



# Lesson Plans

Suggested Age: 5 – 8 years old



## ***Marie and Mr. Bee (Regular Version)***

### **Language Arts, Visual Arts, Science, Home Economics and Life Principles Lesson Plans**

**Suggested Age:** 5–8 years old

A child under five years old may not sit still while you read the whole story, but they will enjoy hearing you tell it to them and chatting about the pictures. Amend the following plans to suit the needs of your student.

### **LESSON OBJECTIVES**

#### **I. Language Arts**

- A. The child will enjoy a story.
- B. The child will develop the following skills:
  - make inferences from pictures and text
  - predict what will happen next
  - relate the story to real life.
- C. The child will write their own story.

#### **II. Visual Arts**

- A. The child will choose and color a picture from the story.
- B. The child will draw their own picture.

#### **III. Science**

- A. The child will learn about wildlife through discussion of the story.

- B. The child will learn about local wildlife through research.
- C. The child will learn about a specific animal or bird through more in-depth research.

#### **IV. Home Economics**

- A. The child will prepare pancakes according to the directions, and develop their creative cooking skills.
- B. The child will modify a recipe to meet special dietary requirements.

#### **V. Life Principles**

The child will become aware of the following:

- A. External factors do not define a person.
- B. We can accommodate for a person's disability or health issues in thoughtful ways. (This principle not only plays out in the illustrations and text of *Marie and Mr. Bee*, but also in the Home Economics lesson here.)
- C. Work is honorable and rewarding.
- D. Positive and negative consequences result from the choices we make. Both Mr. Bee and Marie pay a price for their wrong choices, and both are rewarded for changing course.

## LESSON GUIDE

### I. Language Arts

#### A. Enjoy the story.

#### B. Practice making inferences and predictions, and relating the story to their own life.

##### 1. Discuss the cover.

What do you see in the picture?

Do you think they're all friends?

Do you think this is a true story or a made-up story?

Why do you think so?

##### 2. Read the story, asking questions such as the following about the pictures. Do not tire the child with questions. Ask only as long as they are enjoying answering them.

Page 2—What do you think will happen?

Page 3—What do you like to play outside?

Page 11—Do you think Mr. Bee will come back and help Marie clean up?

Pages 12–13—Why do you think the worker bees chased Mr. Bee away?

Page 14—How did Fox and Little Bear help Marie?

Page 15—How did Marie feel as she started cleaning up the cabin and making biscuits? How do you know?

Page 17—Why couldn't Marie go out to play?

Page 18–19—How did Marie show kindness to Mr. Bee?

Pages 20–22—What was their deal?

Page 23—What board games do you like to play?

Page 24—What book is Marie reading from?

### **C. Write an original story.**

1. Here are some suggestions for topics:

- Marie and Mr. Bee are coming to visit us tomorrow. What are you going to do together? What will you give them for lunch?
- You are going to visit Marie and Mr. Bee tomorrow. Are you going to take them a present? What do you think you, Marie, and Mr. Bee will do? Do you want to meet their other friends? What do you want to play with them?
- Write about your pet.
- Write about a pet you would like to have.

2. Depending on the skills and interest of the child, choose from the following techniques:

- The child dictates their story to you. You transcribe it with correct grammar and spelling, and in a simplified form. For example, the child says, “Marie come tomorrow.” You write, “Marie is coming tomorrow.”

Write each sentence, or part of a sentence, on a separate page to leave room for the child to illustrate it.

The child illustrates the book and makes a cover. They staple the pages or punch holes in the pages and use yarn to hold it together.

They “read” their illustrated story back to you.

- Follow the directions above, but have the child copy the sentences onto fresh sheets of paper for making into a book. Require a level of accuracy in keeping with the child’s skills and level of interest, being careful to avoid frustration.

- An advanced/older student can write their own story. Offer advice and require corrections in keeping with their level, being careful not to stifle the creative spirit!
3. Display the book before adding it to the child's portfolio.

## **II. Visual Arts**

### **A. Choose and color a picture from this document.**

### **B. Draw a picture from the story.**

Illustrate a part of the story that they particularly liked. An online search for topics such as the following may be helpful:

How to Draw a Boy and a Girl

How to Draw a Bear

## **III. Science**

### **A. Learn about wildlife through discussion of the story.**

Page 9—How were the squirrels getting ready for winter?

Page 10—Little Bear is getting fat. What do bears do during the winter?

Page 17—What food do you see that is good for birds, animals and people?

### **B. Research local wildlife.**

1. Look for evidence of wildlife in nature, e.g. bugs, bird nests, beehives, tracks in the mud or snow.
2. Visit a museum or visitor center.
3. Conduct internet research.

**C. Choose an animal or bird for further study, and answer questions such as the following:**

1. Does it stay in your area all year, or does it go north or south for the winter?
2. Does it stay awake all winter?
3. What does it eat in the spring, summer, fall, and winter?
4. Does it have a special way to protect itself from the heat or cold?
5. Does it hunt? How?
6. Does it hide from animals that want to eat it? How?
7. Does it run, fly away, or fight back if another animal wants to eat it? How does it fight back?
8. Does it lay eggs or have live babies?
9. Do the parents care for the babies? How?

**IV. Home Economics**

**A. Prepare pancakes according to the directions, and develop creative cooking skills.**

Use the directions on the package of pancake mix or at the end of the story. Discuss what other fruits can be added to the batter, and what other toppings would be good.

**B. Modify the recipe to meet special dietary requirements.**

For example, a pancake recipe that calls for gluten-free flour and egg and milk substitutes may be helpful in the case of allergies. A high-fiber flour such as whole wheat, almond or rice flour and a safe sugar substitute may be a good choice for a person with diabetes.

## V. Life Principles

### A. External factors do not define a person.

Talk about disabilities in matter-of-fact ways, e.g. “That’s a handicapped parking stall. It’s big so a person can get a wheelchair out of a van.”

“That lady has a working dog, so we can’t touch the dog or talk to it. The dog helps the lady know where it’s safe to walk.”

### B. We can accommodate for a person’s disability or health issue in thoughtful ways.

Discuss questions such as the following:

Page 2—What do you see in front of Marie’s cabin? How does it help her get up to the door?

Page 3—Why didn’t Fox run far away?

Page 6—Do you think Marie can cook as well sitting down as we can standing up?

Page 14—Why do you think Fox and Little Bear put the sticks on the tree stump instead of on the ground?

Page 24—How did Marie help Mr. Bee when he was too old to fly?

What do you see in the basket? How will Marie help Mr. Bee to stay warm?

Recipe—Some people can’t eat certain things. What can we do so they can still enjoy pancakes?

### C. Work is honourable and rewarding.

Discuss work as portrayed in the story, and in the child’s life.

Page 2—What did Marie do every day?

Page 8—What was the squirrels’ work?

Page 9—What was Little Bear’s work? Fox’s?

What work do you do?

How do you feel when you do a good job?

**D. There are consequences of the choices we make.**

Discuss the following:

1. What happened when Marie stopped doing her work?
2. What happened when Mr. Bee wouldn't help the other bees? (NOTE: Drones, of course, do what they were created to do. An older child may need to be informed that drones indeed work—mating with the queen is necessary for bee life to continue—but this is just a story.)
3. Why did Marie feel sorry for Mr. Bee?
4. How did she show kindness to him?
5. When Mr. Bee realized he shouldn't have been so lazy, what did he offer to do?
6. What did Marie and Mr. Bee do after their work was done?
7. What do you like to do after your work is done?



[www.grandmasbookshelf.net](http://www.grandmasbookshelf.net)



