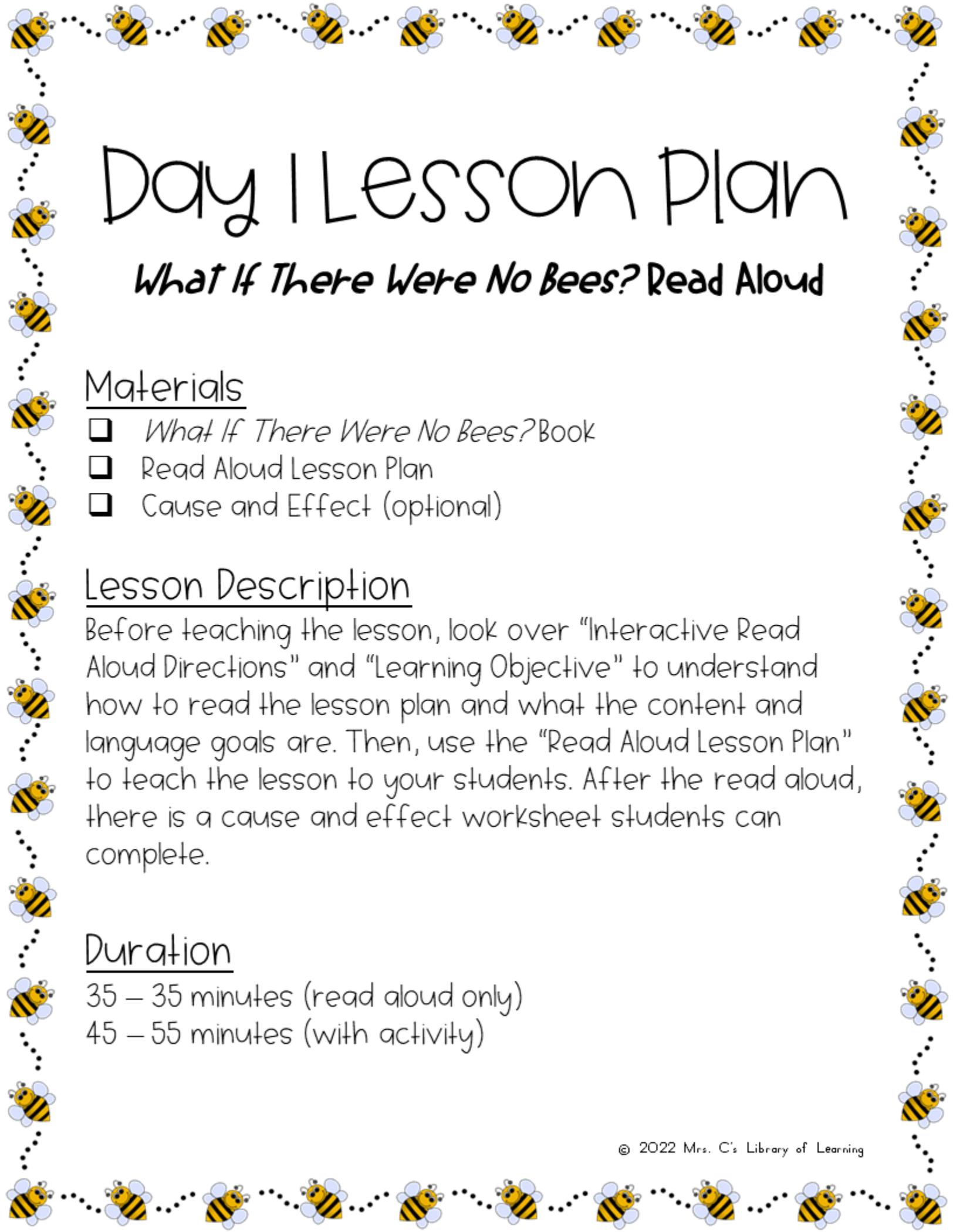
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# Overview of the Week

Day 1 (PDF page 5 - 12)	<b><i>What If There Were No Bees?</i> Read Aloud</b> <u>Learning objective:</u> I can explain the importance of bees in ecosystems.  <u>Duration:</u> 25 - 35 minutes (read aloud only) 45 - 55 minutes (with activity)
Day 2 (PDF page 13 - 18)	<b>Main Idea and Key Details</b> <u>Learning objective:</u> I can explain the main idea of the text supported by 3 key details.  <u>Duration:</u> 40 - 50 minutes
Day 3 (PDF page 19 - 45)	<b>Vocabulary</b> <u>Learning objective:</u> I can describe the vocabulary words.  <u>Duration:</u> 20 - 30 minutes (one activity) 30 - 45 minutes (two activities)
Day 4 (PDF page 46 - 61)	<b>Grammar - Run on Sentences</b> <u>Learning objective:</u> I can revise run on sentences.  <u>Duration:</u> 25 - 45 minutes
Day 5 (PDF page 62 - 72)	<b>Comprehension and Vocabulary Assessment</b>  <u>Duration:</u> 30 - 45 minutes



# Day 1 Lesson Plan

## *What If There Were No Bees?* Read Aloud

### Materials

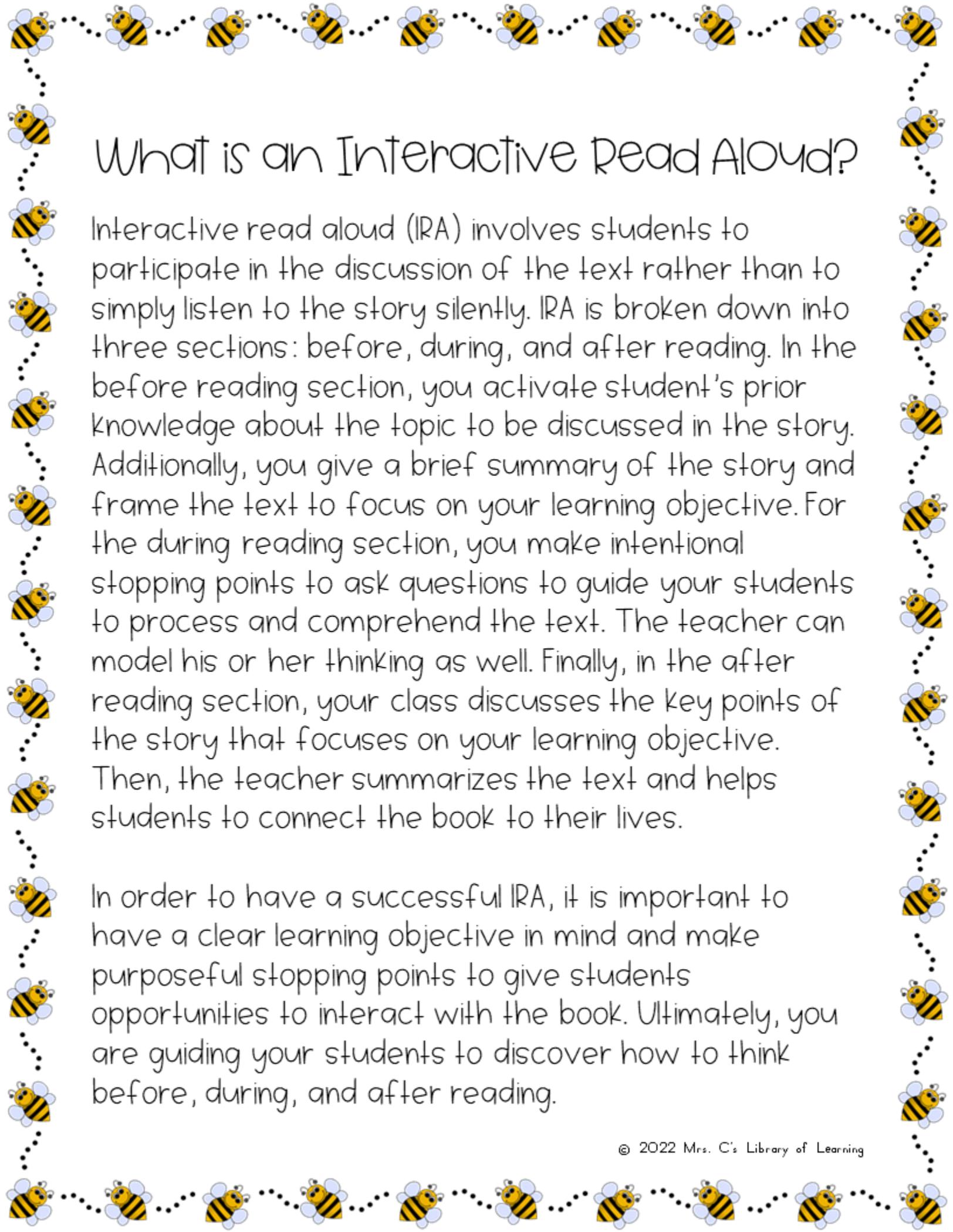
- What If There Were No Bees?* Book
- Read Aloud Lesson Plan
- Cause and Effect (optional)

### Lesson Description

Before teaching the lesson, look over "Interactive Read Aloud Directions" and "Learning Objective" to understand how to read the lesson plan and what the content and language goals are. Then, use the "Read Aloud Lesson Plan" to teach the lesson to your students. After the read aloud, there is a cause and effect worksheet students can complete.

### Duration

35 – 35 minutes (read aloud only)  
45 – 55 minutes (with activity)

A decorative border surrounds the page, featuring a repeating pattern of cartoon bees with yellow and black stripes, flying over small white flowers with yellow centers. The border is composed of a top row, a bottom row, and two vertical side rows, all connected by dotted lines.

# What is an Interactive Read Aloud?

Interactive read aloud (IRA) involves students to participate in the discussion of the text rather than to simply listen to the story silently. IRA is broken down into three sections: before, during, and after reading. In the before reading section, you activate student's prior knowledge about the topic to be discussed in the story. Additionally, you give a brief summary of the story and frame the text to focus on your learning objective. For the during reading section, you make intentional stopping points to ask questions to guide your students to process and comprehend the text. The teacher can model his or her thinking as well. Finally, in the after reading section, your class discusses the key points of the story that focuses on your learning objective. Then, the teacher summarizes the text and helps students to connect the book to their lives.

In order to have a successful IRA, it is important to have a clear learning objective in mind and make purposeful stopping points to give students opportunities to interact with the book. Ultimately, you are guiding your students to discover how to think before, during, and after reading.

# Interactive Read Aloud Directions

Please read the learning objective first as it will tell you what the focus of the read aloud will be about. I have written a content objective and language objective. Content objective tells *what* the students will be learning. Language objective tells *how* the students will demonstrate their learning in one of the four language domains: listening, speaking, reading, and writing. Additionally, in the language objective, I write how to scaffold or support the students.

In the lesson plan, the first column is the instructional moves you will make during the read aloud. The words in **bold** are what you will say to the students. You do not have to say exactly what is written in the lesson plan, but the script is there if you need it. The words in parenthesis are possible student responses. The second column is a brief explanation of *why* the instructional move is being made. Lastly, I have written page numbers for when to stop and discuss the questions during the reading. I counted the page where the story begins as page 1 if there are no page numbers in the book.

Teacher script	Brief explanation of <i>why</i> the instructional move is being made
<p><b>Before Reading</b></p> <p>"What do you think would happen if there were no bees in the world?" (Student answers will vary) *Turn and talk recommended.</p> <p>"Bees are everywhere in the world. They are small but they do big work! Bees spend hours and hours going from flower to flower to collect the sweet juice in the flowers. This may not be a big deal but it makes a huge impact on plants, insects, animals, and even us."</p> <p>"As you read, think carefully about what bees do and how bees are connected to plants, animals, and people."</p>	<p>Activate prior knowledge</p> <p>Brief synopsis of the text</p> <p>Give purpose for reading</p>

# Learning Objective

Common Core State Standards (CCSS):

1st grade	2nd grade	3rd grade
<a href="#">CCSS.ELA-Literacy.RI.1.1</a> Ask and answer questions about key details in a text.	<a href="#">CCSS.ELA-Literacy.RI.2.1</a> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<a href="#">CCSS.ELA-Literacy.RI.3.1</a> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">CCSS.ELA-Literacy.RI.1.2</a> Identify the main topic and retell key details of a text.	<a href="#">CCSS.ELA-Literacy.RI.2.2</a> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<a href="#">CCSS.ELA-Literacy.RI.3.2</a> Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">CCSS.ELA-Literacy.RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<a href="#">CCSS.ELA-Literacy.RI.2.3</a> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<a href="#">CCSS.ELA-Literacy.RI.3.3</a> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Content objective: I can explain the importance of bees in ecosystems.

Language objective: I can discuss what bees do and how bees are connected to plants, animals, and its environment with my turn and talk partner.

# Read Aloud Lesson Plan

## Before Reading

**"What do you think would happen if there were no bees in the world?"** (Student answers will vary) \*Turn and talk recommended.

Activate prior knowledge

**"Bees are everywhere in the world. They are small but they do big work! Bees spend hours and hours going from flower to flower to collect the sweet juice in the flowers. This may not be a big deal but it makes a huge impact on plants, insects, animals, and even us."**

Brief synopsis of the text

**"As you read, think carefully about what bees do and how bees are connected to plants, animals, and people."**

Give purpose for reading

## During Reading

Page 4-5: **"A food web shows how plants and animals are connected to one another. The arrow shows what is eating what. For example, this shows that spiders eat bees."**

Explain how a food web works

Page 6-7: **"What do bees do?"** (Bees go from flower to flower to collect the sweet liquid called nectar. While they collect nectar, tiny pieces of pollen stick to the bees. When they go to other flowers, the pollen falls off inside other flowers. This helps to create seeds and fruits for the plants) \*Turn and talk recommended.

Highlight the focus of the lesson

Page 12-13: **"If bees disappeared, how would this effect the farmers and us?"** (There would be less fruits and vegetables for the farmers to harvest, which means less food available for us to purchase and eat)

Discuss cause and effect

Page 16-17: **"If bees disappeared, how would this effect the plants and animals?"** (Plants wouldn't be able to create seeds or fruits; mice and squirrels would have less or no food to eat, and bears and skunks would have less or no honey to eat)

Discuss cause and effect

## After Reading

**"Why are bees important?"** (Bees are important because they do big work for plants, animals, and its ecosystem. Bees help flowers create seeds and fruits, and these seeds and fruits are food for many small animals like mice and squirrels. Bees also make honey that are food for bears and skunks. Last but not least, bees help plants to grow fruits and vegetables that we eat) \*Turn and talk recommended.

Discuss the learning objective

**"Bees are small but they do the work of giants. If there were no bees in the world, all kinds of bad things would happen. That is why many scientists today are studying bees closely to keep them safe and healthy so that there will be plenty of bees buzzing around today and in the future."**

Summary of the book and learning objective

**"What is one thing you learned about bees?"** (Student answers will vary)

Making connections

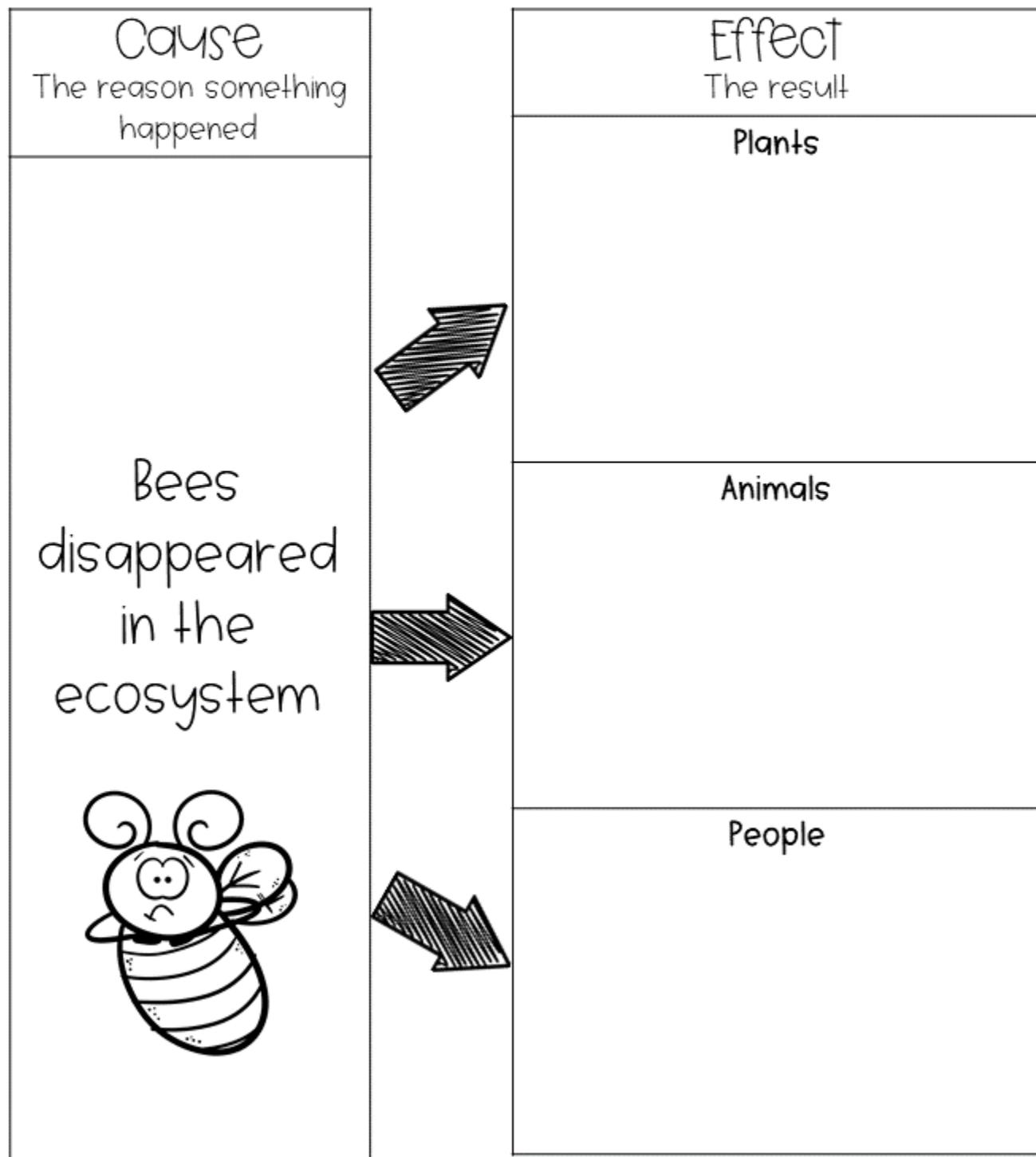
Name: \_\_\_\_\_

# Cause and Effect

Cause The reason something happened	Effect The result
Bees disappeared in the ecosystem 	Plants
	Animals
	People

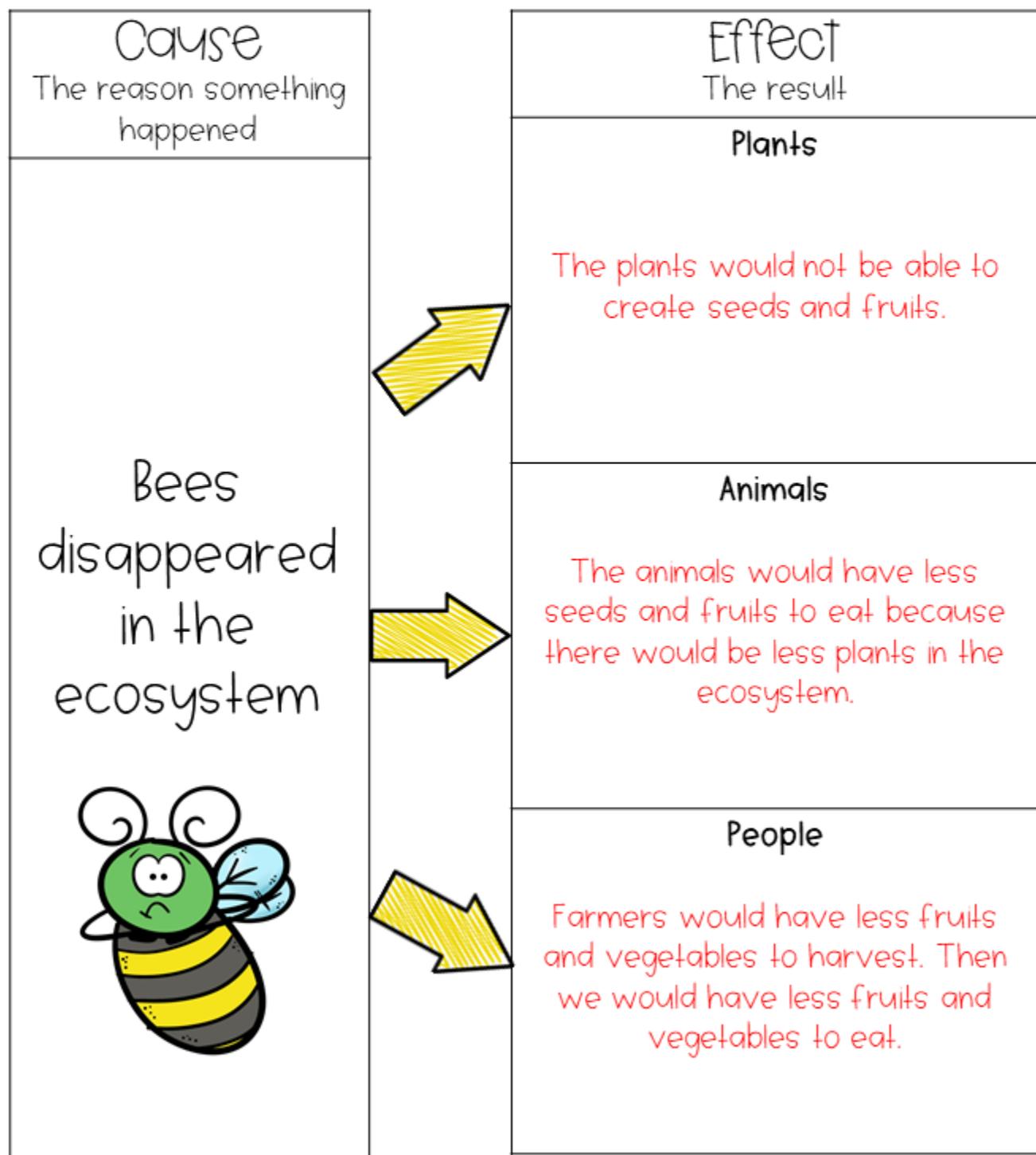
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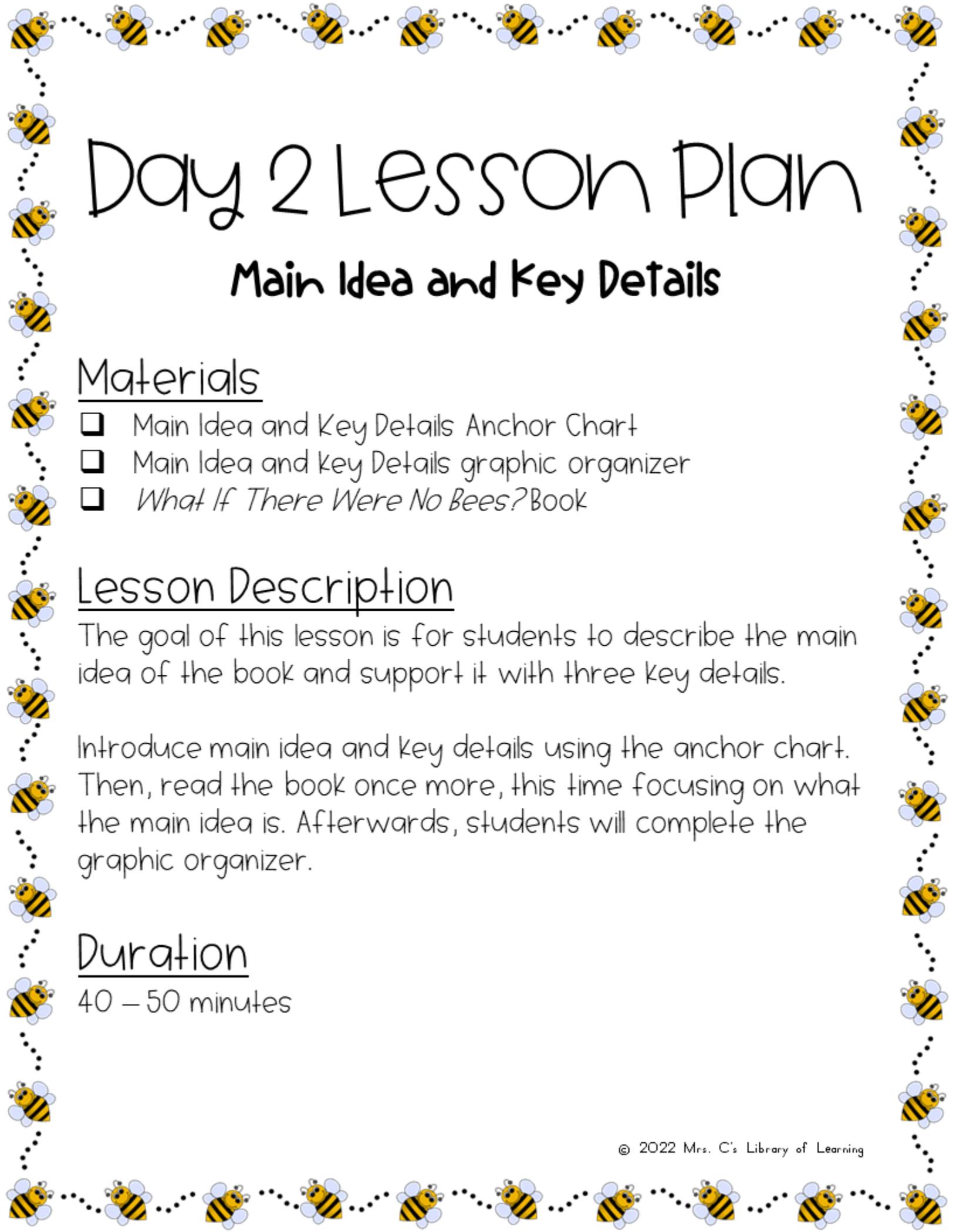
# Cause and Effect



Name: \_\_\_\_\_ Answer Key

# Cause and Effect





# Day 2 Lesson Plan

## Main Idea and Key Details

### Materials

- Main Idea and Key Details Anchor Chart
- Main Idea and Key Details graphic organizer
- What If There Were No Bees?* Book

### Lesson Description

The goal of this lesson is for students to describe the main idea of the book and support it with three key details.

Introduce main idea and key details using the anchor chart. Then, read the book once more, this time focusing on what the main idea is. Afterwards, students will complete the graphic organizer.

### Duration

40 – 50 minutes

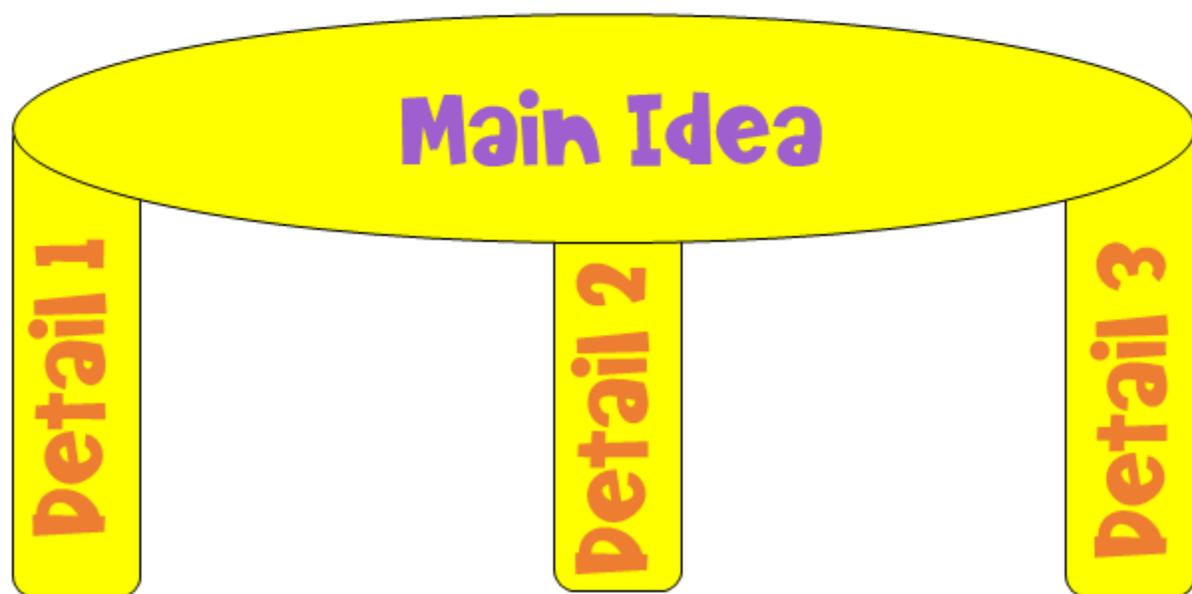
# Main Idea & Key Details

## What is main idea?

- Main idea is what the author wants you to understand the most from the text.
- Ask yourself "what was this mostly about?"

## What are key details?

- Key details are information from the text that tell more about, describe, or explain the main idea.
- Ask yourself "how do I know the main idea is true?"



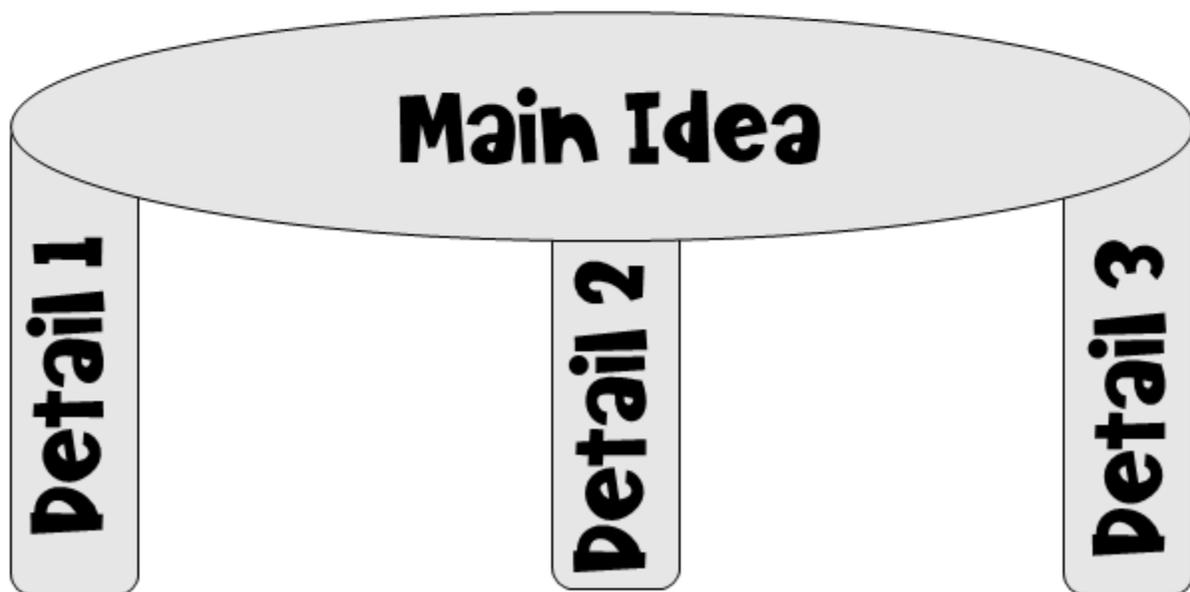
# Main Idea & Key Details

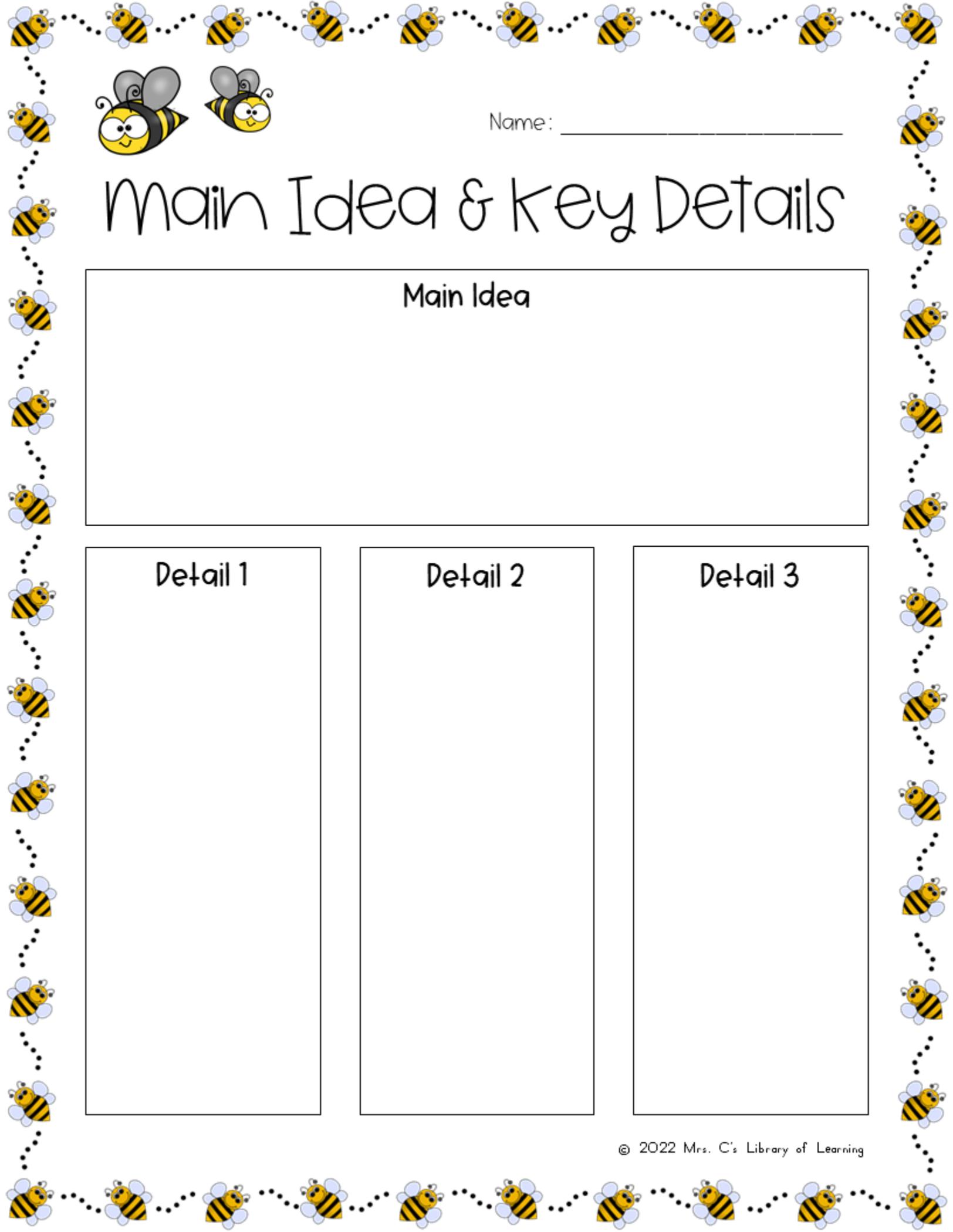
## What is main idea?

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- Ask yourself "what was this mostly about?"

## What are key details?

- Key details are information from the text that tell more about, describe, or explain the main idea.
- Ask yourself "how do I know the main idea is true?"





Name: \_\_\_\_\_

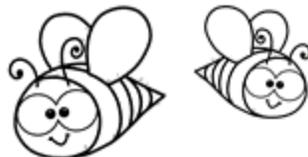
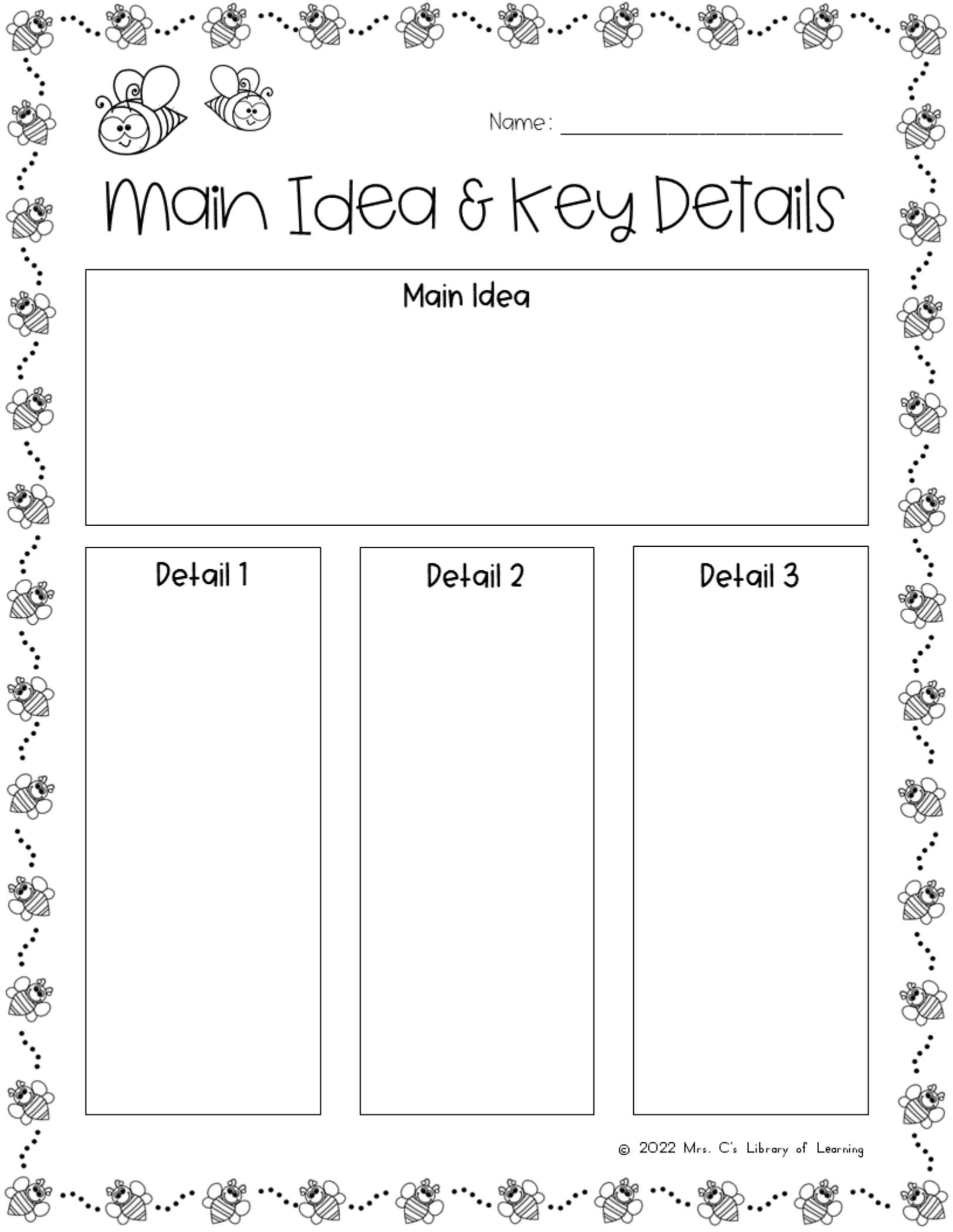
# Main Idea & Key Details

Main Idea

Detail 1

Detail 2

Detail 3



Name: \_\_\_\_\_

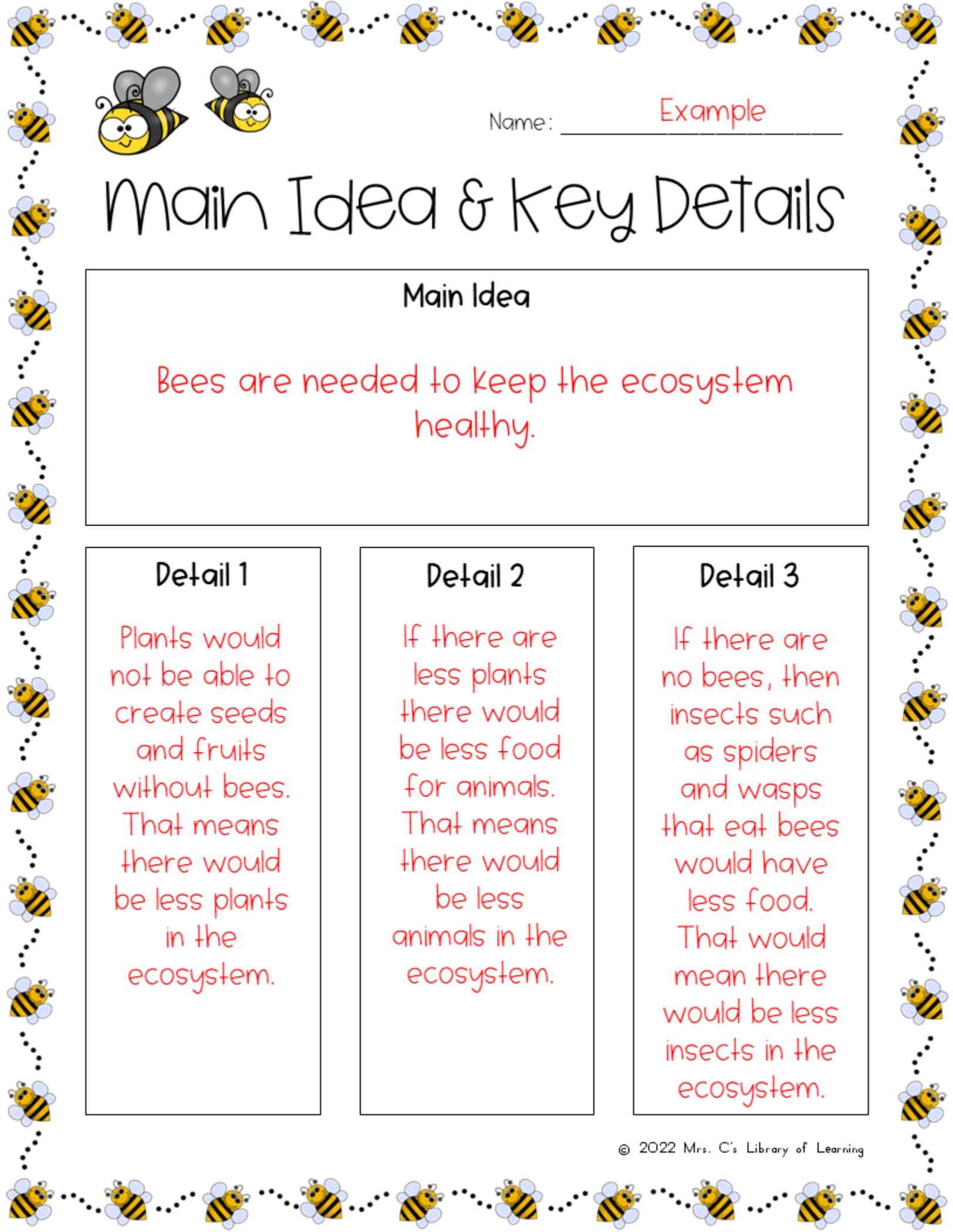
# Main Idea & Key Details

Main Idea

Detail 1

Detail 2

Detail 3



Name: \_\_\_\_\_ Example

# Main Idea & Key Details

## Main Idea

Bees are needed to keep the ecosystem healthy.

## Detail 1

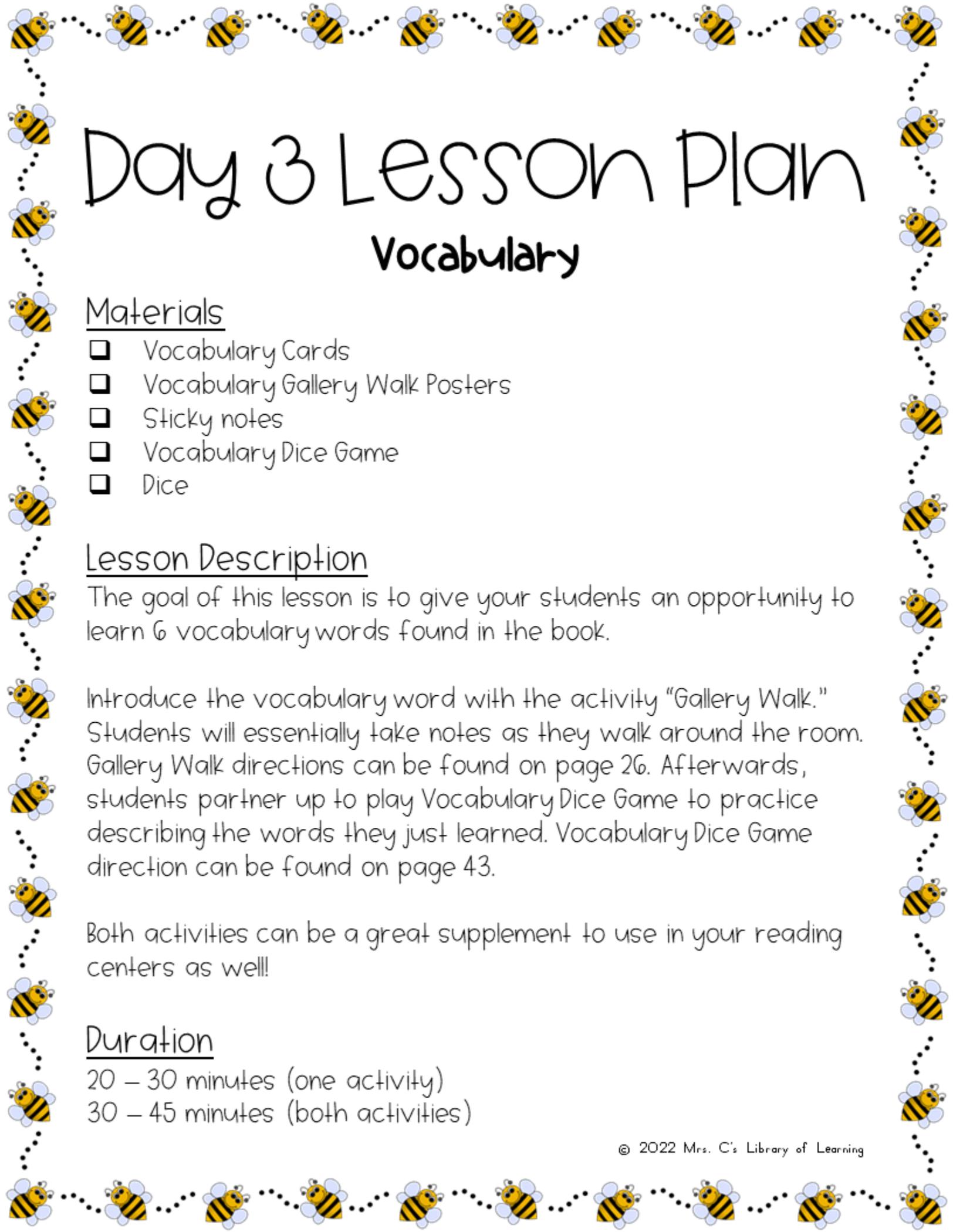
Plants would not be able to create seeds and fruits without bees. That means there would be less plants in the ecosystem.

## Detail 2

If there are less plants there would be less food for animals. That means there would be less animals in the ecosystem.

## Detail 3

If there are no bees, then insects such as spiders and wasps that eat bees would have less food. That would mean there would be less insects in the ecosystem.



# Day 3 Lesson Plan

## Vocabulary

### Materials

- Vocabulary Cards
- Vocabulary Gallery Walk Posters
- Sticky notes
- Vocabulary Dice Game
- Dice

### Lesson Description

The goal of this lesson is to give your students an opportunity to learn 6 vocabulary words found in the book.

Introduce the vocabulary word with the activity "Gallery Walk." Students will essentially take notes as they walk around the room. Gallery Walk directions can be found on page 26. Afterwards, students partner up to play Vocabulary Dice Game to practice describing the words they just learned. Vocabulary Dice Game direction can be found on page 43.

Both activities can be a great supplement to use in your reading centers as well!

### Duration

20 – 30 minutes (one activity)

30 – 45 minutes (both activities)

# Vocabulary Cards - Large

Critical

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Nectar

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Pollination

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# Vocabulary Cards - Large

Pesticide

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Ecosystem

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Extinct

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# Vocabulary Cards- Small

Critical

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Nectar

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Pollination

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Pesticide

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Ecosystem

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Extinct

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# Vocabulary Cards - Large

Critical

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Nectar

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Pollination

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# Vocabulary Cards - Large

Pesticide

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Ecosystem

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Extinct

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# Vocabulary Cards- Small

Critical

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Nectar

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Pollination

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Pesticide

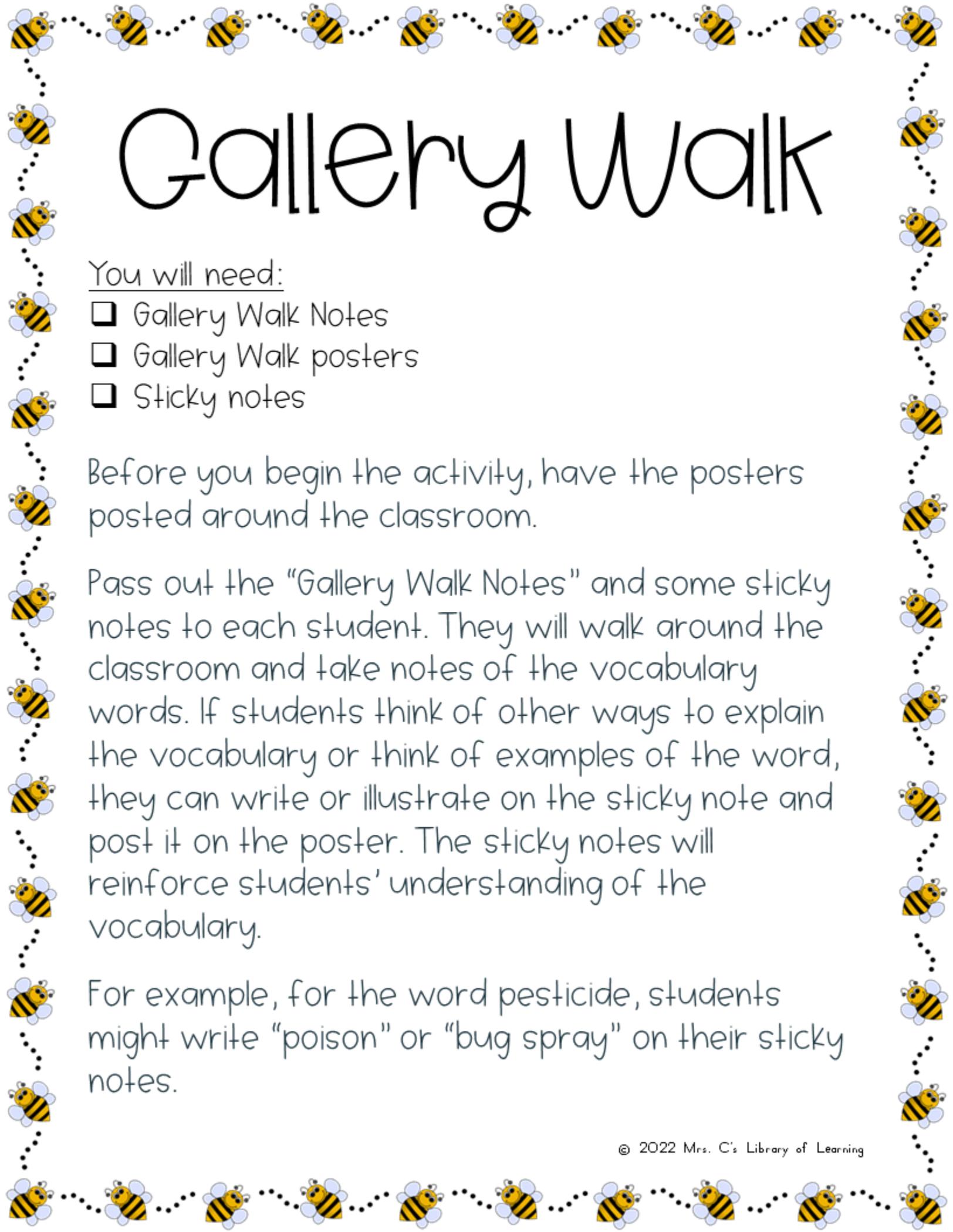
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Ecosystem

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Extinct

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# Gallery Walk

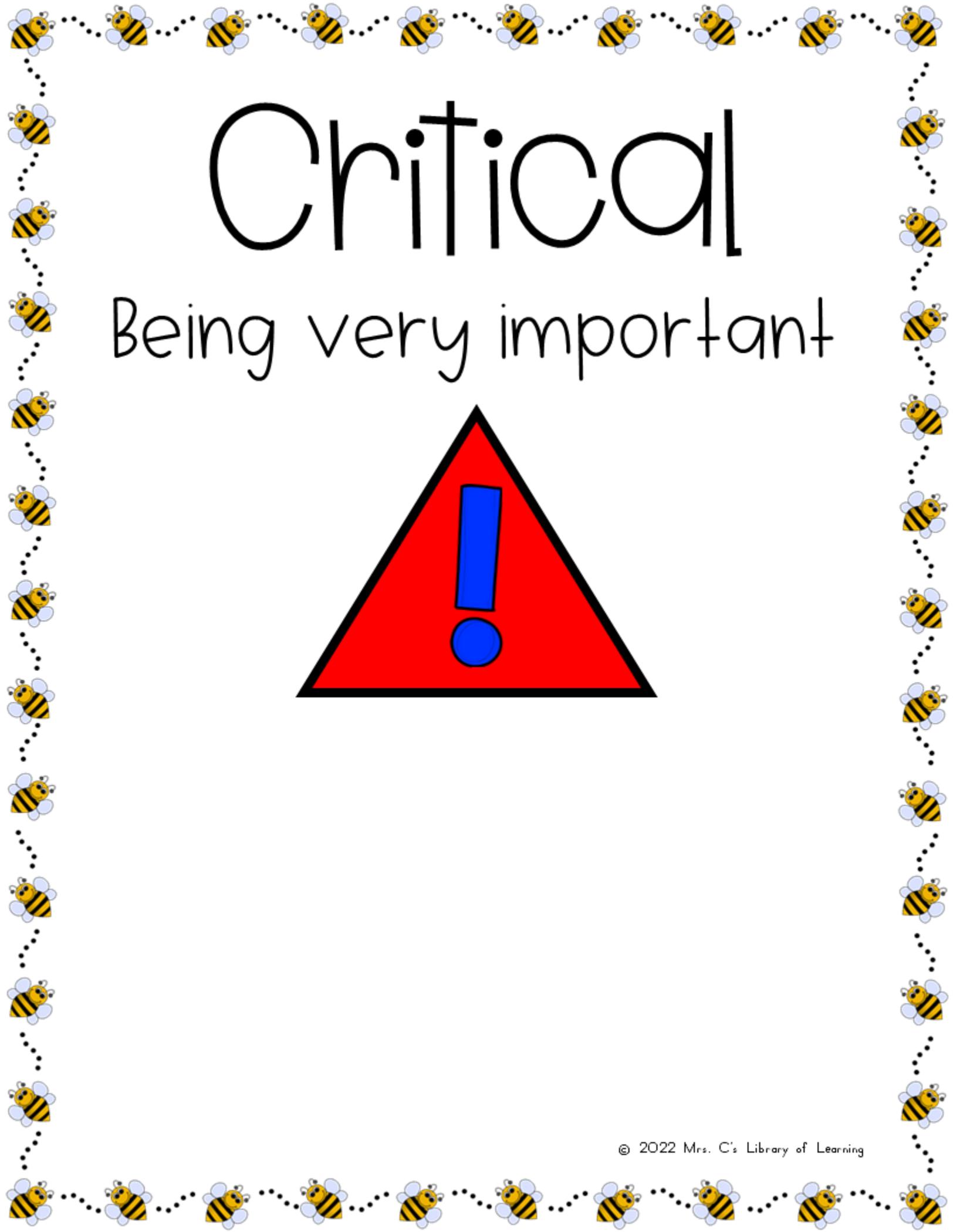
You will need:

- Gallery Walk Notes
- Gallery Walk posters
- Sticky notes

Before you begin the activity, have the posters posted around the classroom.

Pass out the "Gallery Walk Notes" and some sticky notes to each student. They will walk around the classroom and take notes of the vocabulary words. If students think of other ways to explain the vocabulary or think of examples of the word, they can write or illustrate on the sticky note and post it on the poster. The sticky notes will reinforce students' understanding of the vocabulary.

For example, for the word pesticide, students might write "poison" or "bug spray" on their sticky notes.

A decorative border surrounds the page, featuring a repeating pattern of cartoon bees with yellow and black stripes and white flowers with blue centers, connected by a dotted line.

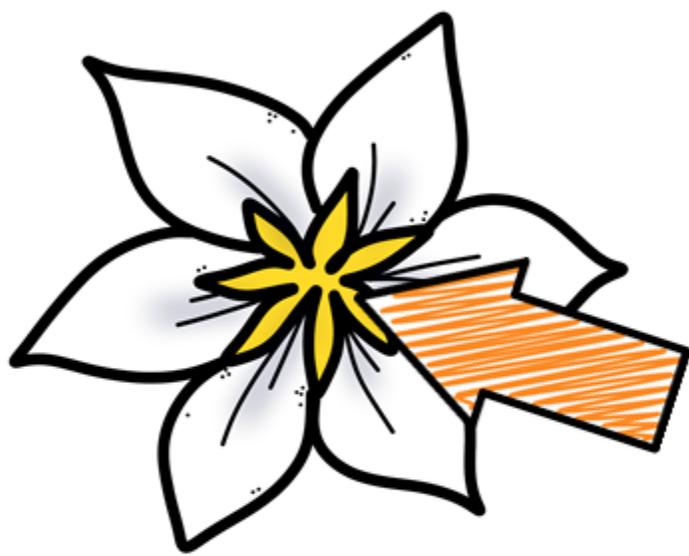
# Critical

Being very important



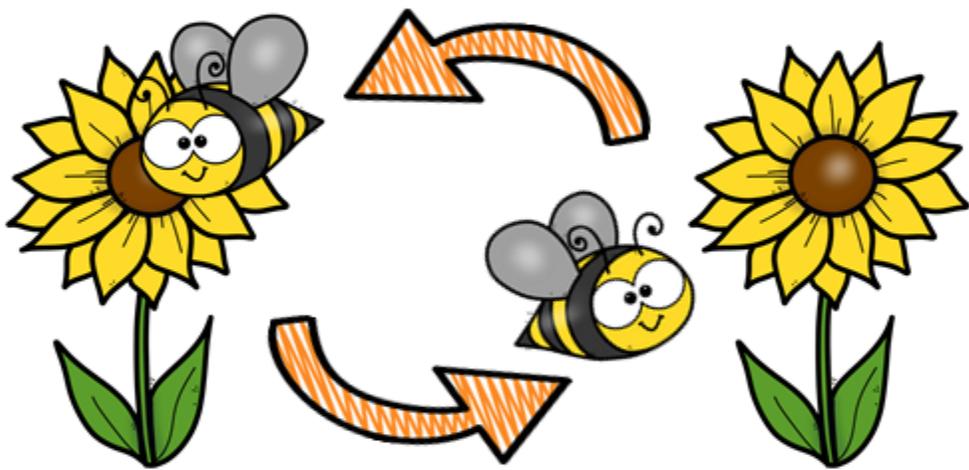
# Nectar

Sweet liquid in flowers



# Pollination

The process of pollen being moved from one flowering plant to another to create seeds and fruits



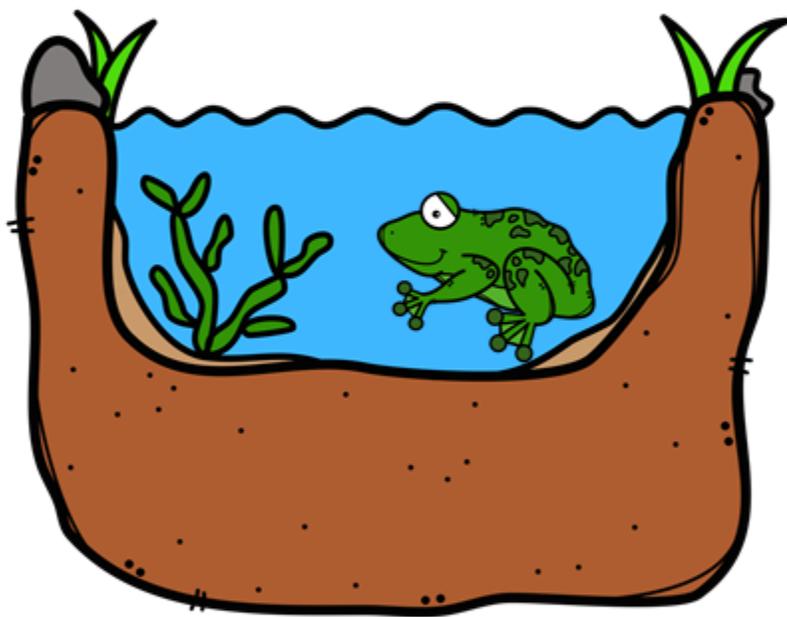
# Pesticide

A chemical used to kill insects or animals that are harmful to farming



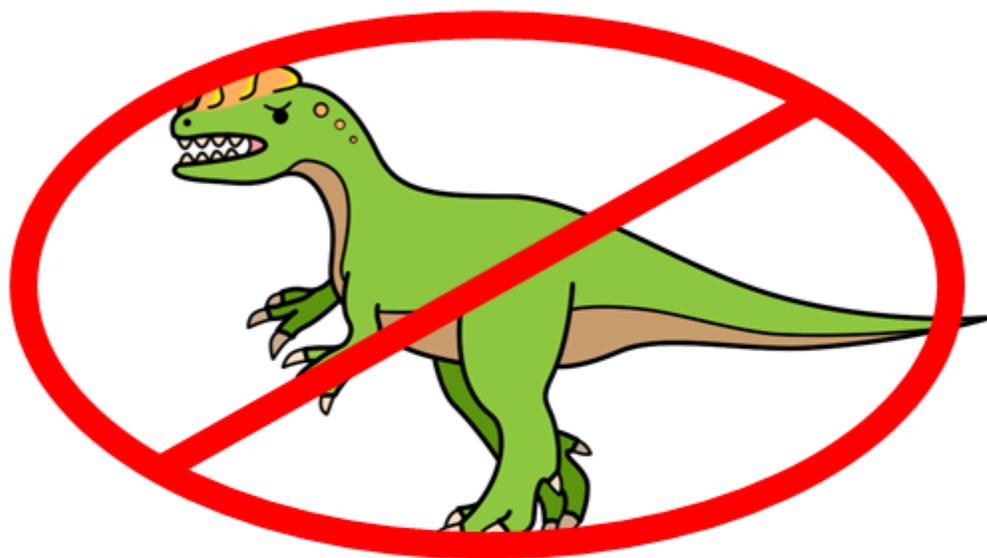
# Ecosystem

All living and nonliving things  
in an area



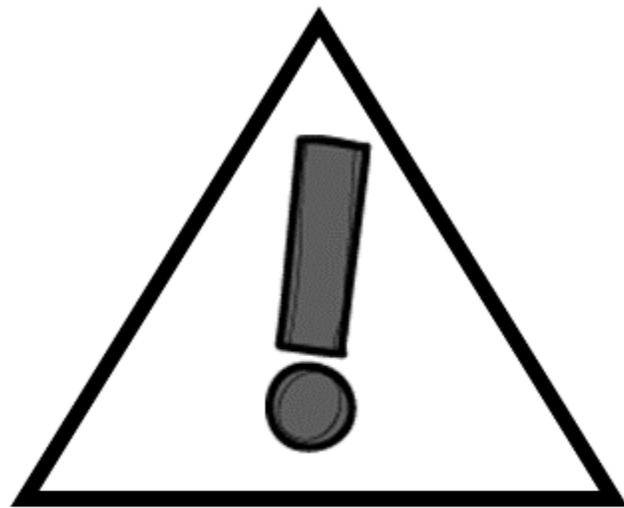
# Extinct

No longer existing



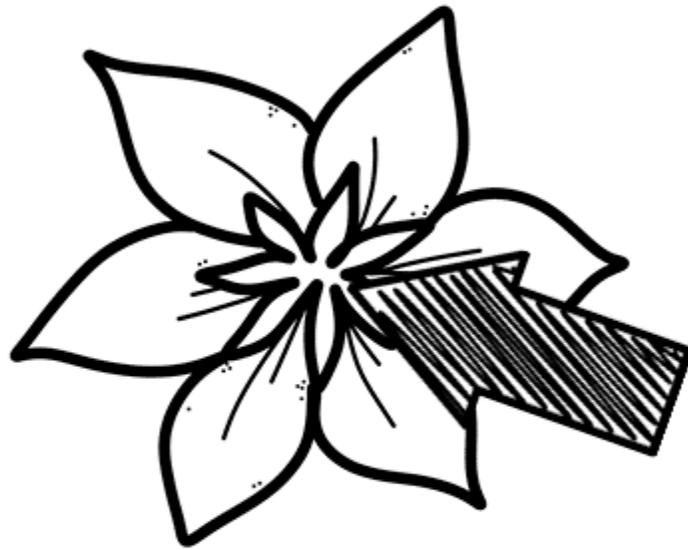
# Critical

Being very important



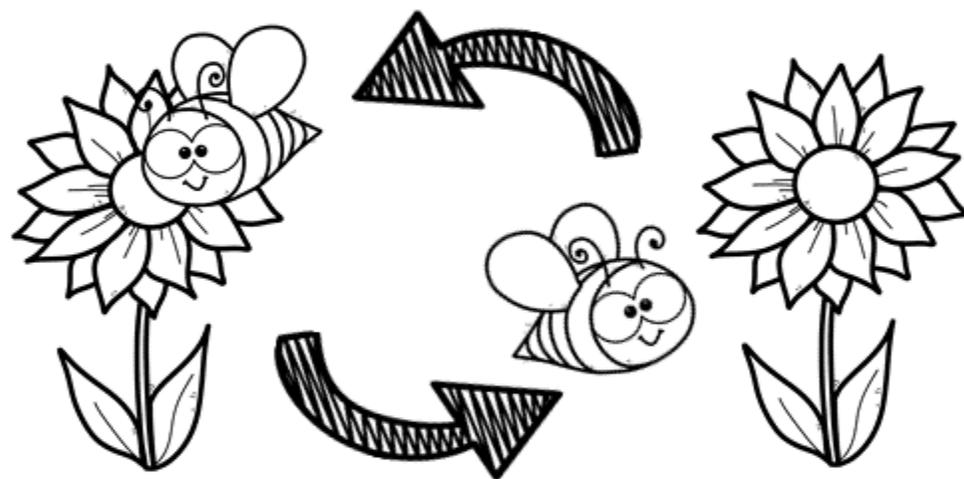
# Nectar

Sweet liquid in flowers



# Pollination

The process of pollen being moved from one flowering plant to another to create seeds and fruits



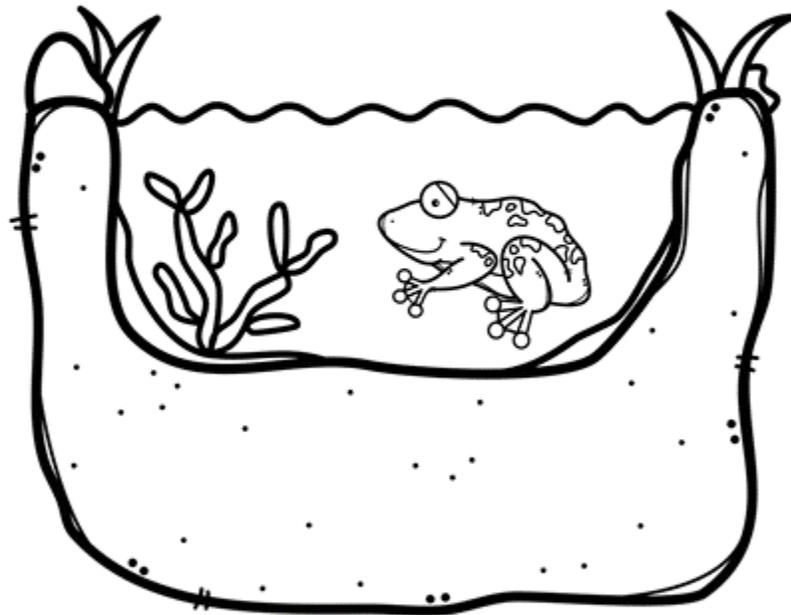
# Pesticide

A chemical used to kill insects or animals that are harmful to farming



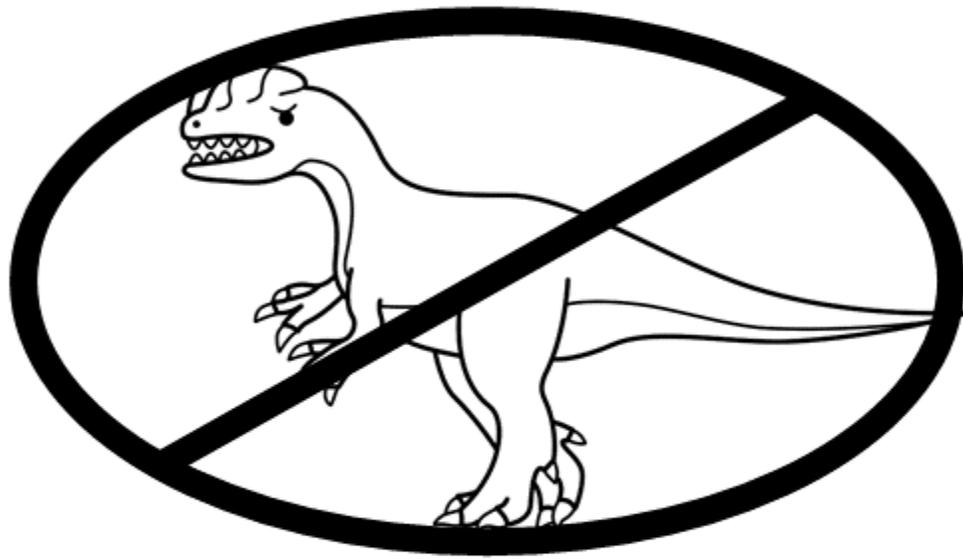
# Ecosystem

All living and nonliving things  
in an area



# Extinct

No longer existing

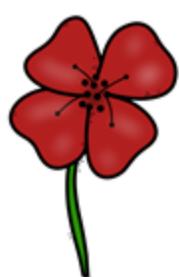


Name: \_\_\_\_\_



# Gallery Walk Notes

Definition	Draw a Picture
<u>Critical:</u>	
<u>Nectar:</u>	
<u>Pesticide:</u>	



Name: \_\_\_\_\_

# Gallery Walk Notes

Definition	Draw a Picture
<u>Pollination:</u>     	
<u>Ecosystem:</u>     	
<u>Extinct:</u>     	

Name: \_\_\_\_\_



# Gallery Walk Notes

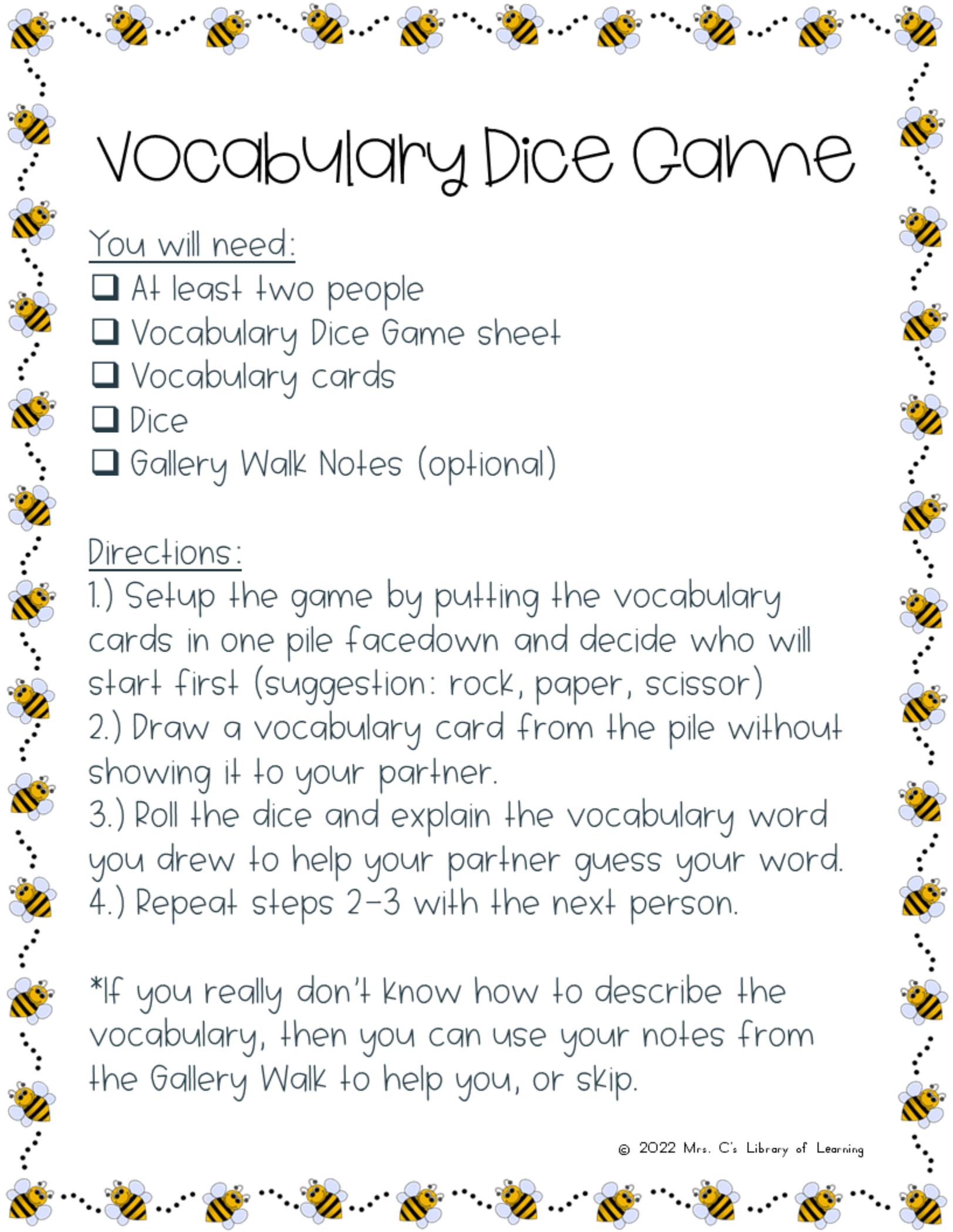
Definition	Draw a Picture
<u>Critical:</u>	
<u>Nectar:</u>	
<u>Pesticide:</u>	



Name: \_\_\_\_\_

# Gallery Walk Notes

Definition	Draw a Picture
<u>Pollination:</u>	
<u>Ecosystem:</u>	
<u>Extinct:</u>	



# Vocabulary Dice Game

## You will need:

- At least two people
- Vocabulary Dice Game sheet
- Vocabulary cards
- Dice
- Gallery Walk Notes (optional)

## Directions:

- 1.) Setup the game by putting the vocabulary cards in one pile facedown and decide who will start first (suggestion: rock, paper, scissor)
- 2.) Draw a vocabulary card from the pile without showing it to your partner.
- 3.) Roll the dice and explain the vocabulary word you drew to help your partner guess your word.
- 4.) Repeat steps 2-3 with the next person.

\*If you really don't know how to describe the vocabulary, then you can use your notes from the Gallery Walk to help you, or skip.

# Vocabulary Dice Game



Describe the word



Act it out



Draw a picture



What does this word remind you of?

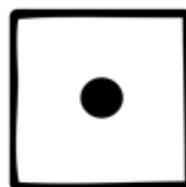


Give a synonym (example) and antonym (non-example)



Free choice!

# Vocabulary Dice Game



Describe the word



Act it out



Draw a picture



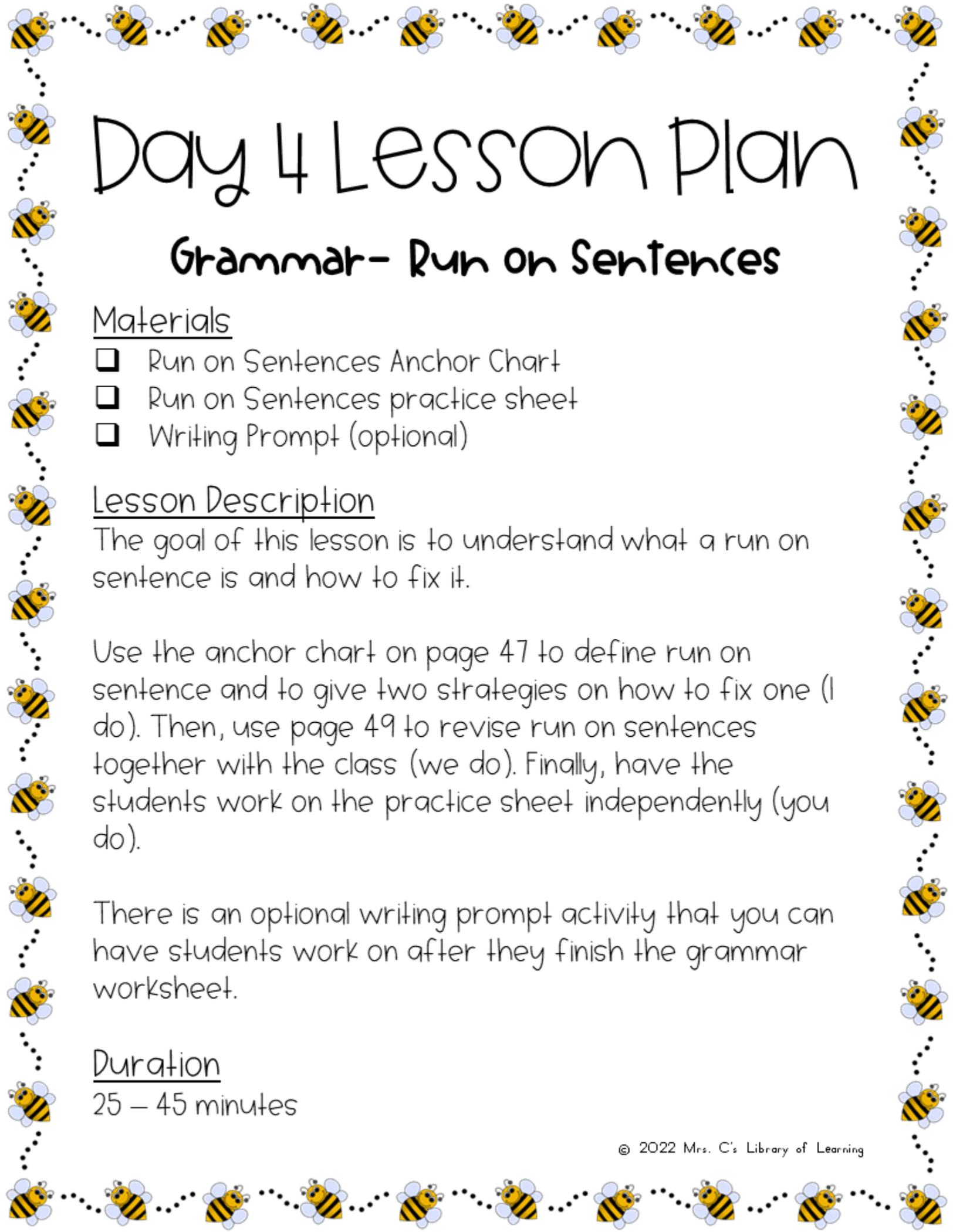
What does this word  
remind you of?



Give a synonym  
(example) and antonym  
(non-example)



Free choice!



# Day 4 Lesson Plan

## Grammar- Run on Sentences

### Materials

- Run on Sentences Anchor Chart
- Run on Sentences practice sheet
- Writing Prompt (optional)

### Lesson Description

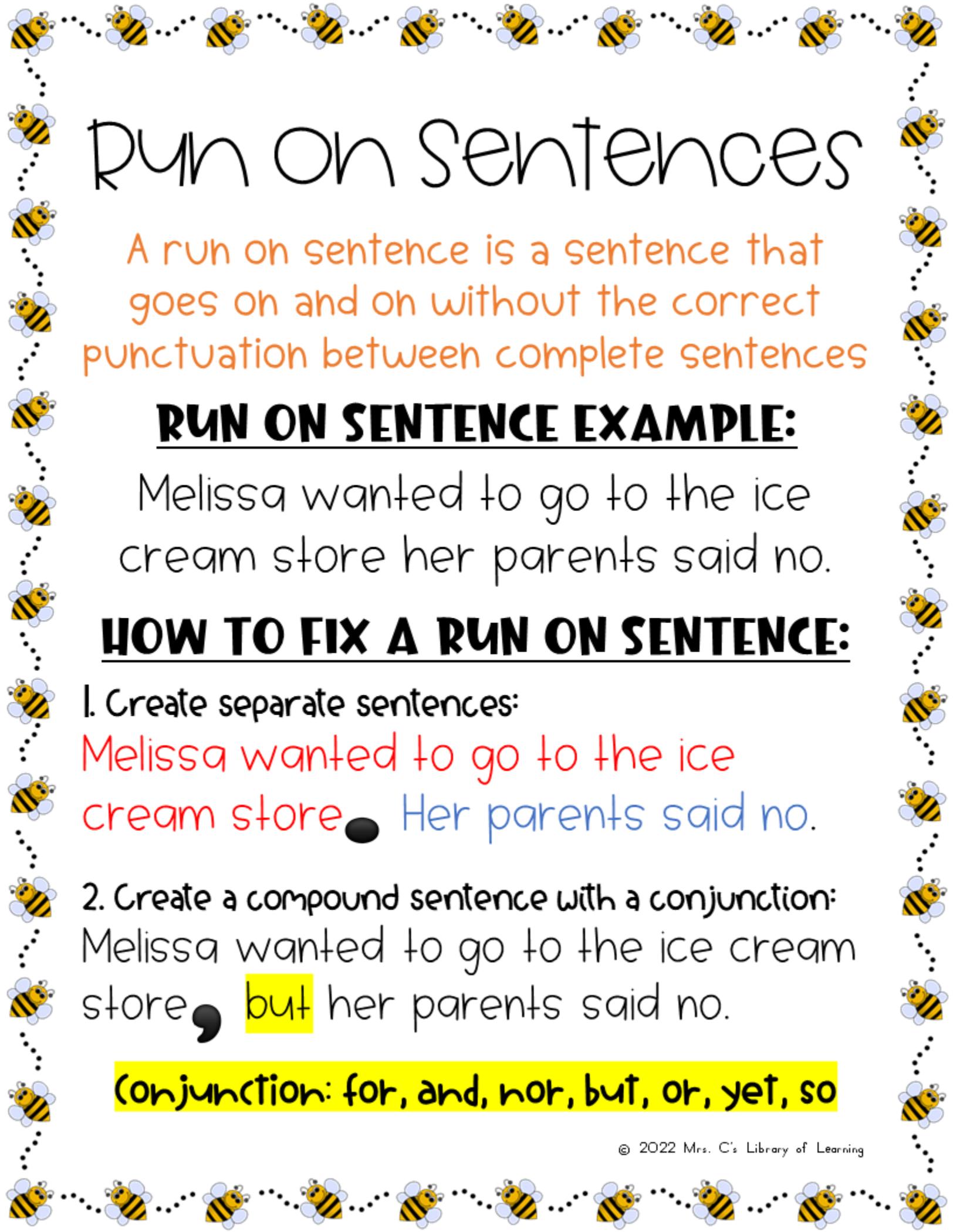
The goal of this lesson is to understand what a run on sentence is and how to fix it.

Use the anchor chart on page 47 to define run on sentence and to give two strategies on how to fix one (I do). Then, use page 49 to revise run on sentences together with the class (we do). Finally, have the students work on the practice sheet independently (you do).

There is an optional writing prompt activity that you can have students work on after they finish the grammar worksheet.

### Duration

25 – 45 minutes



# Run On Sentences

A run on sentence is a sentence that goes on and on without the correct punctuation between complete sentences

## **RUN ON SENTENCE EXAMPLE:**

Melissa wanted to go to the ice cream store her parents said no.

## **HOW TO FIX A RUN ON SENTENCE:**

1. Create separate sentences:

Melissa wanted to go to the ice cream store. Her parents said no.

2. Create a compound sentence with a conjunction:

Melissa wanted to go to the ice cream store, but her parents said no.

**Conjunction: for, and, nor, but, or, yet, so**

# Run On Sentences

A run on sentence is a sentence that goes on and on without the correct punctuation between complete sentences

## **RUN ON SENTENCE EXAMPLE:**

Melissa wanted to go to the ice cream store her parents said no.

## **HOW TO FIX A RUN ON SENTENCE:**

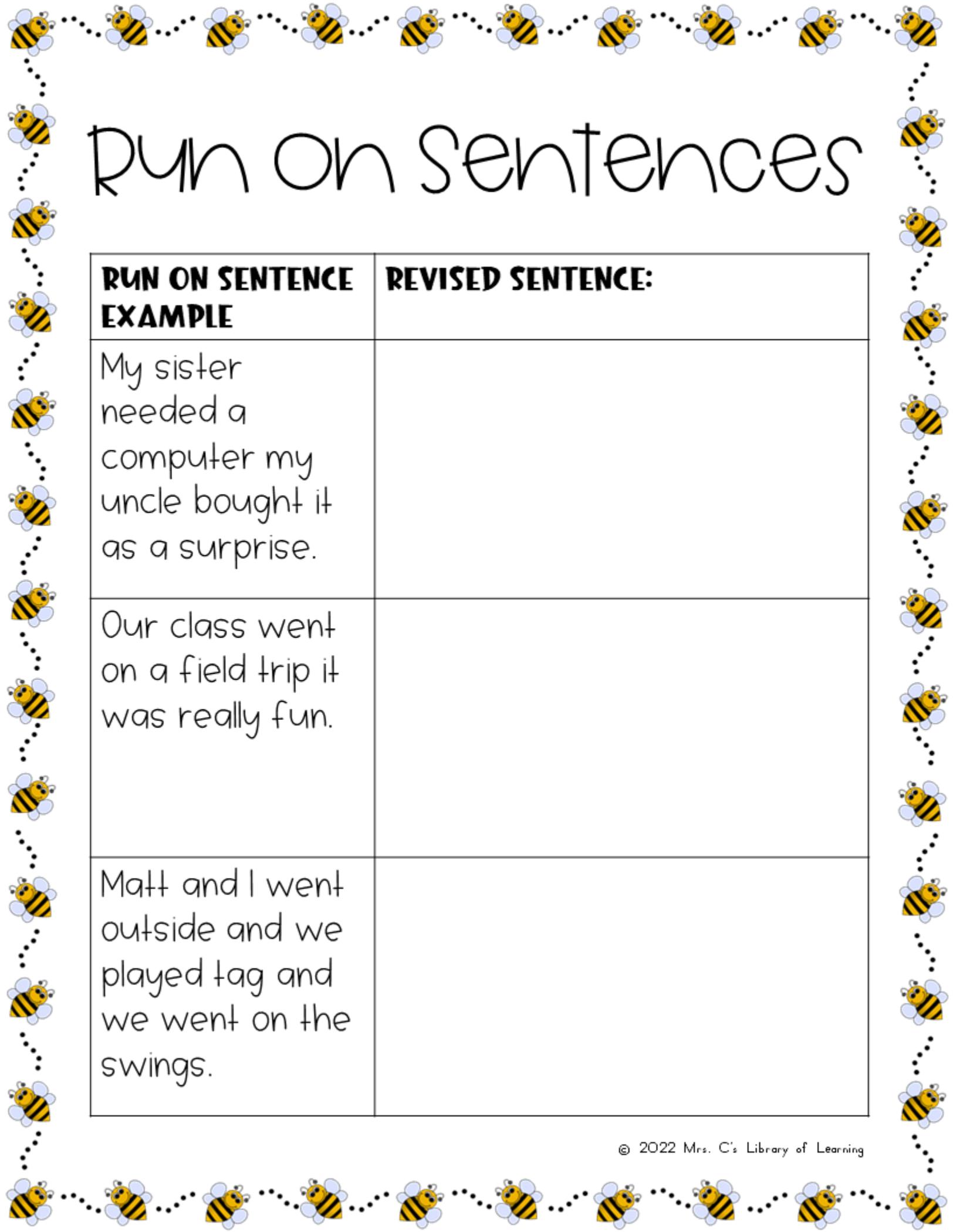
1. Create separate sentences:

Melissa wanted to go to the ice cream store. Her parents said no.

2. Create a compound sentence with a conjunction:

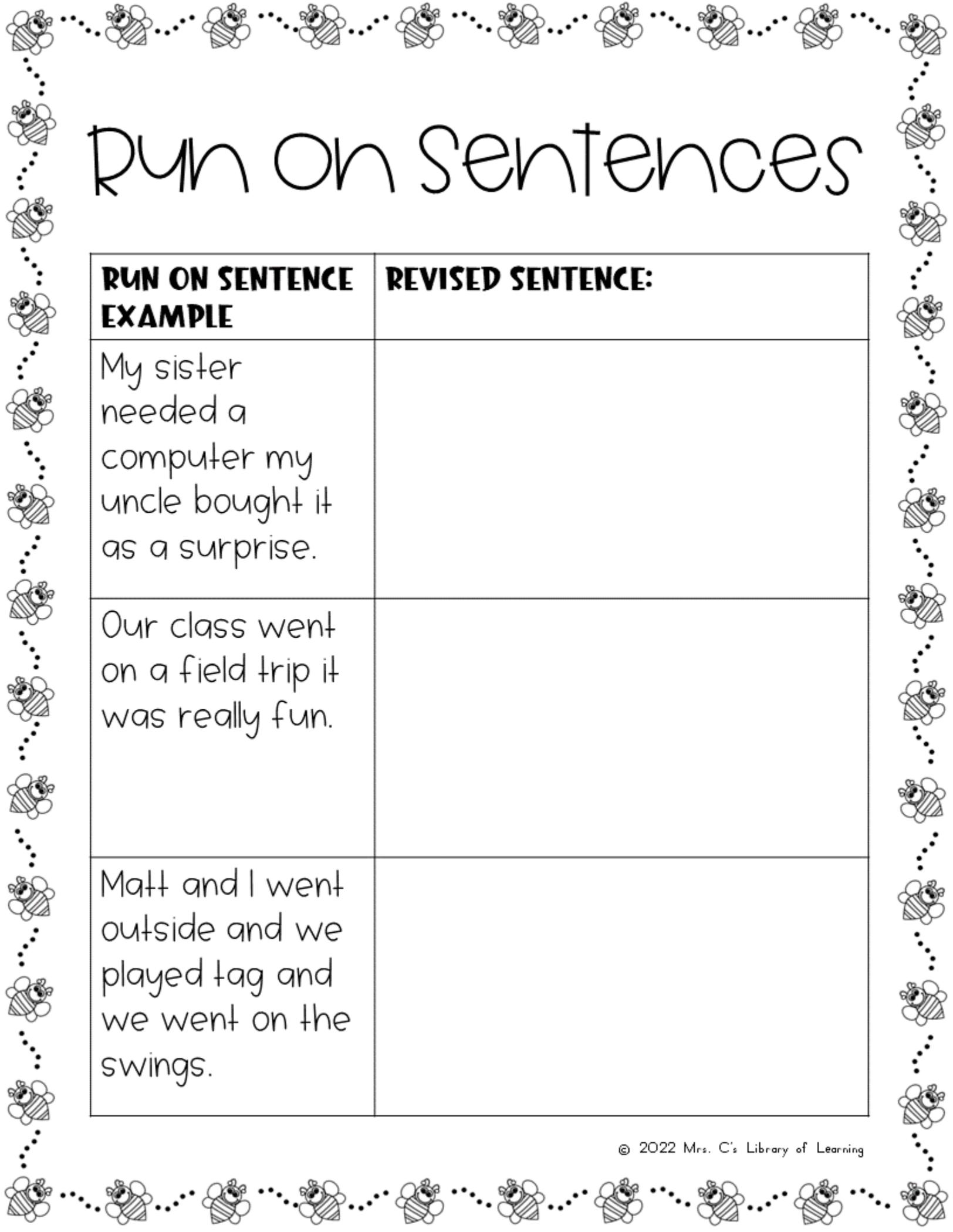
Melissa wanted to go to the ice cream store, but her parents said no.

Conjunction: for, and, nor, but, or, yet, so



# Run On Sentences

<b>RUN ON SENTENCE EXAMPLE</b>	<b>REVISED SENTENCE:</b>
My sister needed a computer my uncle bought it as a surprise.	
Our class went on a field trip it was really fun.	
Matt and I went outside and we played tag and we went on the swings.	



# Run on Sentences

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# Run on Sentences

<b>RUN ON SENTENCE EXAMPLE</b>	<b>REVISED SENTENCE:</b>
My sister needed a computer my uncle bought it as a surprise.	1.) My sister needed a computer. My uncle bought it as a surprise. 2.) My sister needed a computer, so my uncle bought it as a surprise.
Our class went on a field trip it was really fun.	1.) Our class went on a field trip. It was really fun. 2.) Our class went on a field trip, and it was really fun.
Matt and I went outside and we played tag and we went on the swings.	1.) Matt and I went outside. We played tag. We went on the swings. 2.) Matt and I went outside. We played tag, and we went on the swings.



Name: \_\_\_\_\_

# Run On Sentences

**RUN ON SENTENCE:** Melissa wanted to go to the ice cream store her parents said no.

**HOW TO FIX A RUN ON SENTENCE:**

1. Create separate sentences:

Melissa wanted to go to the ice cream store • Her parents said no.

2. Create a compound sentence with a conjunction:

Melissa wanted to go to the ice cream store, but her parents said no.

**Direction:** Correct the run on sentences by creating separate sentences.

1.) My teacher assigned us homework I don't like homework.

---

---

2.) Lisa is my best friend she is awesome.

---

---

3.) David was not feeling well he called his mom and went home.

---

---

4.) Mya went to the cafeteria Amy went to the library Bill stayed in class.

---

---



Name: \_\_\_\_\_

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Melissa wanted to go to the ice cream store, but her parents said no.

**Direction:** Correct the run on sentences by creating a compound sentence.

5.) I slept for 14 hours yet I was still very tired.

---

---

6.) It was raining outside we had to come back inside.

---

---

7.) Jack went fishing Peter stayed home.

---

---

8.) I love to eat pizza I love to eat spaghetti.

---

---



Name: \_\_\_\_\_

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**RUN ON SENTENCE:** Melissa wanted to go to the ice cream store her parents said no.

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Melissa wanted to go to the ice cream store. Her parents said no.

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1.) My teacher assigned us homework I don't like homework.

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7.) Jack went fishing Peter stayed home.

\_\_\_\_\_

8.) I love to eat pizza I love to eat spaghetti.

\_\_\_\_\_



Name: \_\_\_\_\_ Answer Key

# Run On Sentences

**RUN ON SENTENCE:** Melissa wanted to go to the ice cream store her parents said no.

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1.) My teacher assigned us homework I don't like homework.

My teacher assigned us homework. I don't like homework.

2.) Lisa is my best friend she is awesome.

Lisa is my best friend. She is awesome.

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David was not feeling well. He called his mom and went home.

4.) Mya went to the cafeteria Amy went to the library Bill stayed in class.

Mya went to the cafeteria. Amy went to the library. Bill stayed in class.



Name: \_\_\_\_\_

# Run On Sentences

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**Direction:** Correct the run on sentences by creating a compound sentence.

5.) I slept for 14 hours yet I was still very tired.

I slept for 14 hours, yet I was still very tired.

6.) It was raining outside we had to come back inside.

It was raining outside, so we had to come back inside.

7.) Jack went fishing Peter stayed home.

Jack went fishing, but Peter stayed home.

8.) I love to eat pizza I love to eat spaghetti.

I love to eat pizza, and I love to eat spaghetti.

# Writing Prompt

Name: \_\_\_\_\_

Choose one of the following writing prompts to write about.

Option 1: Write a story about a life of a bee.

Option 2: What would happen if there were no bees on the planet?



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Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.





# Writing Prompt

Name: \_\_\_\_\_

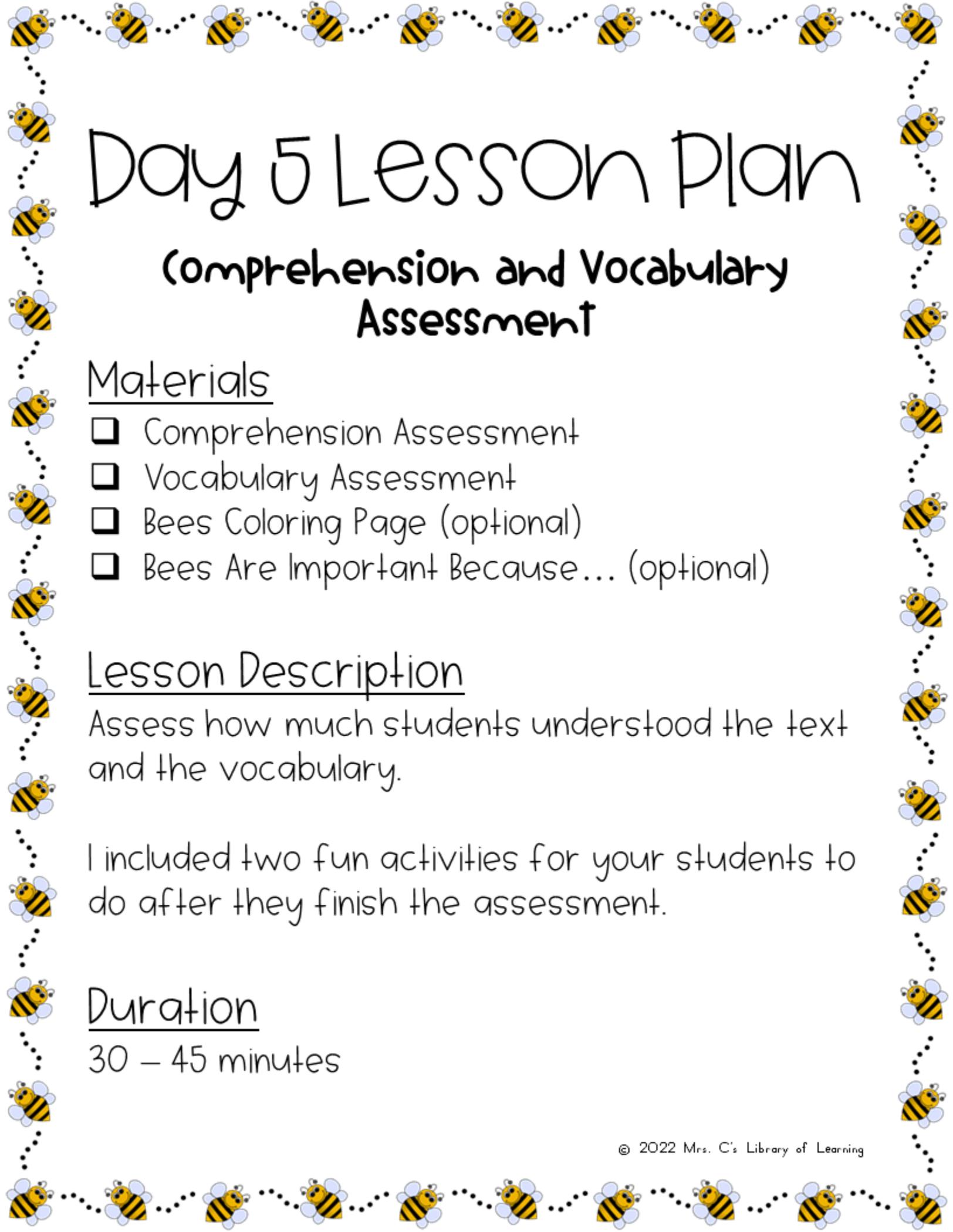
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Option 2: What would happen if there were no bees on the planet?

Handwriting practice area with multiple sets of three horizontal lines (top, dashed middle, bottom) for writing.





# Day 5 Lesson Plan

## Comprehension and Vocabulary Assessment

### Materials

- Comprehension Assessment
- Vocabulary Assessment
- Bees Coloring Page (optional)
- Bees Are Important Because... (optional)

### Lesson Description

Assess how much students understood the text and the vocabulary.

I included two fun activities for your students to do after they finish the assessment.

### Duration

30 – 45 minutes



# Comprehension Assessment

Name: \_\_\_\_\_

Answer the following questions about *What If There Were No Bees?*

1.) What do bees do?

---

---

2.) What would happen if there were no bees?

---

---

3.) Why are bees important?

---

---

4.) What was the main idea of this text? Give one detail that supports your main idea.

---

---

---

---



# Comprehension Assessment

Name: \_\_\_\_\_

Answer the following questions about *What If There Were No Bees?*

1.) What do bees do?

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2.) What would happen if there were no bees?

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3.) Why are bees important?

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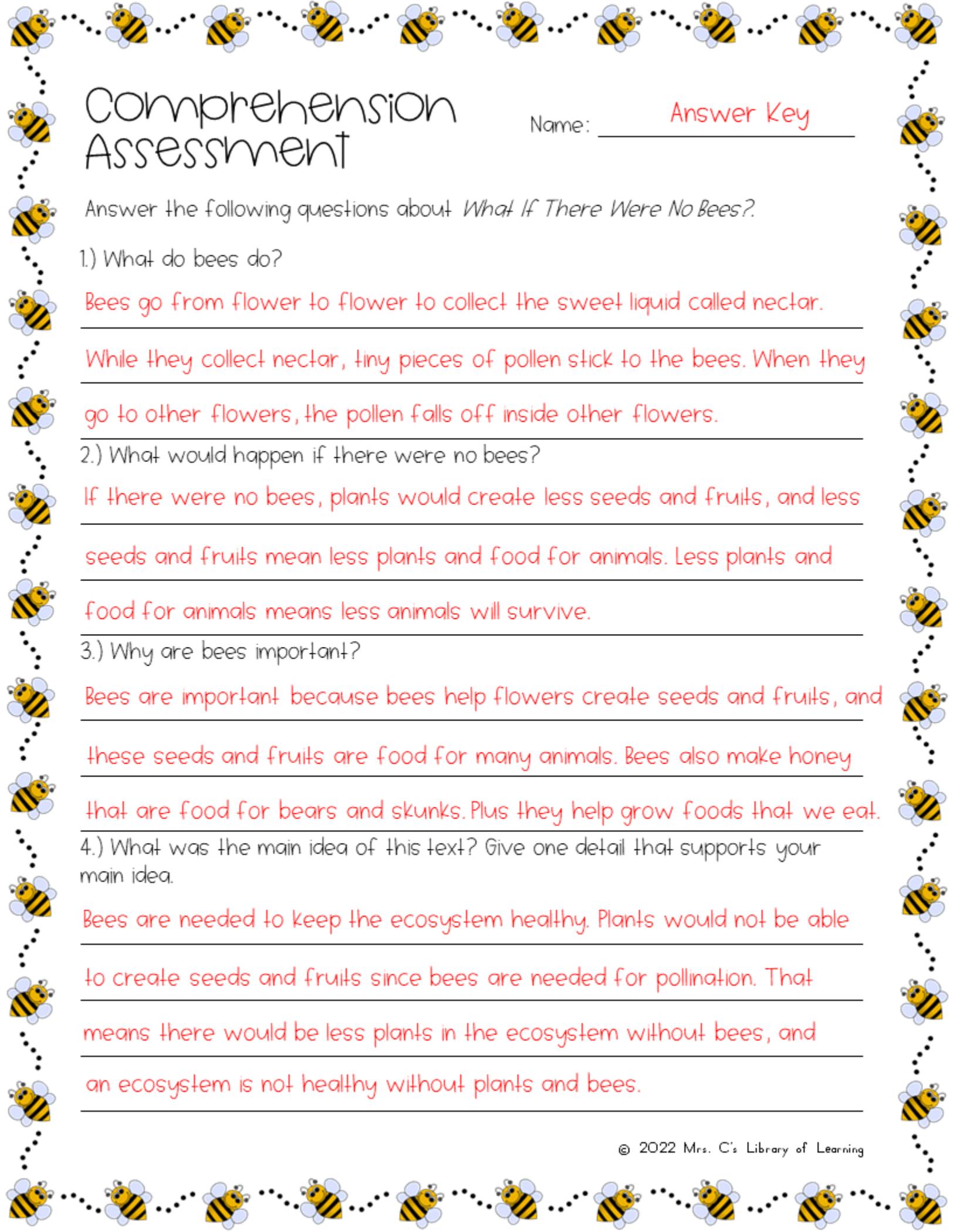
4.) What was the main idea of this text? Give one detail that supports your main idea.

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# Comprehension Assessment

Name: \_\_\_\_\_ Answer Key

Answer the following questions about *What If There Were No Bees?*

1.) What do bees do?

Bees go from flower to flower to collect the sweet liquid called nectar.

While they collect nectar, tiny pieces of pollen stick to the bees. When they go to other flowers, the pollen falls off inside other flowers.

2.) What would happen if there were no bees?

If there were no bees, plants would create less seeds and fruits, and less seeds and fruits mean less plants and food for animals. Less plants and food for animals means less animals will survive.

3.) Why are bees important?

Bees are important because bees help flowers create seeds and fruits, and these seeds and fruits are food for many animals. Bees also make honey that are food for bears and skunks. Plus they help grow foods that we eat.

4.) What was the main idea of this text? Give one detail that supports your main idea.

Bees are needed to keep the ecosystem healthy. Plants would not be able to create seeds and fruits since bees are needed for pollination. That means there would be less plants in the ecosystem without bees, and an ecosystem is not healthy without plants and bees.

# Vocabulary Assessment

Name: \_\_\_\_\_

Solve each vocabulary mystery by reading the three clues to narrow down the vocabulary from the word bank. Each word will be used once.

## Word bank

Critical

Pesticide

Extinct

Ecosystem

Pollination

Nectar

### Mystery 1

- 1.) No longer existing
- 2.) Dinosaurs are \_\_\_\_.
- 3.) Synonym: disappeared, dead

What word am I? \_\_\_\_\_

### Mystery 2

- 1.) Sweet liquid in flowers
- 2.) Bees go flower to flower collecting this
- 3.) This word is a noun

What word am I? \_\_\_\_\_

### Mystery 3

- 1.) All living and nonliving things in an area
- 2.) Synonym: environment, habitat
- 3.) Water, plants, and animals living an area are part of one \_\_\_\_.

What word am I? \_\_\_\_\_

### Mystery 4

- 1.) Being very important
- 2.) Bees are \_\_\_\_ to the well being of an ecosystem.
- 3.) This word is a adjective

What word am I? \_\_\_\_\_

### Mystery 5

- 1.) A chemical used to kill insects or animals that are harmful to farming
- 2.) This word is a noun
- 3.) Farmers use \_\_\_\_, which is dangerous to bees.

What word am I? \_\_\_\_\_

### Mystery 6

- 1.) The process of pollen being moved from one flowering plant to another to create seeds and fruits
- 2.) Flowers need bees to help them with \_\_\_\_.
- 3.) This word is a noun

What word am I? \_\_\_\_\_

# Vocabulary Assessment

Name: \_\_\_\_\_

Solve each vocabulary mystery by reading the three clues to narrow down the vocabulary from the word bank. Each word will be used once.

## Word bank

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What word am I? \_\_\_\_\_

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# Vocabulary Assessment

Name: Answer Key

Solve each vocabulary mystery by reading the three clues to narrow down the vocabulary from the word bank. Each word will be used once.

## Word bank

Critical

Pesticide

Extinct

Ecosystem

Pollination

Nectar

### Mystery 1

- 1.) No longer existing
- 2.) Dinosaurs are \_\_\_\_.
- 3.) Synonym: disappeared, dead

What word am I? extinct

### Mystery 2

- 1.) Sweet liquid in flowers
- 2.) Bees go flower to flower collecting this
- 3.) This word is a noun

What word am I? nectar

### Mystery 3

- 1.) All living and nonliving things in an area
- 2.) Synonym: environment, habitat
- 3.) Water, plants, and animals living an area are part of one \_\_\_\_.

What word am I? ecosystem

### Mystery 4

- 1.) Being very important
- 2.) Bees are \_\_\_\_ to the well being of an ecosystem.
- 3.) This word is a adjective

What word am I? critical

### Mystery 5

- 1.) A chemical used to kill insects or animals that are harmful to farming
- 2.) This word is a noun
- 3.) Farmers use \_\_\_\_, which is dangerous to bees.

What word am I? pesticide

### Mystery 6

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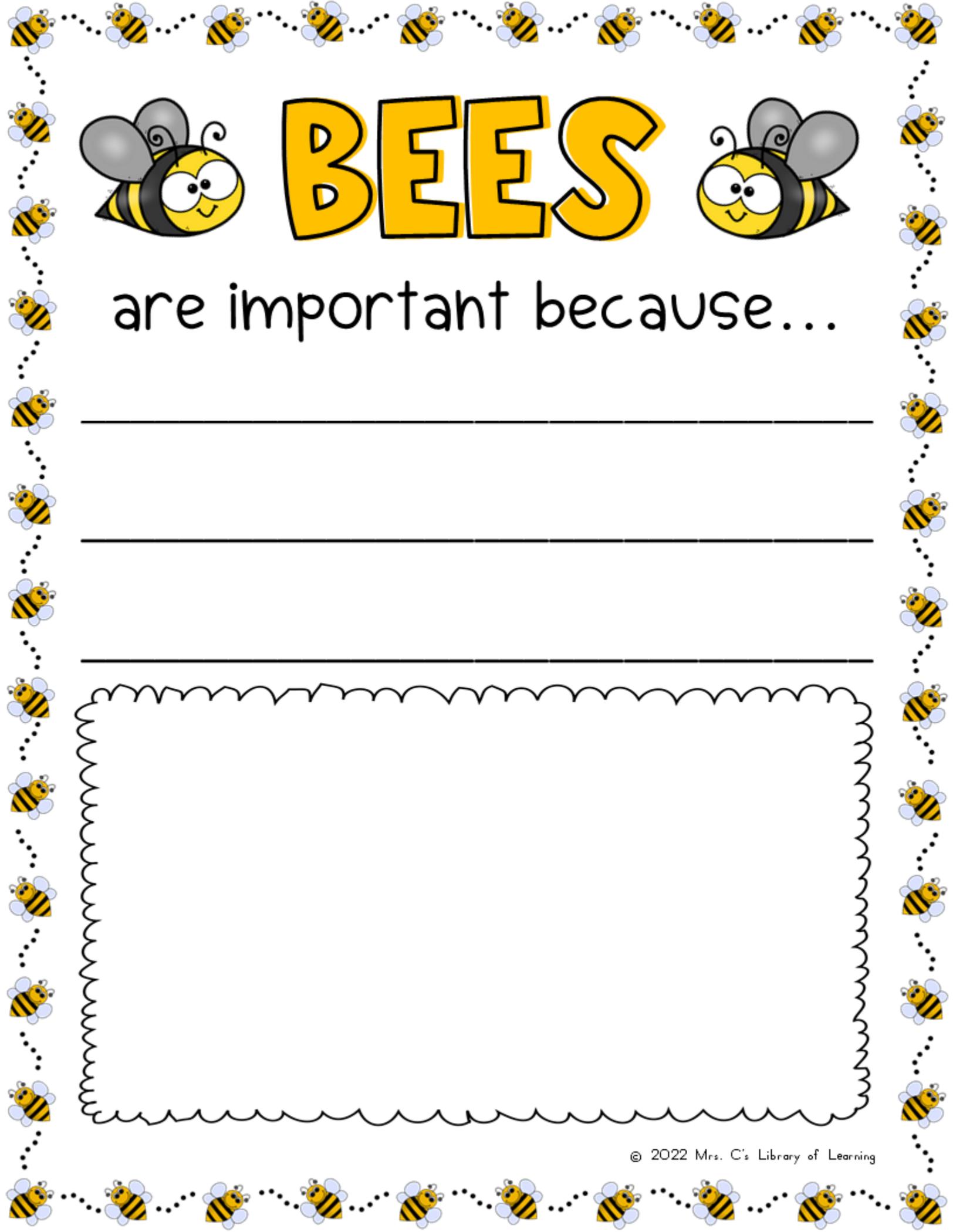
What word am I? pollination

Save  
the  
bees



Save  
the  
bees





# BEEES

are important because...

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# BEEES



are important because...

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Read ALOUD  
**BUNDLE**



The **READ ALOUDS**  
**Jitters Series**  
By Julie Danneberg



**EARTH DAY**  
**READ ALOUD**  
A Planet Full of  
Plastic



**EARTH DAY**  
**LESSON PLAN**  
**The Lorax**



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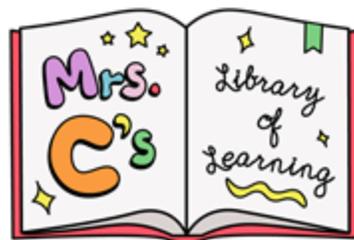


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Thank you!

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