

# SEEDS

Skill-based Educational Experiences Delivery System

## **BOOK #15**

### **BUZZ SAID THE BEE**

by

**Wendy Cheyette Lewison**

### **Materials**

**Vocabulary Word Cards**

**Rhyming Word Cards**

**Buzz Said the Bee Picture**

**2" Lowercase Letters (2 sets)**

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# SEEDS

## Session 1 - Steps to Success

*Buzz Said the Bee, Wendy Cheyette Lewison*

*Illustrator: Hans Wilhelm*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *bee, duck, hen, pig, cow, sheep*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Rhyming Word Cards**, **Buzz Said the Bee** picture, lowercase letters.

### Introduction of Book

- Show the children the cover of the book and ask them to identify what is pictured on the front cover. Point to the bee and tell the children the bee says “buzz.” Ask the children to make the “buzz” sound. Ask the children to identify the animals on the cover of the book. (cow, sheep, duck, hen, pig)
- Identify the title of the book, the author of the book, and the illustrator.

### Reading Aloud

- Tell the children that you will be reading a story about a bee, a duck, a hen, a pig, a cow, and a sheep.
- Introduce the Vocabulary Word Cards – *bee, duck, hen, pig, cow, sheep*. Give a child-friendly definition for each word.
- Match the Vocabulary Word Cards to the pictures as you read the book.
- **While reading the book**, ask the following questions:
  - Who did the bee sit on? (duck)
  - The duck said, “quack” and sat on a \_\_\_\_? (hen)
  - The pig was in the mud. What did the pig say? (oink)
  - The cow was eating grass. What did the cow say? (moo)
  - What did the bee say? (buzz)

### After Reading

- Ask the children do use descriptive words to describe each animal: bee, duck, hen, pig, cow, sheep. If help is needed, show the children the picture of the animals.
- **After reading the book**, ask the following questions:
  - At the end of the book, what did all the animals do when the bee said, “Buzz?” (they ran away)
  - Can you think of other words that begin with the /b/ sound?
- Show the **Buzz Said the Bee** picture to the children, point to and ask them to name all of the animals in the picture.



## Conversations and Vocabulary Development

- Activity 1** Say the **There's a Bee on Me** chant with the children. Use a child's name while saying the chant.

### **There's a Bee on Me**

Once there was a bee, who sat on (child's name).  
“EEEEK” said (child's name). “EEEEK” said (child's name).  
We said, “scat”, and the bee did just that.

Repeat the poem, using all of the children's names.

- Activity 2** Place the **Rhyming Word Cards** on the table. Say the rhyming word pairs with the children: bee/see, hen/pen, pig/dig, cow/bow, sheep/jeep). Remind the children that rhyming words end the same. Mix up the cards and ask the children to match the rhyming word cards.

## Conversations and Language Enhancement

- Activity 1** Show the children the Vocabulary Word Cards. Read the cards with the children and ask them to say the sound the animal makes. (bee/buzz, duck/quack, hen/cluck, pig/oink, sheep/baa, cow/moo) Say the **All Day Long** chant with the children. Ask the children to make the sound the animal makes.

### **All Day Long**

“Buzz,” says the bee, says the bee, says the bee.  
“Buzz,” says the bee, all day long.  
“Moo,” says the cow, says the cow, says the cow.  
“Moo,” says the cow, all day long.

Chant additional verses. “Quack” for the duck, “cluck” for the hen, “oink” for the pig, and “baa” for the sheep.

- Activity 2** Tell the children that you want them to listen for words that begin like **buzz** and **bee**. Tell them you are going to be saying some words and if they begin with the letter and sound of /b/, you want them to say, “Buzz.”

|        |      |       |       |     |      |
|--------|------|-------|-------|-----|------|
| bus    | ball | cow   | barn  | pig | bell |
| button | duck | black | sheep | hen | best |

- Activity 3** Place the following lowercase letters on the table: **b, d, h, p, c**. Ask the children to identify each letter. Say the following chant with the children and ask them to point to the letter that you name each time.

### **Buzzing Letters**

Buzz, buzz. What do you hear?  
Buzz, buzz. What do you hear?  
I'll say an animal name, (bee, duck, sheep, hen, pig, cow)  
And you show me the letter right there.

When the children have identified the first letters, identify additional animals and their corresponding letters.

# SEEDS

## Session 2 - Steps to Success

*Buzz Said the Bee, Wendy Cheyette Lewison*

*Illustrator: Hans Wilhelm*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *bee, duck, hen, pig, cow, sheep*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Rhyming Word Cards**, **Buzz Said the Bee** picture, lowercase letters.

### Introduction of Book

- Ask the children to describe the main character in the book. (bee)
- Ask them to describe the bee in the story.
- Review the title of the book, the author of the book, and the illustrator.

### Reading Aloud

- Review the content of the book by showing the children the Vocabulary Word Cards. Read the words with the children. Ask them to retell the story about the animals in the book using the vocabulary words.
- Ask the children to help you read the book. Tell them you are going to be pointing to sentences that you want them to help you read. Point to each of the following sentences and ask them to help you read the sentences in the book. Point to the animal pictures during the activity.
  - Once there was a bee who sat on a \_\_\_\_\_. (duck)
  - The duck quacked and sat on a \_\_\_\_\_. (hen)
  - The hen danced a jig and sat on a \_\_\_\_\_. (pig)
  - The pig took a bow and sat on a \_\_\_\_\_. (cow)
  - The cow began to weep and sat on a \_\_\_\_\_. (sheep)
- **While reading the book**, ask the following questions:
  - The duck kept sitting on animals in the story. What were some of the animals he sat on? (hen, pig, cow, sheep)
  - Why were the animals afraid of the bee? (they didn't want to get stung)

### After Reading

- **After reading the book**, ask the following questions:
  - Pigs like to play in the mud. What do you think it feels like to play in the mud?
  - What would you do if a duck sat on you?
  - What was your favorite animal in the story? Why?

### Conversations and Vocabulary Development

**Activity 1** Show the children the **Buzz Said the Bee** picture. Point to and ask them to name each animal and say the sound that each animal makes.

**Activity 2** Place the **Rhyming Word Cards** on the table. Say the rhyming word pairs with the children: bee/see, hen/pen, pig/dig, cow/bow, sheep/jeep. Ask the children to match the rhyming words. Say the rhyming words with the children. Ask each child to pick one card and think of other words that rhyme with the word on the card.



- Activity 3** Place the Vocabulary Word Cards on the table and read them with the children. Place the lowercase letters on the table. Give each child one of the Vocabulary Word Cards and ask the children to find the beginning letter of the animal pictured on the card. Ask the children to identify the letter and say its sound.

### Conversations and Language Enhancement

- Activity 1** Use the letters for this activity. Remind the children to stay away from bees because they might sting you. Hold up letters as you say the **Stung By a Bee** song. Identify the following letters for the children: **p, c, d, b**.

#### **Stung By a Bee**

*(Tune: Itsy, Bitsy Spider)*

“Now,” said the **pig**, “I’m as friendly as can be,  
Never would you be stung by a (**p**).”  
“That’s true,” said the **cow**, “And you can see.  
Never would you be stung by a (**c**).”  
The **duck** quacked and said, “Same with me.”  
Never would I be stung by a (**d**).”  
Then the **bee** said, “Okay, let’s see,  
Have you ever, ever been stung by a (**b**)?”

- Activity 2** Place the Vocabulary Word Cards on the table and read each card with the children. Place the following beginning letters on the table: **b, d, h, p, c, s**. Tell the children you are going to say an animal name and you want them to point to and name the beginning letter of the word. Ask them to make the beginning sounds of the letters.

bee                  duck                  hen                  pig                  cow                  sheep

- Activity 3** Place the following letters on the table: **b, d, h, p, c, s**. Tell the children you are going to say an animal name and you want them to point to the beginning letter of the word. Say the **Buzzing Letters** chant with the children and ask them to identify the letters.

#### **Buzzing Letters**

Buzz, buzz. What do you hear?  
Buzz, buzz. What do you hear?  
I’ll say the animal word (**bee**)  
You show me the letter right here. (**b**)

Repeat the activity until you use the following words: duck, hen, pig, cow, and sheep.

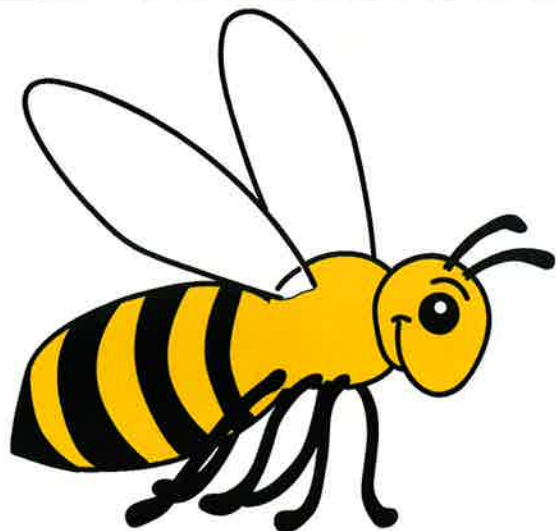
- Activity 4** Remind the children that the book was about animals. Give each child a topic and ask him/her to make up a full sentence describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.

**Prompt 1** Tell a story about a pig playing in the mud.

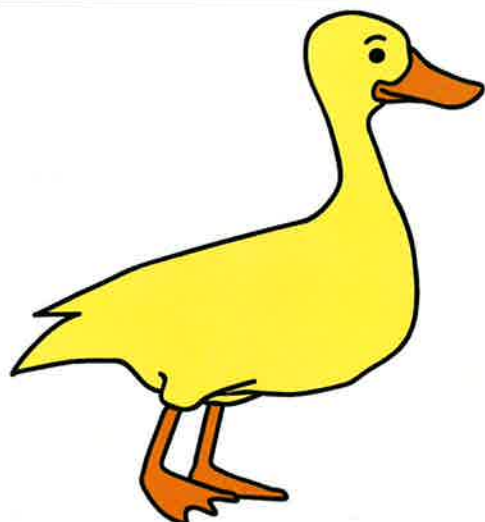
**Prompt 2** Tell a story about a bee stinging a person.

**Prompt 3** Tell a story about why the hen danced a jig.

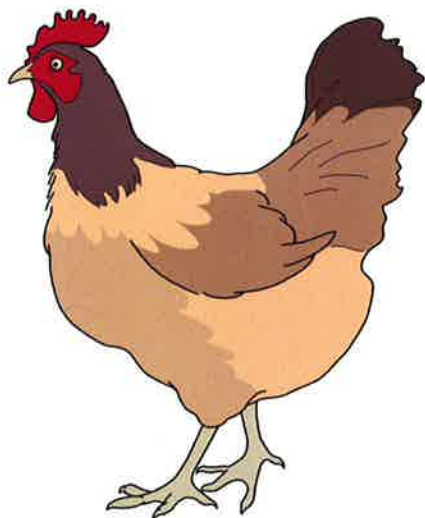
## Vocabulary Word Cards



bee



duck

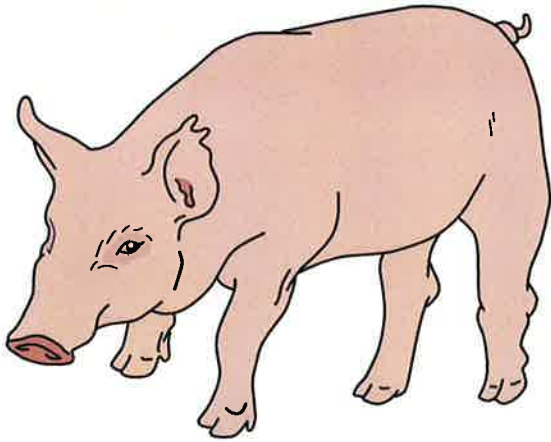


hen

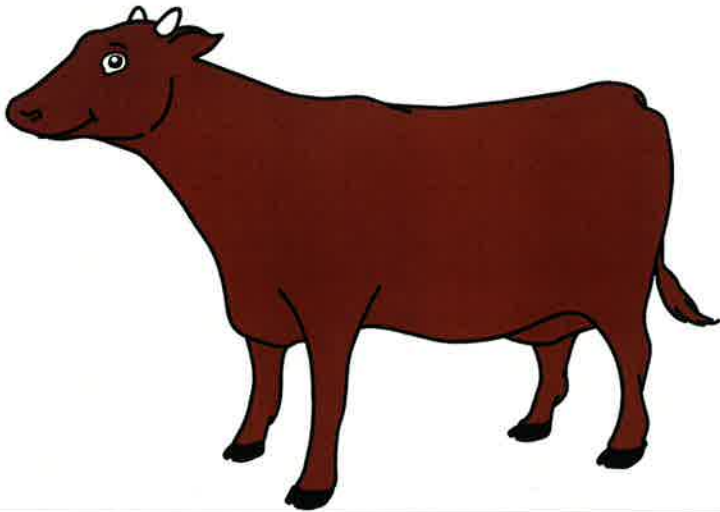




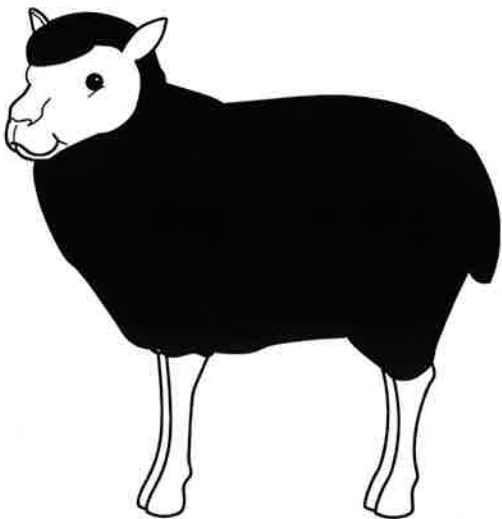
## Vocabulary Word Cards



pig



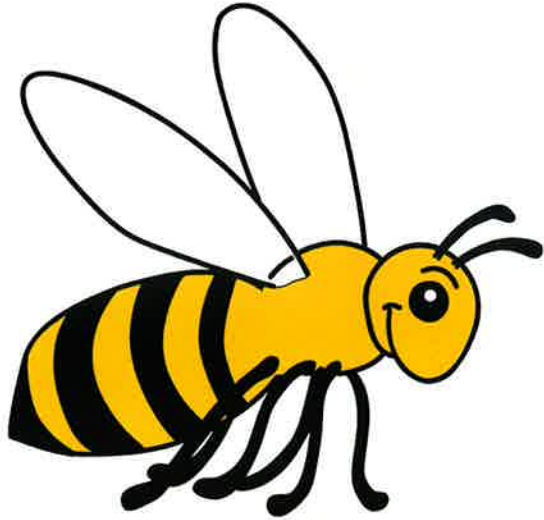
COW



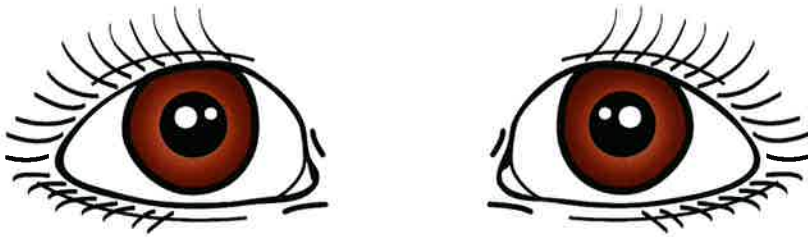
sheep



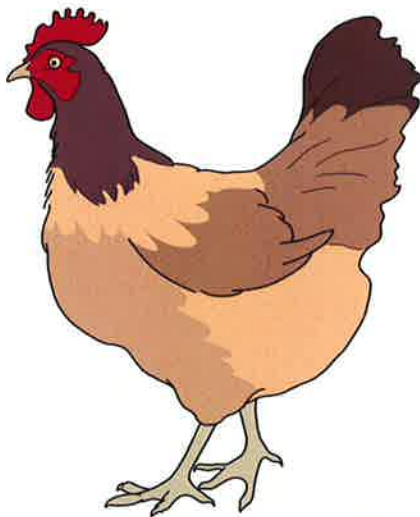
## Rhyming Word Cards



bee



see



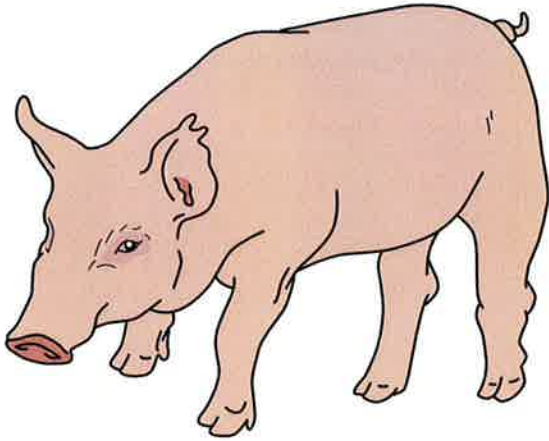
hen



# Rhyming Word Cards



pen



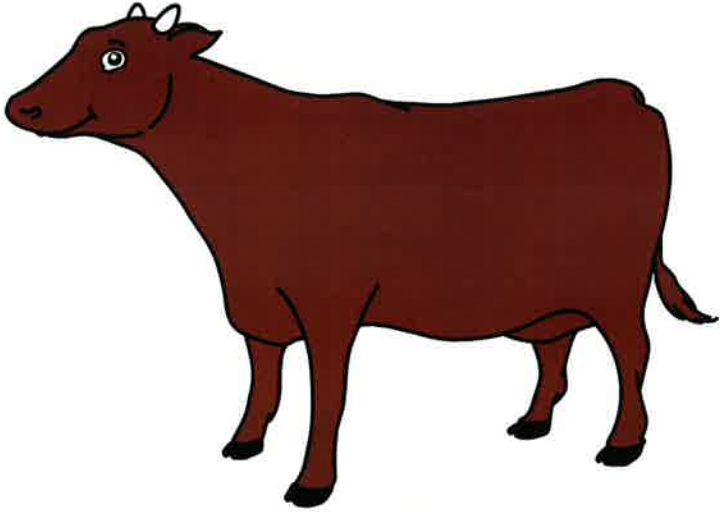
pig



dig



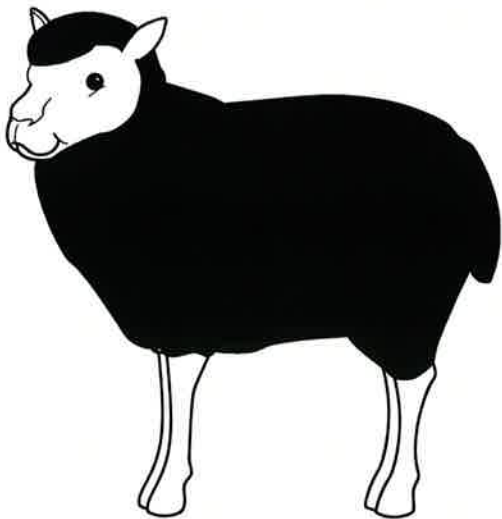
## Rhyming Word Cards



COW



bow



sheep





# Rhyming Word Cards



jeep



## Buzz Said the Bee Picture



