



Read Aloud Transcript

Language Arts 2A Module 18 –
Animals That Dig

Bee Dance

By: Rick Chrustowski
Book ISBN #: 9780805099195

Objectives:

- Students will recount or describe the central (main) idea and details from a text.
- Students will make predictions.
- Students will ask and answer questions such as who, what, where, when, why, and how to describe their understanding of key details in a text (beginning, middle, and end).

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about an insect. How many of you know what a bee is? What do bees look like?</i>
Pause to call on a student or several students to hear their answer. Once a student(s) answers the questions, point to the title of the book and say:	<i>The title of this book is Bee Dance. Remember, the title of the book helps our minds think of what our story will be about.</i>
Point to the name of the author of the book and say:	<i>The author is Rick Chrustowski. Who can tell me what the author does or what the job of the author of a story is?</i>
Point to the illustrator's name and say:	<i>This story is illustrated by Rick Chrustowski, too. What does an illustrator do, or what is the job of the illustrator of the story?</i>
Hold up the cover of the book and say:	<i>Let's take a look at the cover of this book. The title says Bee Dance. What does the word 'Dance' mean?</i>

Call on a few students to hear their answers. When someone says that dancing is an action, it is a way we move our bodies, acknowledge the correct answer. Next, hold up the cover so that the students can see the picture say:	<i>Before reading the story, let's make a prediction. A prediction is when you make a good guess about something based on clues or pictures you see. When you look at the picture on the cover of this book, what do you think this story is going to be about? Do you think this story will be fiction or non-fiction?</i>
Call on a few students to hear their predictions. Then call on a few students to hear their answers. Once a student answers non-fiction, say:	<i>That is correct! This is a non-fiction story. A non-fiction story is real. It is about things that happen in real life. This story is about bees and a special dance they make.</i>
Finally, set a focus for the story by saying:	<i>This week our comprehension skill is central idea (which can also be called the main idea) and key details. The central idea (main idea) is what the text is mostly about. The key details are facts or examples that tell more about the central idea (main idea). As we read the story, pay attention to what the text is mostly about and the details that tell more about the central idea (main idea).</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening and looking for the overall central or main idea and key details during our story. This will help us describe the structure of our story.</i>
Read page 2. Ask students the following:	<i>Let's make another prediction. What do you think the central idea (main idea) of this text is going</i>

	<i>to be? Possible Answers: Bees tell other bees where to find food using a waggle dance.</i>
Read page 4. Ask students the following:	<i>In this sentence: "Follow a sweet scent floating on air to find a honeybee gold mine." what does the word "sweet" mean? What can you think of that is sweet?</i>
Continue reading until you get to page 7. After reading the page, ask the students the following:	<i>In this sentence: "Sip sugary nectar with your bendy straw tongue." using context clues from the sentence, what do you think the word "nectar" means?</i>
Call on a few students to hear their answers, then say:	<i>Nectar is the sweet liquid produced by the flowers of plants. Nectar is food for a lot of insects.</i>
Continue reading until you get to page 13. After reading the page, ask the students the following:	<i>What do you think are key details about the bee dance on this page? Possible answers: Doing the waggle dance. Making a figure eight and twirling in a circle. Wag your body up and down.</i>
Continue reading until you get to page 18. After reading the page, ask students the following:	<i>Where do you think the honeybees are going now? How do they know how to get there? Answer: The bees are going to find food. They know how to get there because the waggle dance tells them how.</i>
Read page 22. Ask students the following:	<i>Why do the bees collect nectar? Answer: To make honey</i>
Once the students answer the above question, ask the students the following:	<i>What do you think are key details that helped the bees know where the nectar is? Possible answers: Following the directions of the waggle dance.</i>
Continue reading until you get to page 26. After reading the page, ask the students the following:	<i>What do you think it means by "the last glow of the sunset"? What lights their way home? Answer: the sun.</i>
Call on a few students to hear their answers, then ask the students the following:	<i>Using your context clues, what time of day do you think it is?</i>

	<i>Answer: evening because the sun is setting.</i>
Continue reading. After reading the last page with text, ask the students the following:	<i>Why was the waggle dance important for the bees? Answer: It tells the bees where to find nectar.</i>

After Reading	
Directions	Teacher Script
After finishing the story, complete the Bee Dance main idea/key details PowerPoint. Students will be identifying the central idea (main idea) and key details of the text. Say to the students:	<i>This week we learned about the central idea (main idea) and key details of a text. We are going to practice this by completing an interactive activity. In this story you learned about how bees perform a waggle dance for their fellow hive mates, to help them locate nectar. You learned a lot of key details about how they perform this dance. The bee will wiggle its body. It will move its body in a figure eight, twirl in a circle, and move up, down, and side to side. As you think about the central idea of this story, think about the key details you learned that support the central (main) idea.</i>
Pull up the central (main) idea/key details PowerPoint so that the students can see it and say:	<i>Using a whiteboard or a piece of paper, write down the central idea (main idea) of the text and three key details from the text that support the central idea (main idea). When you are done, put your thumb up so that we can discuss the answers as a class.</i>
Give students a few minutes to complete the activity on their own, then display the PowerPoint and discuss the answers with the students.	<i>Let's look at the PowerPoint together. What is the central idea (main idea) of the text? Answer: Bees perform a waggle dance to explain to their hive mates where they can find a food source, like nectar.</i>

After the students answer, type the answer in the central idea (main idea) box, then say:	<i>What is a key detail that supports the central idea (main idea) of the text? Answer: The bee makes a figure eight, twirls in a circle, wags its body up the middle run, and then twirls around the other side.</i>
After the students answer, type the answer in the 1st detail box, then say:	<i>What is a second key detail that supports the central idea (main idea) of the text? Answer: The dance points the way to the prairie.</i>
After the students answer, type the answer in the 2nd detail box, then say:	<i>What is a third key detail that supports the central idea (main idea) of the text? Answer: How long the bee waggles its body tells the others how far to go.</i>
After the students answer, type the answer in the 3rd detail box, then say:	<i>You did a great job identifying the central idea (main idea) and key details of the text! As you do your independent reading this week, be sure to think about the central idea (main idea) and key details of the story you are reading.</i>