LESSON PLAN

Name:

Time: 40--45 min

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

Theme: Gentle Movements: Learning to Be Still and Observe Like Bella

Grade:Pre-K (Ages 4-5)

Lesson Objective

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

1. Practice standing still and observing calmly, as Bella learns from Grandma Yetta.
2. Perform simple movement activities contrasting "busy/buzzy" with "still and calm" positions.
3. Identify safe bee behaviors using picture cards (standing still, moving gently, observing quietly).
4. Engage with sensory stations (magnifying glasses, quiet listening, soft touching) to reinforce gentle observation.
5. Participate in a "Bee Observation Dance" with freezing statue poses.
6. Use vocabulary related to feelings (scared, calm, curious) and observation actions (watch, listen, be still).
7. Connect Bella's learning to overcome fear through knowledge and careful observation to their own experiences.

Materials

- Bella Brown Visits a Bee Farm book
- Picture cards showing safe bee behaviors (standing still, moving gently, observing quietly)
- Large emotion cards (scared, calm, curious) with facial expressions
- Sensory station materials:
- Magnifying glasses (for observing flower models)
- Soft fabric flowers (for quiet touching)
- Small bells or nature sounds recording (for quiet listening)
- Gentle "buzzing" music
- Visual schedule cards (e.g., reading, moving, dancing)
- Chart paper and thick markers (for vocabulary display)
- Open space for movement activities

Vocabulary

1. Scared
2. Calm
3. Curious
4. Watch
5. Listen
6. Be still
7. Gentle
8. Observe

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Time	Activity
Morning Circle & Introduction (5 minutes)	Gather students and show the visual schedule. Say, Today, we'll learn to be still and observe like Bella with bees! Show the book cover and ask, How might Bella feel about bees at first? Introduce feelings: Sometimes we feel scared, but Bella learns to feel calm and curious. Define key words To observe means to watch and listen quietly.
Read-Aloud: Standing Still with Grandma Yetta (10 minutes)	Read the section (Pages 6-10) where Grandma Yetta teaches Bella to stand still (e.g., Stand very still, and the bee will fly off on its own). Use emotion cards to show Bella's scared face, then her curious peek. Pause and ask, What does Bella learn to do? How does she feel now? Practice standing still as a group Let's be statues like Bella—freeze when I say 'bee!'
Movement Activities: Busy vs. Calm (10 minutes)	Say, "Let's move like bees!" Play gentle buzzing music and guide 1. Buzz around the room like a busy bee! (30 seconds) 2. Now land softly and be still like Bella (30 seconds, freeze pose). 3. Repeat twice, then ask, Which feels better—busy or still? Connect to Bella. She learns still helps bees feel safe.

Time	Activity
Sensory Stations: Gentle Observation (10 minutes)	Set up three stations (2-3 minutes each) with small groups rotating 1. Magnifying glasses with flower models: “Watch the flower details like Bella watches bees.” 2. Soft fabric flowers: “Touch gently and be calm.” 3. Bells or nature sounds: “Listen quietly like Bella.” 4. Guide with, let’s observe like Bella—slow and gentle!
Bee Observation Dance (5 minutes)	Say, “Let’s make a dance like Bella!” Play music and lead 1. “Move gently like a bee” (sway arms, 15 seconds). 2. “Freeze in a statue pose when I say ‘observe!’” (hold 10 seconds). 3. Repeat 3 times, then ask, “How did it feel to be still?”
Closing Circle: Reflection (5 minutes)	Gather with emotion cards. Ask, How did Bella feel at first? How did she feel after learning? Move the toy bee from “scared” to “curious” card. Say, You can feel calm too when you learn about new things! End with a group freeze pose: Be still like Bella one more time!

Notes

Assessment and Extension

Assessment

Formative: Observe if students stand still during practice and identify safe behaviors with picture cards. Check vocabulary use (e.g., calm, observe) in discussions.

Summative: Note participation in the dance and sensory stations. Assess if students connect Bella's journey to their feelings (e.g., I was scared but learned).

Extension

Create a class *Still and Observe* poster with drawings of statue poses.

Practice the dance at home with family, sharing what they learned.

Observe a garden (safely) to spot bees or flowers.

Modifications for Different Learners

For Students Needing Additional Support
Provide a peer buddy to model standing still.
Use larger picture cards with gestures (e.g., hand to ear for listen).
Offer a chair option during the dance for resting.

For Advanced Learners
Add a second emotion (e.g., happy) to the dance sequence.
Ask them to name one thing they'd observe (e.g., bee wings).
Encourage the group to freeze in a pose.

For English Language Learners
Pair vocabulary with pictures and gestures (e.g., hands still for be still).
Use simple phrases: Watch quiet, be calm.
Allow non-verbal responses (e.g., pointing to emotion cards).

For Kinesthetic Learners
Add a gentle walk between stations.
Use movement to show feelings (e.g., shaky hands for scared).
Let them lead the buzzing part of the dance.