

# TEACHER NOTES

Teacher Notes by Christina Wheeler

WALKER BOOKS





## ABOUT THE AUTHOR:



*Megan Daley*

is the author of the bestselling book *Raising Readers* as well as editor of *Teacher, Teacher*.

Megan is a Teacher Librarian and early years educator and has been awarded the Australian Teacher Librarian of the Year and the Queensland Teacher Librarian of the Year, as well as the national Dromkeen Librarian's Award. A former national vice-president of the Children's Book Council of Australia, Megan is also a beekeeper, regular literary judge, festival program curator program, a workshop presenter, the creator of the popular website *Children's Books Daily* and co-creator of the *Your Kid's Next Read* podcast.



## ABOUT THE ILLUSTRATOR:

*Max Hamilton*

is a CBCA and Whitley award-winning illustrator, a graphic designer and most enthusiastically a maker of children's books. She enjoys noticing the little details in things and loves to get lost in the world of illustration and stories. Max lives with her family and their cuddly dog in Sydney, Australia.

## ABOUT THE WRITER OF THESE TEACHERS NOTES

*Christina Wheeler* is a qualified and experienced Teacher-Librarian and Curriculum Leader (Literacy) with over 30 years of experience in both primary and secondary settings. She is a writer, speaker and creator of *Teachers' Notes*, and has been a judge for the Queensland Literary Awards (Children's Award). Christina has shared her passion for literacy, communication and thinking skills internationally and loves helping readers to explore the richness of stories through the analysis of characters, settings and events.

# INTRODUCTION

## THE BEEHIVE

AUTHOR: MEGAN DALEY

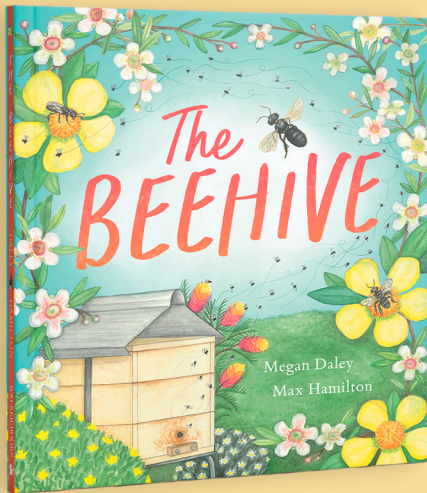
ILLUSTRATOR: MAX HAMILTON

ISBN 9781760655228 HARDBACK

FEBRUARY 2024

With the help of her school's Nature Club, the day has finally arrived for Willow to take home her very own native stingless beehive. She and Groundskeeper Tom must wait for the weather to be cool enough before carefully splitting the school's hive. Once in her backyard, Willow and her family gently introduce the bees to their new home.

A hybrid text that combines Willow's delightful story with fascinating facts about native bees, *The Beehive* is engaging and informative in equal measures.



## THEMES:

- Bees and Beekeeping
  - Insects
- Sustainability
  - Nature
  - Action

*The Beehive* is a dual text that pays homage to the amazing world of bees and beekeeping. The clever combination of engaging facts with Willow's story as she patiently awaits her own beehive makes it a perfect text for younger readers, both for recreational reading and in the classroom setting. Topic-specific vocabulary is embedded in the text, with a glossary and index guiding students in their use of non-fiction resources. In addition, rich figurative language is complemented by beautiful illustrations, offering readers a unique sensory experience. *The Beehive* also shares the valuable partnership between school and home in nurturing agency and a love for nature. With links to English, Science and HASS (Geography), it has curriculum applications from Prep-Year 6, most notably in the Early Years.

# AUSTRALIAN CURRICULUM

AGES 3–12 (YEARS F–6)

## CROSS CURRICULUM

Sustainability

Aboriginal and Torres Strait Islander Histories and Cultures

## GENERAL CAPABILITIES

Literacy

Critical and Creative Thinking

FOUNDATION			
ENGLISH	Language	AC9EFLA07	Explore the contribution of images and words to meaning in stories and informative texts.
		AC9EFLA08	Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school.
	Literature	AC9EFLE01	Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators.
		AC9EFLE02	Respond to stories and share feelings and thoughts about their events and characters.
		AC9EFLE03	Recognise different types of literary texts and identify features including events, characters, and beginnings and endings.
	Literacy	AC9EFLE05	Retell and adapt familiar literary texts through play, performance, images or writing.
AC9EFLY05		Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently.	
SCIENCE	Biological Sciences	AC9SFU01	Observe external features of plants and animals and describe ways they can be grouped based on these features.

YEAR 1			
ENGLISH	Language	AC9E1LA03	Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain.
		AC9E1LA09	Recognise the vocabulary of learning area topics.
		AC9E1LA08	Compare how images in different types of texts contribute to meaning.
	Literature	AC9E1LE01	Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators.
		AC9E1LE02	Discuss literary texts and share responses by making connections with students' own experiences.
		AC9E1LE03	Discuss plot, character and setting, which are features of stories.
	Literacy	AC9E1LE05	Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools.
AC9E1LY05		Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures.	
SCIENCE	Biological Sciences	AC9S1U01	Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs.



YEAR 2			
ENGLISH	Language	AC9E2LA03	Identify how texts across the curriculum are organised differently and use language features depending on purposes.
		AC9E2LA08	Understand that images add to or multiply the meanings of a text.
	Literature	AC9E2LE01	Discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators
		AC9E2LE05	Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools.
Literacy	AC9E2LY05	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning.	

YEAR 3			
ENGLISH	Language	AC9E3LA03	Describe how texts across the curriculum use different language features and structures relevant to their purpose.
		AC9E3LA09	Identify how images extend the meaning of a text.
	Literature	AC9E3LE01	Discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators.
		AC9E3LE02	Discuss connections between personal experiences and character experiences in literary texts and share personal preferences.
		AC9E3LE03	Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative.
		AC9E3LE05	Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts.
Literacy	AC9E3LY05	Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.	

SCIENCE	Biological Sciences	AC9S3U01	Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals.
---------	---------------------	----------	--

YEAR 4			
ENGLISH	Language	AC9E4LE05	Create and edit literary texts by developing storylines, characters and settings.
	Literature	AC9E4LY05	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts.

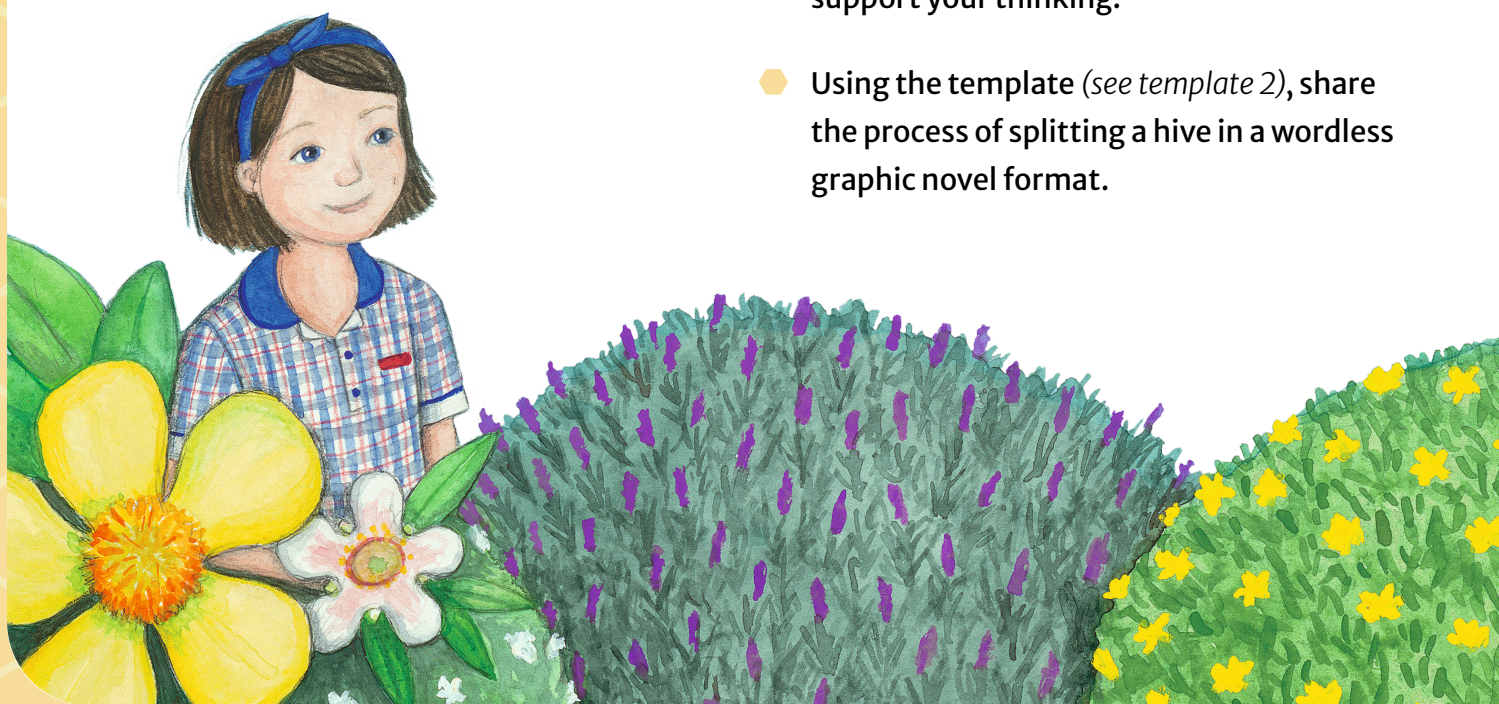
YEAR 5			
SCIENCE	Biological Sciences	AC9S5U01	Examine how particular structural features and behaviours of living things enable their survival in specific habitats.

YEAR 6			
SCIENCE	Biological Sciences	AC9S6U01	Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions.

\*Key content descriptions have been identified from the Australian Curriculum V9 (<http://www.australiancurriculum.edu.au>). However, this is not an exhaustive list of Australian Curriculum content able to be addressed through studying this text. Information is current as of March 2024.

# ACTIVITIES

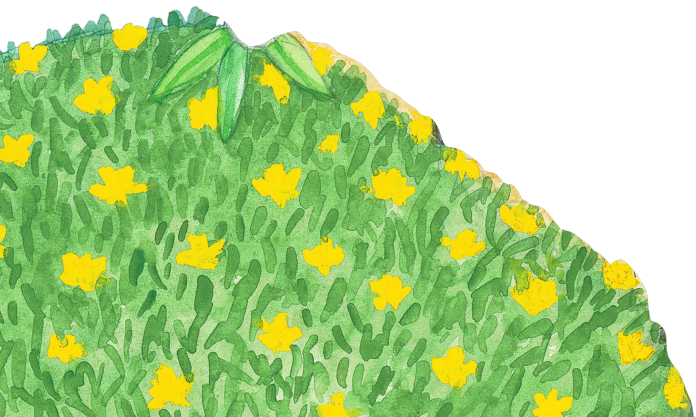
- Before reading *The Beehive*, look carefully at the front and back covers, blurb, and endpapers. Make predictions about the text.
- What do you know about bees, beekeeping, and beehives? What are you wondering about? Record your ideas. After finishing the text, return to your wonderings using a thinking routine such as *I Used to Think... Now I Think*.
- On the first page opening (pp 6–7), Willow hurries to school to spend time with her beloved stingless bees. Using the template (see template 1), complete the speech and thought bubbles for the people on this page to show what they may be thinking and saying.
- Examine the first page opening carefully (pp 6–7). What can you tell about this school from the illustration? Would you like to go to Willow's school? Why? Share in a reflection.
- Groundskeeper Tom is a mentor for Willow. Who in your life nurtures your hobbies and sparks your curiosity? Share with a friend.
- Using the illustrations on pages 10–11, find out more about the labelled parts of the tree. Add your notes to a classroom display of this same image.
- Referring to the illustrations on pages 14–15, write and illustrate a series of diary entries to share what happens during Pollinator Week. What other animals also pollinate? Why do we need pollinators?
- In what ways are native stingless bees clever? Give examples from the text to support your thinking.
- Using the template (see template 2), share the process of splitting a hive in a wordless graphic novel format.

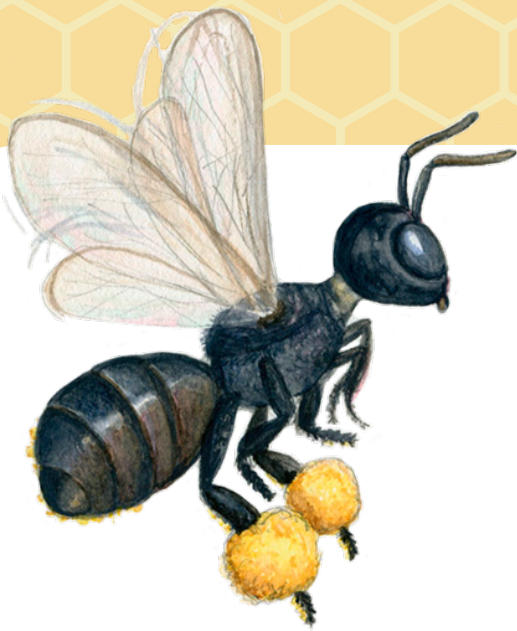






- After reading *The Beehive*, design and label your own OATH (Original Australian Trigona Hive) box (see pages 16–17).
- Discuss the use of descriptive and figurative language in the text and how this contributes to the reading experience. Examples include:
  - *The bees flittered on teeny grey wings*
  - *Willow wanted to capture the sharp, sweet aroma of the hive*
  - *Multi-layered rings of the richest brown*
  - *Others peeled off excess propolis to smell its strong scent*
  - *She tickled bees off her hands and hair*
  - *The sweet nectar would make the area 'like a lolly shop for bees'*
  - *Willow watched the gentle sparkle of bee wings streaming in through the hive entrance*
- With the help of a staff member or parent volunteer, start your own Nature Club. Create posters and offer to speak at assemblies to help promote your club.
- Willow loves the 'sharp, sweet smell' of the hive. Try using descriptive language to share others smells from nature. Ideas include:
  - **freshly cut grass**
  - **a wet and stormy afternoon**
  - **flower petals such as roses**
  - **scrunched up eucalyptus leaves**
  - **the ocean**
- What are examples of bee-friendly trees and shrubs? Innovate on ways to have more of these planted at your school and home.
- In the role of Willow, share your experience of taking the hive home in a journal entry.
- Retell this story from one of the native bee's points of view.
- Recreate this story through play or dramatisation.
- Discuss the use of colour in *The Beehive's* illustrations. Why is the colour palette so fresh and bright? How does the use of colour help convey meaning? Discuss the importance of 'reading pictures' as well as the written text to fully understand stories.
- With your class, take a nature walk around your school, taking note of the things that you see, hear and smell. Take photos of these spaces. As a class, co-create your own photo story to share this experience.





- Which is your favourite page opening of *The Beehive*. Why is this your favourite? Share with a friend.
- Using the template (see template 3), take notes about native stingless bees using the information in *The Beehive*.
- Create an infographic to share your understanding of the habitat, behaviour and work of native stingless bees.
- Discuss how indexes use alphabetical order and page number references. Practise using the index to locate key information in the text. Also practise skimming and scanning to quickly locate key information.
- How does *The Beehive* share how the needs of bees are best met? What can we do to better care for native bees and their habitats? Could bees survive in different biomes such as deserts? Why?
- Using the template (see template 4), complete a guided drawing of an Australian native stingless bee. Use your notes to label your bee.

- Write a letter to your school principal persuading them to introduce native bees to your school.
- Find out more about how new queens are established in newly divided hives.
- Use Talking Strips to tell your friend about this story:

FIRST...

NEXT...

AFTER THAT...

FINALLY...



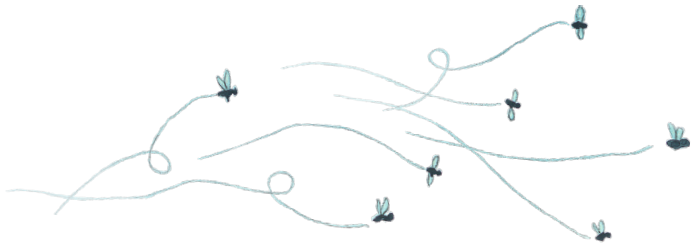
- Using the honeycomb template (see template 5), create a Word Wall to record new vocabulary encountered in *The Beehive*. Time permitting, use this vocabulary as follows:
  - Complete Word Webs using some of the vocabulary wordlist (see template 6)
  - To show your understanding, choose a word from the Word Wall to illustrate with examples and non-examples
- Use companion texts such as *The Sugarbag* by Nola Turner-Jensen and Dub Leffler to explore First Nations connections with stingless bees. In addition, visit the following sites:
  - <https://www.abc.net.au/news/2018-01-21/native-honeybees-provide-popular-bush-tucker/9333278>
  - <https://nativebees.com.au/indigenous-significance/#page-content>
- Create a Venn Diagram to compare Australian native stingless bees with European honey bees.
- Share the life cycle of a bee in a labelled diagram.
- In small groups, write and illustrate your own nature story suitable for this series. Remember to include fascinating facts about your chosen topic.

For additional information, classroom ideas and resources, please see the following links:

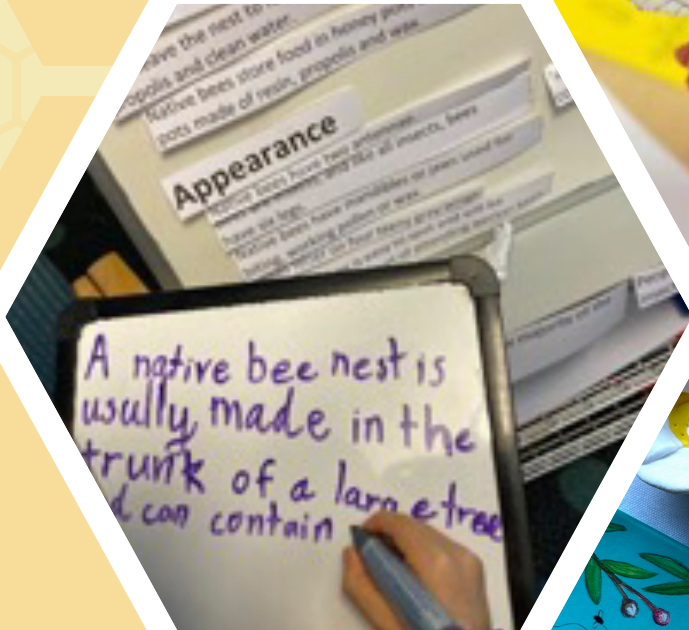
<https://www.wheenbeefoundation.org.au/wp-content/uploads/2022/03/WBF034-2-Teachers-Guide-to-Bees.pdf>

[https://www.primezone.edu.au/uploaded\\_files/resource\\_uploads/import/TeachersGuide\\_Bees-2A.pdf](https://www.primezone.edu.au/uploaded_files/resource_uploads/import/TeachersGuide_Bees-2A.pdf)

<https://www.beechworthhoney.com.au/bee-school/classes/>



# PHOTO GALLERY





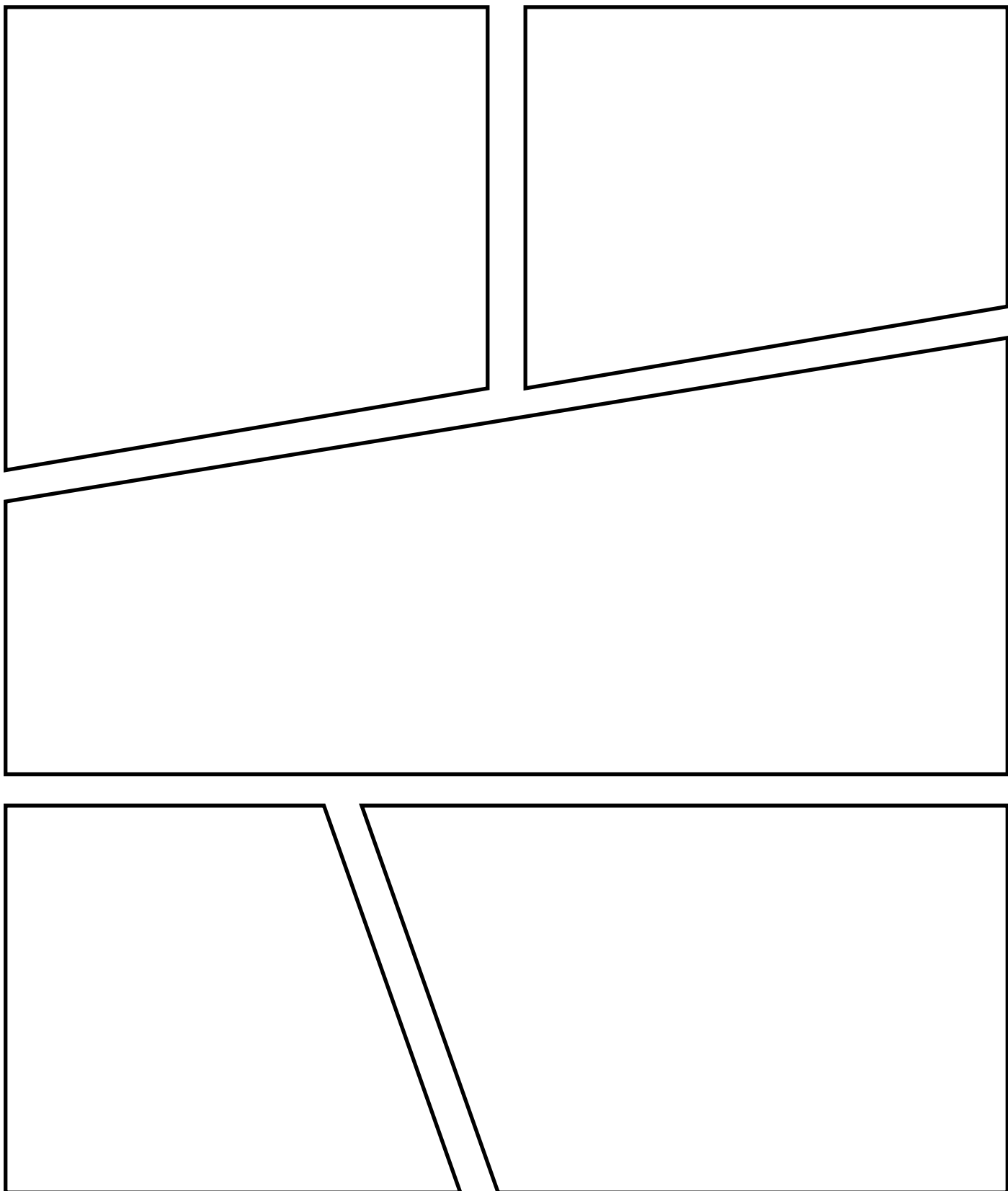
# 1. SPEECH AND THOUGHT BUBBLES

Complete the speech and thought bubbles for the people on this page to show what they may be thinking and saying.



## 2. GRAPHIC NOVEL

Using the template below, share the process of splitting a hive in a wordless graphic novel format.



# 3. NOTE TAKING TEMPLATE

My name:

Animal:

Sketch

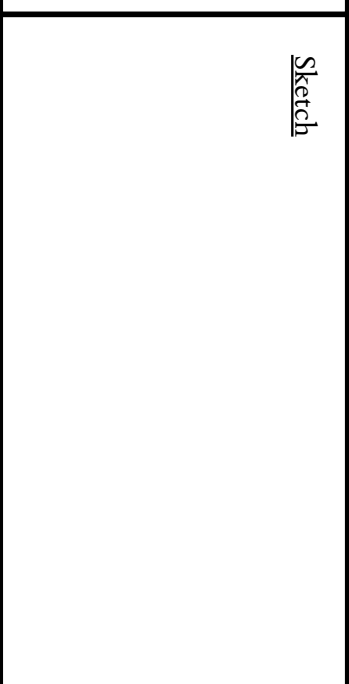
Introduction

---

---

---

---



Body

Appearance: What do they look like?

Diet: What do they eat?

Habitat: Where do they live?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Conclusion

---

---

---

---

---

---

---

---

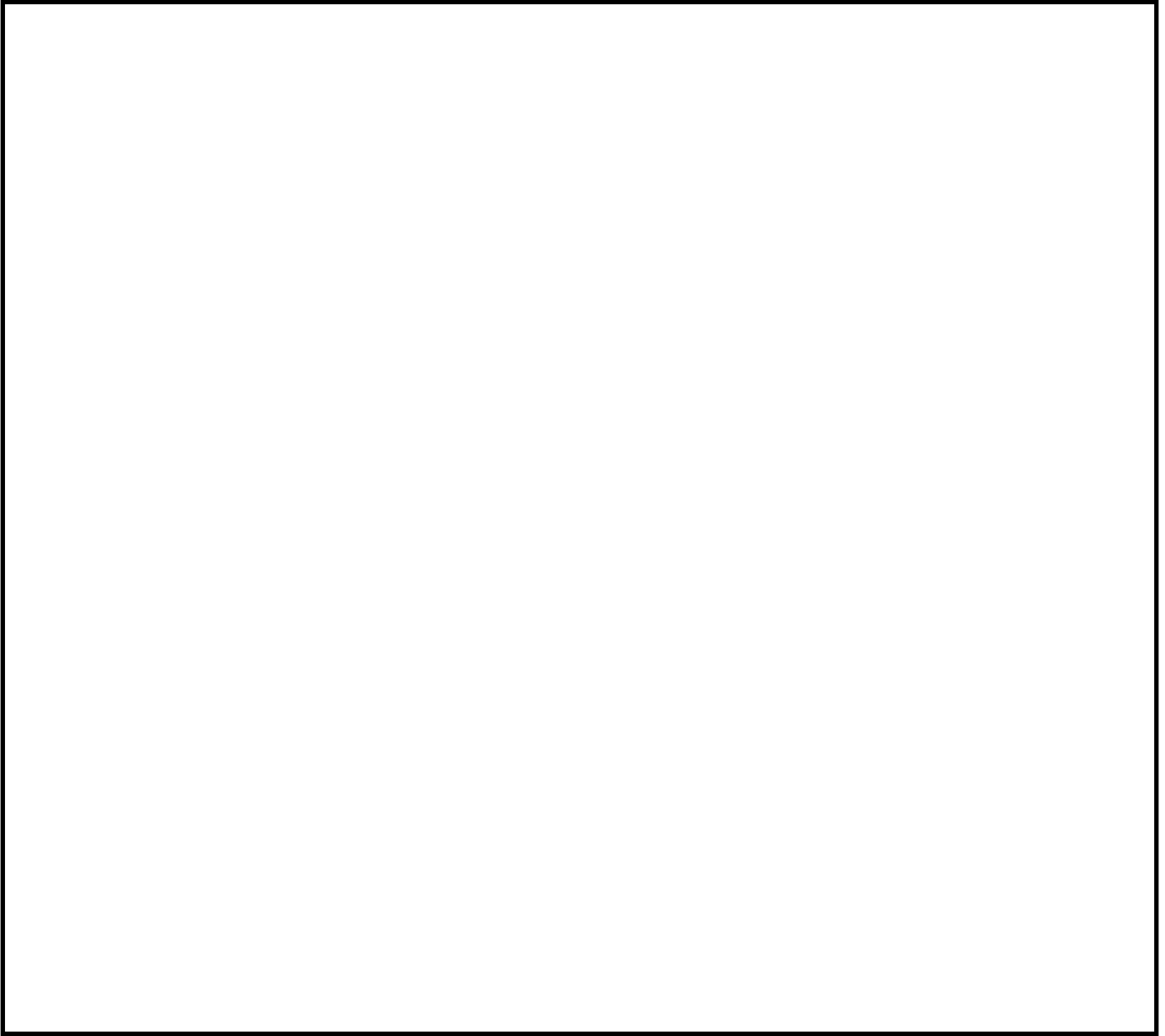
---

---



# 4. GUIDED DRAWING

Complete your guided drawing of Australian native bees:



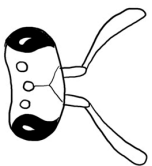
Label its parts:

Heads	Legs	Antenna
Wings	Body	Eyes

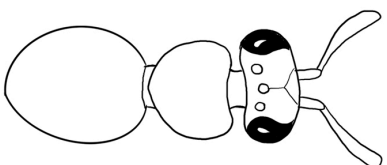
# LET'S DRAW A NATIVE BEE! - GUIDED DRAWING INSTRUCTIONS



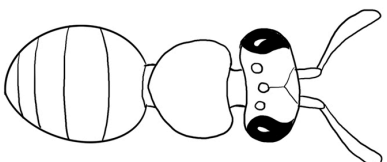
1. To begin draw a shape a bit like a jellybean for the bees head.



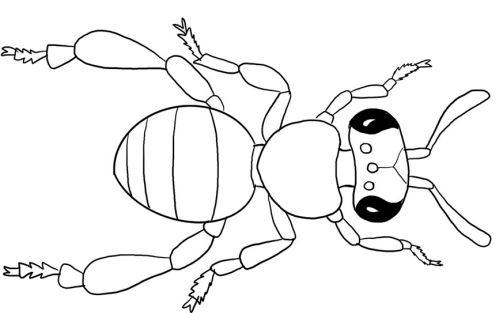
2. Next draw the Native bees eyes, antennae and head detail



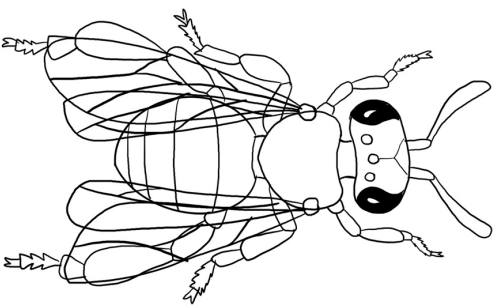
3. Now draw in the rest of its body. The middle section, called the thorax, looks a bit like a love heart.



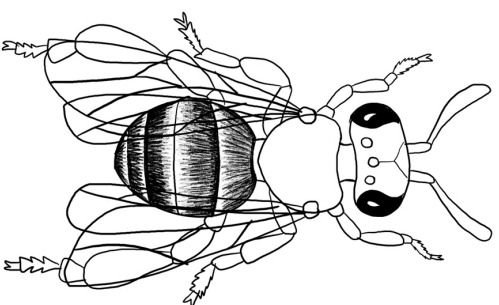
4. Now add the lines on its abdomen.



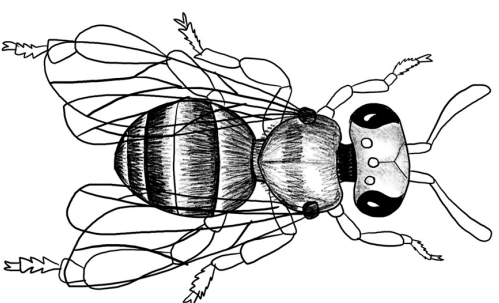
5. And next draw its legs. Bees have 6 legs.



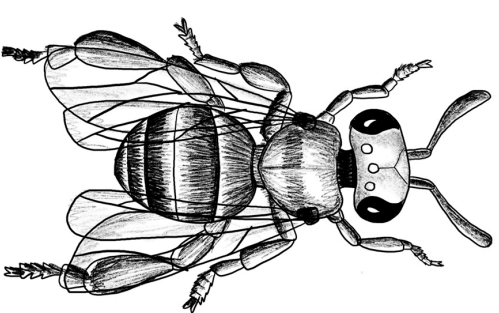
7. Now lets add some wings.



8. If you want to colour or add detail you can shade the abdomen...

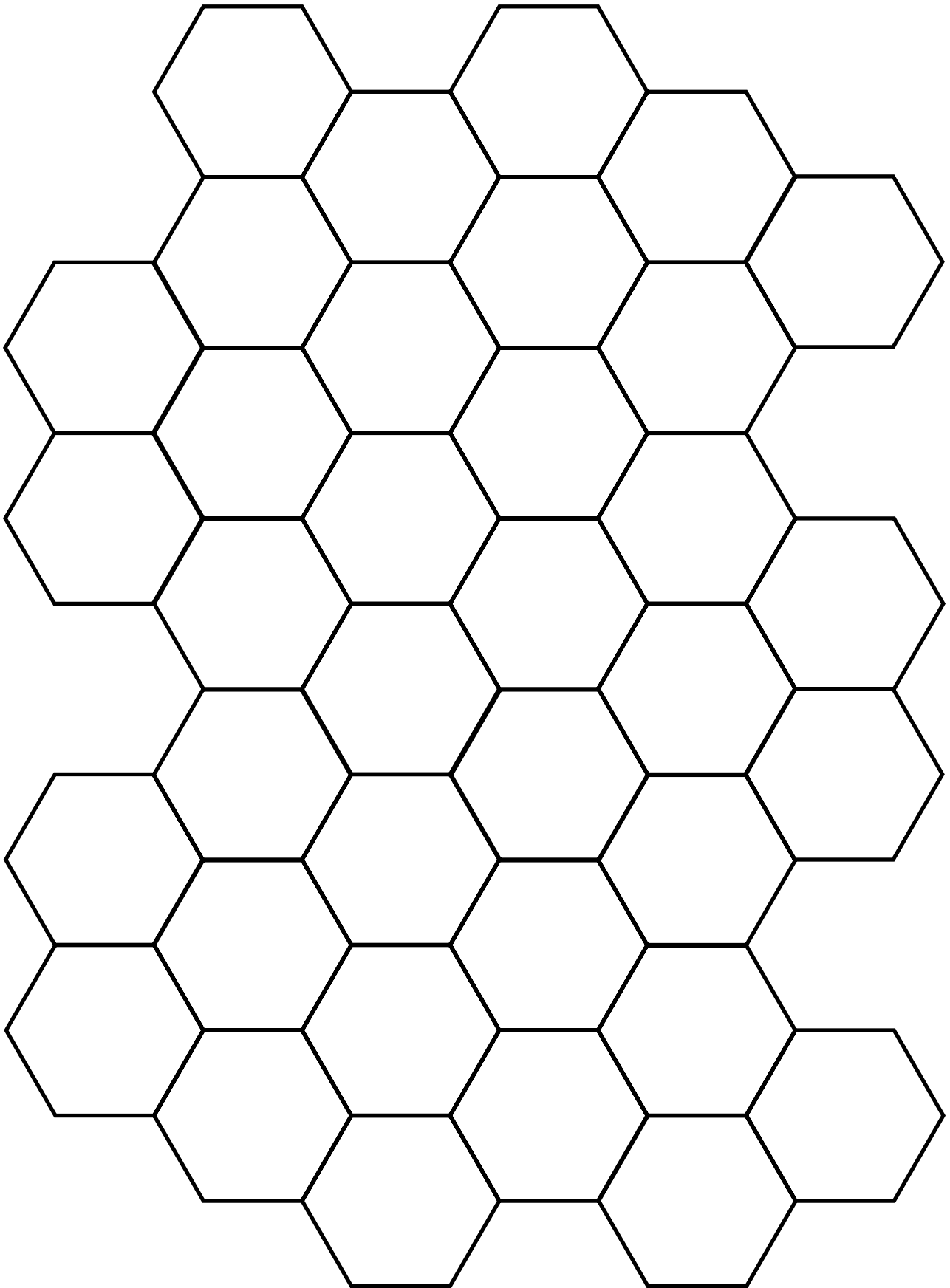


9. and add colour / shading to the thorax and head.



10. To finish you can colour / shade the head and antennae.

## 5. WORD WALL





# WORD WALL VOCABULARY LIST

solitary	queen bee
semi-social	hovered
toil	zipped
propolis	complex
resin	secreted
forager	glands
prolific	abdomens
vital	drones
flora	canopy
crucial	streaming
pollination	diversity
crops	species

## GLOSSARY

beeswax  
brood  
colony  
forage  
hive  
honey  
nectar  
orientation flight  
pollen  
propolis  
resin

# 6. WORD WEB

