LESSON PLAN

Name:

Time: 40--45 min

Book: Bella Brown Visits a Bee Farm by J.W. Zarek

Theme: From Fear to Fascination: Problem-Solving Through Learning

Grade: Kindergarten (Ages 5-6)

Lesson Objective

At the end of the course, students will be able to.

1. Identify and sequence Bella's problem-solving steps
2. Create a visual "Problem-Solving Steps" chart based on Bella's journey.
3. Use sequence cards to retell and internalize Bella's progression from fear to fascination.
4. Participate in hands-on "brave learning" challenges to apply knowledge and manage nervousness.
5. Use metacognitive vocabulary (observe, question, practice, reflect, apply) in discussions.
6. Demonstrate emotional regulation skills by managing fear with curiosity and patience, inspired by Bella.
7. Share and document personal "fear to fascination" learning experiences.
8. Connect scientific observation to emotional courage and personal growth.

Materials

1. Bella Brown Visits a Bee Farm book
2. Chart paper and markers
3. Problem-Solving Steps sequence cards
4. Emotion cards
5. Brave Learning challenge materials:
    a. Magnifying glasses and flower models
    b. Small bells or nature sounds recording
    c. Soft fabric squares
6. Writing/drawing paper and crayons
7. Visual schedule cards
8. Class "Brave Learning" journal or poster

Vocabulary

1. Observe
2. Question
3. Practice
4. Reflect
5. Apply
6. Courage
7. Patience
8. Curiosity

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Time	Activity
Morning Circle & Introduction (5 minutes)	Gather students and display the visual schedule. Say, Today, we'll solve problems like Bella does with bees! Show the book cover and ask, How does Bella feel at first? How does she change? Introduce the idea: Bella learns to turn fear into fascination by asking questions and practicing. Let's try that too!
Read-Aloud and Analysis	Read key sections (Pages 6-10, 11-14, 17, 25) where Bella identifies her fear, seeks Grandma Yetta's help, learns about bees, practices standing still, and celebrates her new understanding. Pause to ask 1. What's Bella's problem? (She's scared of bees.) 2. Who helps her? (Grandma Yetta and Farmer Joe.) 3. What does she learn and practice? (Bees are helpers; standing still works.) 4. How does she feel at the end? (Fascinated and brave.)
Problem-Solving Steps Chart (10 minutes)	Say, Let's make a chart like Bella's journey! Draw a 5-step chart on chart paper 1. Identify problem (fear of bees) 2. Ask for help (Grandma Yetta) 3. Learn information (bee facts) 4. Practice new behaviors (stand still) 5. Celebrate success (thanks bees). 6. Have students suggest details from the story for each step. Display the chart for reference.

Time	Activity
Sequence Cards Activity (10 minutes)	Distribute sequence cards and work as a class to order them: identify problem, ask for help, learn information, practice new behaviors, and celebrate success. Say, Let's retell Bella's story using these steps. Pair students to practice retelling with the cards, encouraging use of first, next, then, after that, finally.
Brave Learning Challenges (10 minutes)	Set up three stations (2-3 minutes each) with small groups rotating 1. Magnifying glasses with flower models- Observe closely like Bella at the hive. 2. Small bells or nature sounds- Listen quietly and question what you hear. 3. Soft fabric squares- Practice gentle touch to feel calm.
Reflection & Sharing (5 minutes)	Gather and ask, What did you learn from a challenge? How did you feel? Students draw or dictate one fear-to-fascination moment in the class journal (e.g., I was scared to listen, but I learned it was fun). Connect to Bella- Like Bella, you used courage and questions!

Notes

Assessment and Extension

Assessment

Formative-Observe if students sequence cards correctly and use vocabulary (e.g., observe, question) during discussions.

Summative- Evaluate participation in challenges and journal entries for personal connections to Bella's process.

Extension

Create a classroom Problem-Solving Wall with student drawings of their brave moments.

Practice the sequence steps with a new challenge (e.g., trying a new game).

Modifications for Different Learners

For Students Needing Additional Support

Provide picture cues on sequence cards and a peer buddy for challenges.

Use simple phrases: Ask a friend for help.

Offer a chair option during station rotations.

For Advanced Learners

Add a sixth step to the chart (e.g., Teach others).

Encourage creating a mini-story of their own problem-solving journey.

Lead a group in retelling with sequence cards.

For English Language Learners

Pair vocabulary with gestures (e.g., hand to ear for listen).

Use repetitive prompts: What do you observe? What do you question?

Allow drawing instead of writing for reflections.

For Kinesthetic Learners

Add a movement for each step (e.g., hands on hips for identify problem).

Let them demonstrate challenges physically (e.g., gentle swaying).

Include a walk and talk retell with sequence cards.