

LESSON TITLE: Bees Score Goals	
ESSENTIAL QUESTION: How do we learn about the cause of phenomena in the natural world?	
CONTENT STANDARDS CONNECTION Living organisms interact with one another and their environment.	
LANGUAGE DEVELOPMENT STANDARDS CONNECTION Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
OBJECTIVES (SWBAT)	
CONTENT Analyze the scientific method by identifying examples from the experiment in the newscast on the method outline.	
LANGUAGE (LISTENING, SPEAKING, READING, WRITING) Differentiate the meaning of <i>quickly/quicker</i> and <i>into/onto</i> by examining examples using the analysis tool in small groups.	
Vocabulary: hole, special board, playing field, complex, were placed, habitats, adapt, pick up	
SENTENCE Frames: In the sentence _____, the word ____ is used as a _____ to express (that) _____.	
MATERIALS	Task sheet

OPENING (5-7 minutes) BUILDING BACKGROUND	<p>Teacher prompt: Post the title of the newscast. Students predict what the story is about and <i>think-write-share</i> their predictions. Teacher: Guide the discussion and ask, <i>Are bees intelligent?</i> Students: write their opinion/guess.</p> <p>Main Topic: Bee’s interaction with their environment and with other bees and its consequences.</p> <p>Refer to the objectives: Students: paraphrase the objective, explain the steps in the scientific method and explain what they know about the use of <i>quicker/quickly</i>, <i>into/onto</i> in pairs. Teacher: Ask them to share what their partner said.</p>
DURING THE VIDEO	LISTENING FOCUS: Listen for how the researchers followed the scientific method and write their steps on the graphic organizer.
AFTER THE VIDEO	<p>Review: Each group’s spokesperson shares the example from the video for each part of the scientific method.</p> <p>Explain: Students analyze the script by finding <i>quicker/quickly</i>, <i>into/onto</i> in multiple examples in the text.</p>

	Explain what each phrase means providing a picture and an explanation and how it is different from the other word.
CLOSURE (assess student outcome)	Teacher: <i>Are bees intelligent?</i> Ask students if they changed their minds, why or why not?
ENRICHMENT/EXTENSION	Research other studies about bees and intelligence. What conclusions can you draw? How will this affect how we work with bees in the future? Prepare a pamphlet with summaries of your findings and share with other students.