LESSON PLAN

Name:

Time: 40--45 min

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

Theme: From Fear to Learning: How Questions Help Us Discover Amazing Things

Grade: First Grade (Ages 6-7)

Lesson Objective

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

1. Identify and sequence Bella's progression from fear to fascination through questioning).
2. Create a visual "Learning Conquers Fear" strategy chart based on Bella's journey.
3. Use sequence cards to retell and apply Bella's questioning process.
4. Participate in hands-on "brave scientist" activities to practice asking questions and observing unfamiliar objects.
5. Use scientific vocabulary (observe, investigate, discover, habitat, pollination) in discussions.
6. Develop questioning skills inspired by Bella's curiosity to overcome fear.
7. Document personal "fear to fascination" experiences through writing and drawing.
8. Connect scientific thinking skills to emotional courage and personal growth.

Materials

1. Bella Brown Visits a Bee Farm book
2. Chart paper and markers
3. Learning Conquers Fear sequence cards
4. Emotion cards (scared, nervous, curious, fascinated)
5. Brave Scientist activity materials:
    a. Magnifying glasses and flower models
    b. Small bells or nature sounds recording
    c. Unfamiliar objects (e.g., pinecones, feathers)
6. Writing paper and crayons
7. Visual schedule cards
8. Class "Brave Scientist" journal

Vocabulary

1. Observe
2. Investigate
3. Discover
4. Habitat
5. Pollination
6. Curiosity
7. Courage
8. Question

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Time	Activity
Morning Circle & Introduction (5 minutes)	Gather students and display the visual schedule. Say, Today, we'll learn how Bella turns fear into fascination with questions! Show the book cover and ask, How does Bella feel at first?, How does she change? Introduce the idea: Bella uses questions to learn about bees. Let's try that too!
Read-Aloud and Analysis	Read key sections (Pages 6-10, 11-14, 17, 25) where Bella identifies her fear, asks questions, learns bee facts, practices observation, and celebrates discovery. Pause to ask: 1. What scares Bella at first? (The bee chasing her.) 2. What questions does she ask? (About bees being safe.) 3. What does she learn? (Bees help flowers and make honey.) 4. How does she feel at the end? (Fascinated and brave.)
Learning Conquers Fear Chart (10 minutes)	Say, Let's make a chart like Bella's journey! Draw a 5-step chart on chart paper 1. Identify fear (bee chasing her) 2. Ask questions (is it safe?) 3. Gather information (bee facts from Farmer Joe) 4. Practice observation (watch bees at the hive) 5. Celebrate discovery (bees are helpers). 6. Have students add details from the story for each step. Display the chart.

Time	Activity
Sequence Cards Activity (10 minutes)	Distribute sequence cards and work as a class to order them: identify fear, ask questions, gather information, practice observation, celebrate discovery. Say, let's retell Bella's story with these steps. Pair students to practice retelling, using first, next, then, after that, finally, and apply the process to a new scenario (e.g., learning about a new pet).
Brave Learning Challenges (10 minutes)	Set up three stations (3 minutes each) with small groups rotating: 1. Magnifying glasses with flower models: Observe and ask questions about flowers. 2. Small bells or nature sounds: Investigate the sound and wonder what makes it. 3. Unfamiliar objects: Practice observing and asking questions about this new item. 4. Guide with, Use Bella's questions if you feel nervous!
Reflection & Sharing (5 minutes)	Gather and ask, What did you discover? How did questions help? Students write or draw one "fear to fascination" moment in the class journal (e.g., I was scared of the bell, but I learned it's just a sound). Connect to; Bella-Like Bella, your questions made you brave!

Notes

Assessment and Extension

Assessment

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

Summative- Evaluate journal entries for personal connections to Bella's questioning process.

Extension

Create a classroom Question Wall with student-drawn questions about nature.

Practice the questioning steps with a new topic (e.g., weather).

Modifications for Different Learners

For Students Needing Additional Support

Provide picture cues on sequence cards and a peer buddy for challenges.
Use simple prompts: What do you see? What do you ask?
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 questioning journey.
Lead a group in retelling with sequence cards.

For English Language Learners

Pair vocabulary with gestures (e.g., hand to eye for observe).
Use repetitive prompts: What do you see? What do you ask?
Allow drawing instead of writing for reflections.

For Kinesthetic Learners

Add a movement for each step (e.g., hands up to ask questions).
Let them demonstrate observations physically (e.g., pointing at objects).
Include a walk-and-talk retell with sequence cards.