

# Barry, the Bee

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.

### Vocabulary

**High-frequency Words:** a, again, all, am, and, ate, back, been, could, did, find, fly, get, have, he, here, I, is, me, my, no, not, off, on, please, right, said, she, so, some, take, that, the, there, this, to, up, was, when, where, white, will, you

**Content Words:** another, bee, cross, fence, flew, flower, forget, got, gum, hive, hungry, isn't, land, light, nectar, queen, shouted, street, thorn, time, tree, yum

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /kw/ qu

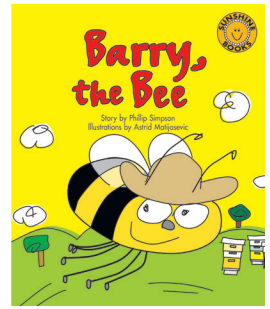
### Phonics

**Letters and Sounds:** /kw/ qu (queen)

**Words to Blend and Segment:** queen, quiz, quick, quiz, quack

### Fluency

Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat.



Barry is a bee who is easily distracted so when he is asked to get nectar, he gets into trouble.

## Before Reading

- Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the bee doing?
- Look at the title page illustration. What is the bee doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Barry is doing on each page. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Have students find the word *queen* on page 2. Look for the letter q. Ask: What is the queen asking for? (*nectar*) Discuss what *nectar* is. Read the words together. Notice the speech marks and the change of character. Students change their voices to suit the queen and Barry.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on some of the pages and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- What does *right* mean on page 2? (OK, yes) Clarify how this is a different meaning to *right* on page 4. What does *isn't* mean on page 4? (is not). What does *isn't right* mean? (not correct or wrong) What does *cross* mean on page 14? How do you know it means angry? Find the clue in the text. (*she shouted*)
- Discuss the ending. Is this what students predicted? Ask: Do you think the queen would be happy now? What do you think would have happened next in the story?
- Make a story map showing the places Barry flew to looking for nectar. Use this to retell the story.
- Discuss the meaning of pronouns – *he*, *she*. Relate the pronouns to the illustrations in the book. Role play with the students to demonstrate them.
- Reread the story together. Feel the rhythm as you read the repetitive parts.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /kw/ qu. Say the words queen, quiz, quick, quack, quit with students listening for the initial /kw/ sound. They repeat the words emphasising the /kw/ sound. They think of other words that begin with /kw/, e.g. queer, quote, quickly.

## **Phonics**

- Discuss the sound of qu /kw/ Write the words queen, quiz, quick, quack, quit on the board to practise blending and segmenting the sounds together as a group, e.g. quick, /kw/ /i/ /k/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *please, find, right, white, been, take, am, when*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write a sentence and read it to a partner, e.g. *Barry flew off and landed on a fence*.

## **Fluency**

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat. They practise their fluency by reading to a partner.

## **Writing**

- Students make a chart showing good and bad places to find nectar. They illustrate and label the chart to share with the class.
- Students write a new sentence following the pattern in the story. They draw a picture first, then write the sentence. e.g. Barry landed on a fir tree.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.