**Post-Activities Grade 3: Bee Movie**

In the weeks following the movie…

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| **Grade** | **Curriculum Expectations** | **Activities** |
| 3 | **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 personal feelings and ideasinspired by the environment or that have the community as their subject  **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 media texts (e.g., this magazine is aimed at children/teens/adults; these boxes for DVDs/videos are aimed at the parents of very young children)  **1.3** express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important)  **3.2** identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a tape-recorded interview to present a classmate’s opinion about a favourite show, toy, or game)  **3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., • a series of video stills or photographs about a topic of their choice to display to the class • a simple slide show for a multimedia presentation to a younger class • a tape-recorded interview with a classmate about a favourite show, toy, or game• a comic strip for publication in a class newsletter • a skit, including sound effects, based on a photograph • a compilation of images from magazines, newspapers, or the Internet that convey the mood of a poem or song • an illustrated pamphlet about a unit of study • a storyboard for the climactic scene in a short story • a scrapbook of images from newspapers, magazines, posters, the Internet, and so on, illustrating camera shots from different angles and distances)  ***Writing***  **1.2** generate ideas about a potential topic, using a variety of strategies and resources  **1.3** gather information to support ideas forwriting in a variety of ways and/orfrom a variety of sources  **1.4** sort ideas and information for their writing in a variety of ways (e.g., by usinggraphs, charts, webs, outlines, or lists)  **1.5** identify and order main ideas and supporting details into units that could beused to develop a short, simple para-  graph, using graphic organizers (e.g., a story grammar, a T-chart, a paragraph frame)and organizational patterns  **1.6** determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary  **2.1** write short texts using a variety offorms  **2.2** establish a personal voice in their writing, with a focus on using concretewords and images to convey their attitude or feeling towards the subject oraudience  **2.5** identify their point of view and other possible points of view on the topic, and determine if their information supports their own view | **Activity 1: Create a Plant Book**  Students or teacher could choose one of the following two options:   1. Create an informational book about everything students have learned about plants or about one plant in particular that they are interested in 2. Create a short story or series of journal entries about life as a plant, or journal entries about their bean if you choose to do **Activity 3: Grow a Bean** with them   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 plant you have chosen, example: Sunflower  2. include a photo or drawing for each entry (page)—use a photo you found or draw a picture of a your plant  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 into the “mindset” of a plant. Get them to reflect and think about what kinds of things a plant might experience in its everyday life. Why are they important?  \*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. Create a journal where you are the plant or where you are recording the day to day changes in the bean plant.  2. Make sure that your writing convinces the reader who you are, if you are a plant 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 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.  If it is more of a scientific journal, stating the changes in your bean each day think of how you would use descriptive words or even pictures to show the reader how your plant is growing.  **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: Grow a Bean (**adapted from Green Education Foundation)  Materials:   * 1 bean seed per student * Paper towel * Plastic sandwich bags   Method  1. Place a moist paper towel in a clear, clean plastic bag. Then place the bean seeds between the bag and the moist towel.  2. Place the plastic bag near a window or on a clothesline outside. The bean seeds must receive sunlight for the germination process to occur.  3. Observe the germination process over several days.  For more information on this experiment you can look at the **How to Grow Beans in a Plastic Bag** handout  Use the **How to Grow Beans Worksheet** to have students record their observations of their bean growing.  **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.  **Finish the KWL chart and have students fill in the “L” section for what they have now learned about Honey Bees.**  **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/> |