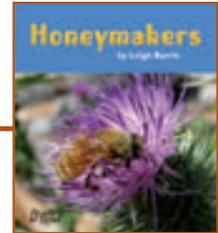


Honey-makers

by Leigh Barrie



This text is levelled at Orange 1.

Overview

This text explains how bees make honey and how beekeepers collect it. Students will be intrigued by the processes that produce this food item.

The clearly organised content and detailed photographs provide opportunities for students to identify and summarise information. There is an audio version of the text on the Ready to Read CD *Readalong 2011*.

Related texts

- Texts about bees or beekeeping: *Bumble Bee* (RTR, Red), “Dancing Bees” (JJ 36, Gold),

Nana’s in the Plum Tree (RTR, Purple). (Note that *Honey-makers* is about honey bees. Bumble bees produce much less honey than honey bees so are not used for commercial honey production.)

- Texts about food production: “Te Tou” (JJ 24), “What’s for Breakfast?” (SJ 1.4.02).

Cross-curriculum links

- Science (levels 1 and 2, life processes) – Recognise that all living things have certain requirements so they stay alive.
- Social science (level 2) – Understand that people have social, cultural, and economic roles, rights, and responsibilities.

Text characteristics

Key text characteristics as described in the reading standards for after one and two years at school are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

Sentences that run over more than one line and the use of linking words (conjunctions) such as “so”, “for”, “to” and prepositions (for example, “in”, “around”, “inside”, “on”, “into”, “off”, “out”, “to”, “from”, “over”, “off”) to clarify links between ideas

The structure of the text as an explanation

The unfamiliar context of how bees make honey and beekeepers collect it, which requires students to build on their prior knowledge of bees and honey

The mix of explicit and implicit information about the processes of making and collecting honey that provides opportunities for students to make simple inferences, for example,

- about the work and care involved in providing honey for us to eat
- the mutually beneficial relationship between the bees and the beekeeper
- the double-meaning of the made-up word “Honey-makers”, which refers to both bees and beekeepers

Some visual language features such as the headings on pages 4 and 6, inset and close-up photographs, text boxes, and the use of bold text for some key subject-specific words that are linked to definitions or explanations close by in the text



Photographs that closely support the meaning but may not exactly match the words

Mostly familiar words, but some new topic words and descriptive language that are supported by the context, photographs, definitions, explanations, or their structure as compound words, for example, “Honey-makers”, “beekeeper”, “bees”, “collect”, “honeybees”, “hives”, “flowers”, “frames”, “honeycomb”, “shapes”, “wax”, “store”, “nectar”, “beat”, “wings”, “careful”, “stung”, “special veil”, “pumps smoke”, “calm”, “machines”

Suggested reading purpose

- To find out how bees make honey and beekeepers collect it for us to eat

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

To meet the reading purpose, students need to draw on a range of comprehension and processing strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*. Select and adapt from them to set your specific learning goal. Be guided by your students’ particular needs and experiences: who they are, where they come from, and what they bring (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections (to their prior knowledge of honey and bees and between the ideas in the text)
- ask questions and look for answers as they read
- identify and summarise the main steps in the process of making and collecting honey
- use word-solving strategies (for example, using context, photographs, grapho-phonics, and word-structure clues and looking for definitions or explanations) to decode and/or clarify the meaning of unfamiliar words.

Introducing the text

- Show the students the cover. I wonder who makes the honey? The students are likely to focus on the role of the bees. There is no need to introduce the concepts of honey collection at this point. Take the opportunity to introduce key content words in the discussion (if the students don’t do so). Record these on a chart or in the group reading book. You could have the students predict words that might be in the text. English language learners could brainstorm words in their first language and then find these words in English. You may also wish to bring in some honey and/or honeycomb for the students to taste, smell, and discuss. This will provide opportunities for making connections and rich language experience.
- Encourage the students to think of any questions they have about making honey. Explain how having a question or two in their head before they read can help them understand a text better.
- View and discuss the photograph on the title page. (This shows the next step – the bee taking nectar back to the hive.)

- Have the students view the photograph on page 2, which shifts the focus from the bees to the beekeeper. *What are you noticing? What questions do you have about this photo?*
- Have the students read page 2. *Is this what you expected?*
- Share the reading purpose and learning goal, for example, to summarise (look for the main points). Point out that this goal is also likely to help them answer their questions.
- Draw up a chart with two headings – Beekeepers and Bees. Have the students think, pair, and share about the main points so far and which heading they belong under. Record the main points on the chart. (At some point, students are likely to realise that the term “honey-makers” refers to both bees and beekeepers, but don’t pre-empt their discovery by telling them at this point.)

Beekeeper	Bees
<ul style="list-style-type: none">– looks after bees– collects the extra honey	<ul style="list-style-type: none">– make more honey than they need

Reading the text

Below are some behaviours you could expect to see as the students read and discuss this text. Each example is accompanied by instructional strategies to scaffold their learning. Select and adapt from the suggestions according to your students’ needs and experiences.

The students ask questions and then look for answers as they read.

The students identify and summarise the main points in the process of making and collecting honey.

- Encourage the students to have a question (from the introductory discussion) in their head as they read.
- Have the students read page 3. This page introduces information that is likely to be unfamiliar, so allow plenty of time for discussion. Prompt students to use the photographs for support and to notice the definition of honeycomb in the text box.
- Together, decide on the main points to add to the chart.
- Check if any students have found an answer to their question.
- Discuss the heading on page 4. *What part of our summary chart will this page help us with?*

- Have the students read and decide on the main points from pages 4–5. Add the main points to the chart, then repeat the process for pages 6–8. Students should notice the connection between pages 6–7 and page 2.
- Encourage students to share any answers they have found to their focus question.
- Review the summary charts and look for connections between the ideas. For example, all of the information about the beekeeper fits under two main points that were introduced on page 2 (looking after the bees and collecting the honey).
- Revisit the learning goal and support the students to track how they met it.
- If the students haven't spontaneously commented, prompt them to notice the relevance of the title – *So who are the honey-makers?*

The students look for and use clues (for example, grapho-phonetic and word-structure clues, context, photographs, definitions or explanations within the text) to decode and/or clarify the meaning of unfamiliar words.

Prompt students to look for familiar words or chunks within longer words, for example, “bee-keep-er”, “honey-comb”, “nec-tar”, “care-ful”. You can model this on a whiteboard. Discuss the silent “b” in “honeycomb”. Prompt the students to make connections to their knowledge of other words that end this way, for example, “climb”, “lamb”. This is particularly helpful for English language learners.

- Use a think-aloud to model a strategy for working out word meanings. For example, on page 3: *The word “honeycomb” is in bold print here and there’s a text box just below it, so I’m inferring that the text box will explain the meaning.* On page 4, prompt the students to notice the bold print for “nectar” and to look for a definition or explanation close by.
- The students may need support to work out some words with irregular spelling patterns. On page 7, prompt the students to use grapho-phonetic features to attempt “veil” (they may say “veel”) and use context, including the photographs, for support. Remind them about the “ay” sound for “ei” in “eight”. If necessary, use similar prompts to help them work out the word “calm”. Briefly make a connection to their knowledge of other words that have a silent “l”, for example, “talk”, “walk”, “palm”.
- With the word “machine” (page 8), prompt the students to notice the first syllable and use

context (and possibly prior knowledge about collecting honey). Reassure them about the less common sound for “ch”.

After reading

- Students can reread the text as they listen to the audio version of the text on the Ready to Read CD *Readalong 2011*.
- Think, pair, and share about the questions the students had in their heads while they were reading and how they found (or didn't find) an answer. Discuss any other questions the students have as a result of reading the text and record them for further investigation. As part of their research, you could read them the article “Dancing Bees” (JJ 36, Gold), which describes how bees communicate with one another about the nectar they have found.
- Use the chart and/or the text to discuss how the bees and the beekeeper help one another. Encourage the students to form hypotheses about the skills and personal qualities a beekeeper would need.
- The students can use the text to construct a flow chart of how the bees make honey.
- Focus on decoding strategies. Have the students share with a partner some of the words they found difficult and the strategies they used to work them out. Note whether you need to follow up on any decoding strategies, particular words, or features of words. For example, you could explore further some of the words with irregular spellings, for example, “veil”, “calm”, “machines”.
- Have the students identify and sort the compound words in the text “honey-makers”, “beekeeper”, “honeybees”, “inside”, “honeycomb”. Generate other examples from the component words.
- Explore word meanings by having the students work together to create a glossary for some of the subject-specific words (for example, “beekeeper”, “hives”, “honeycomb”, “nectar”, “veil”). Encourage them to discuss the word-solving strategies they used to help them create their glossary definitions (for example, using sentence context, photographs, and definitions and making connections to their prior knowledge).
- Discuss the meaning of the suffix in “careful”. Generate other examples of words with this suffix and discuss how the suffix affects their meaning.
- You could read the story *Nana’s in the Plum Tree* (RTR, Purple) to the students.



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