LESSON PLAN

Name:

Time: 75 minutes

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

Theme: Research and Investigation- From Questions to Expert Knowledge

Grade: Third Grade (Ages 8-9)

Lesson Objective

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

1. Analyze Bella's progression from fear to expertise through research and questioning (Pages 6-14, 17, 25).
2. Use research vocabulary (investigate, analyze, evidence, sources, conclusions, expertise) in discussions and activities.
3. Formulate research questions and collect evidence from multiple sources in collaborative teams.
4. Develop systematic note-taking and source organization skills using graphic organizers.
5. Synthesize findings to draw evidence-based conclusions about bee-related topics.
6. Build academic vocabulary through bee science and research methodology terms.
7. Write extended informational paragraphs summarizing research and presenting expert knowledge.
8. Practice collaborative presentation skills to teach classmates about their research areas.
9. Connect research skills to problem-solving and advocacy, as Bella's knowledge inspires conservation action.

Materials

1. Bella Brown Visits a Bee Farm book
2. Research graphic organizers
3. Chart paper and markers
4. Note-taking templates
5. Access to age-appropriate sources (books, websites, videos on bee topics)
6. Visual aids materials (e.g., posters, diagrams, props)
7. Writing paper with third-grade lines and pencils
8. Vocabulary cards
9. Bee-related research topic cards

Vocabulary

1. Investigate
2. Analyze
3. Evidence
4. Sources
5. Conclusions
6. Expertise
7. Pollination
8. Conservation
9. Ecosystem

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Time	Activity
Morning Circle & Introduction (5 minutes)	Display the visual schedule. Say, Today, we'll follow Bella as she turns fear into expertise through research! Show the book cover and ask, How does Bella feel at first, and how does she change? Introduce, Bella learns by asking questions and investigating. Let's become bee experts too!
Read-Aloud and Analysis (15 minutes)	Read key sections (Pages 6-10: Bella's initial fear; Pages 11-14: observation to questioning; Page 17: honey facts; Page 25: advocacy). Pause to ask • What questions does Bella start asking at the bee farm? (Jobs, honey-making.) • How does learning facts change her feelings? (From fear to fascination.) • What evidence helps her become an expert? (Bee behaviors, ecological roles.) Model thinking: Bella's questions lead to knowledge and action.
Research Question Development (10 minutes)	Say, let's form research questions like Bella! In teams of 3-4, assign topics (e.g., bee life cycle, pollination, threats). Students brainstorm one question per team (e.g., How do bees communicate?). Record on graphic organizers and discuss, "How will we find answers?"

Time	Activity
Collaborative Investigation (20 minutes)	Provide access to multiple sources. Teams investigate their topics 1. Take systematic notes (question, source, evidence, conclusion). 2. Analyze evidence (e.g., compare bee roles from the story vs. facts). 3. Organize findings using graphic organizers. Guide with, Use evidence to conclude, like Bella did!
Writing Workshop (15 minutes)	Say, write an informational paragraph as an expert! Provide a prompt: Our research question was [question]. We found [evidence from sources]. This shows [conclusion]. This helps bees by [advocacy idea]. Students draft paragraphs, using vocabulary and evidence.
Presentation Practice (10 minutes)	Teams plan a 2-minute presentation to teach classmates. Include visual aids (e.g., posters) and key findings. Practice clear speaking and evidence use. Say, share your expertise like Bella shares her bee knowledge!

Time	Activity
Sharing Circle (5 minutes)	Each team shares one key finding. Ask, How did research build your confidence, like Bella's? Connect to advocacy: How can we help bees with this knowledge?

Notes

Assessment and Extension

Assessment

Formative-Observe question formulation, note-taking, and vocabulary use during investigations.

Summative- Evaluate paragraphs for evidence synthesis, research vocabulary, and advocacy connections (rubric: 4=exceeds, 3=meets, 2=approaching, 1=beginning).
Assess presentations for clarity and collaboration.

Extension

Expand into a multi-day project with deeper source analysis and a class conservation plan.
Present findings to younger classes or write letters to local officials.

Modifications for Different Learners

For Students Needing Additional Support

Provide pre-filled chart sections and sentence starters (e.g., we found...).
Pair with a peer for research and presentation.
Offer oral presentation options.

For Advanced Learners

Add a second research question to investigate (e.g., How do pesticides affect bees?).
Write a second paragraph comparing sources.
Lead a team in creating detailed visual aids.

For English Language Learners

Use visuals for vocabulary (e.g., evidence with a magnifying glass).
Offer bilingual source summaries.
Allow drawings with labels for notes.

For Kinesthetic Learners

Add movements (e.g., investigate with a searching gesture).
Use manipulatives to sort evidence (e.g., note cards).
Include a research walk to gather ideas.