**Post-Activities Grade 2: Bee Movie**

In the weeks following the movie…

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| **Grade** | **Curriculum Expectations** | **Activities** |
| 2 | **Science: Unit: Understanding Life Systems: *Growth and Changes in Animals***  **1.1** identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced  **1.2** identify positive and negative impacts that different kinds of human activity have on animals and where they live  **2.5** investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods  **3.3** identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live  **3.2** describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment  **The Arts: *Visual Art***  **D1.1** create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature  **D1.2** demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic  **D1.4** use a variety of materials, tools, and techniques to respond to design challenges  **Language: *Media Literacy***  **1.1** identify the purpose and intended audience of some simple media texts (e.g., this television commercial is designed to sell breakfast cereal to parents or soft drinks to children or teens; this picture book of nature stories is aimed at children who are interested in animals)  **1.3** express personal thoughts and feelings about simple media works and explain their responses (e.g., explain why a particular DVD/video or licensed character toy or game is more or less appealing to them than another, similar product)  **3.2** identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g., a photo essay or collage to commemorate a class event or celebration)  **3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., • an advertisement for a healthy snack food • a board game based on the plot and characters of a favourite book or television show • a sequence of pictures and/or photographs telling the story of a class event or celebration • a story illustrated with diagrams and digital images • a weather report with illustrations and captions • a selection of background music and sound effects to accompany a picture book that will be read aloud to the class • a role play of an interview between a reporter and a fictional character in a movie**)**  ***Writing***  **1.3** gather information to support ideas for writing in a variety of ways and/or from a variety of sources  **1.4** sort ideas and information for their writing in a variety of ways, with support and direction  **1.5** identify and order main ideas and supporting details, using graphic organizers (e.g., a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally) and organizational patterns  **1.6** determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary  **2.1** write short texts using several simple forms  **2.2** establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience  **2.5** identify, initially with support and direction, their point of view and one or more possible different points of view about the topic | **Activity 1: Create a Bee Book**  Students or teacher could choose one of the following two options:   1. Create an informational book about everything students have learned about Bees 2. Create a short story or series of journal entries about life as a Bee   Option 1 Guidelines:  \*For this option having students become familiar with informational texts is essential, you can pick and choose which of the following criteria you would want to include to best fit the needs of your individual students  \*This could be an individual or group activity  Steps for Students:  1. Check that each entry (page) has a title to tell the reader what they are about to read—the title should name the animal: Honey Bee  2. include a photo or drawing for each entry (page)—use a photo you found or draw a picture of a bee  3. Add captions to pictures—remember, captions and labels tell what pictures are about  4. Organize the entries alphabetically—look at the title of each entry, put them in alphabetical order  5. Number the pages—add the page number to each page  6. Prepare a table of contents—look at the table of contents in other informational books you have read and now make one for your book  7. Make a cover—talk with your group about what you want on your cover. Choose pictures that tell what the book is about. Talk about a title. Then make your cover.  8. Now bind the pages together—you could staple pages together or punch holes in them and tie them together with string.  Option 2 Guidelines:  \*Have students put themselves in a Bee’s shoes. Get them to reflect and think about how Barry felt in the “Bee Movie.” What kinds of things to Bee’s do? Why are they important? What do they have to be careful of in everyday life?  \*It may be beneficial to find some journal style writing ahead of time so students are familiar with it  \*try the **Journal Template handout** for a good beginners layout for journal writing  Steps for Students:  1. Choose either a short story format (beginning, middle and end) and choose a character or create a journal where you are the main character pretending to be a Bee for a few days.  2. Make sure that your writing convinces the reader who you are, if you are a Bee what do you think you would do during the day? What adventures might you encounter? What dangers might be there? What other animals or plants might you see?  3. If you are writing a short story include a problem and how you solved the problem. What was Barry’s problem in the movie? How did it get solved?  4. If you are writing a journal remember to make it look like a journal, include: Date, greeting, information in the middle, wrap up at the end and a “sign off” to finish your entry.  **Activity 2: Extend Their Thinking—Go on an Ecology Hunt!**  \*Use the **Nature Squares handout** for this activity  \*Have a discussion ahead of time about what Abiotic and Biotic mean—just another term for what you have already discussed with them: **Abiotic** means non-living and **Biotic** means living so if they find something that is non-living they would list in in their chart under Abiotic and vice versa for something living  1. Plan a day to go outside and explore the areas around the school yard  2. With the Nature Squares sheet they will choose one area where they have found a good spot with many things to observe  3. In that area they will fill out all of their squares with everything they see—living and non-living, they could draw or name what they see, whichever may be easier for them  4. Back in the classroom they will fill in the chart and organize what they found and answer the questions  5. As an extension have them choose one Biotic organism that they found and ask them what they think this living things job is, what other living things depend on it? Are their animals that use it as food, or plants that wouldn’t survive? What would happen if that organism was no longer around? They could do some research on these questions to help figure out the answers.  **Activity 3: Board Game**  \*students can take the information they have learned before and during the movie and create a board game based on either the life cycle of a Honey Bee or the storyline from the Bee Movie  \*students will need to create a rough draft first, outlining what they will include and how it will look  \*use the **Board Game Template** for students to create their game, these can be used as is, printed on the larger paper or can be used as a “draw-it-yourself” template for students who wish to do theirs on Bristol board or something similar, there are a few different choices so you or students can choose their favourite  \*students should include trivia cards about a) Honey Bee facts or b) questions about the movie depending on which option they or you choose to go with  \* 2 designs that would work for a homemade board game:  1. If dice are available students can use traditional dice rolls to move forward with trivia cards that players must answer on certain squares of the board  2. If dice are unavailable they could make cards 1-12 like the “Sorry” board game to move forward spots including a separate deck of cards for their trivia  **Post Movie Discussion Questions:**  See the handout for **Post Movie Questions: Bee Movie.** You could have students answer these independently or have a class discussion about them.  **Extra Fun!**  A fun interactive website that students can play a few bee movie related games if you want to let them have some free time during netbooks or in the computer lab: <http://dev.jetsetstudios.com/portfolio/beemovie/> |