

Title	Bee Pollination
Grade	2-6
Objectives	Given worksheets, colored pencils and a video, students will be able to demonstrate an understanding of the concept of pollination by a) showing examples of it in plants; b) understand the connection between insects, plants and humans; and c) understand that insects can have a negative impact on ecosystems
Materials	<p>For this lesson, you will need:</p> <ul style="list-style-type: none"> • Access to a library or reference books on bees, butterflies, and pollination • Copies of Pollination Parties worksheet • Markers or colored pencils • Computer and internet connection for YouTube Video URL for YouTube Video: - http://www.youtube.com/watch?v=RgdEiMRbawY
Procedures	<p>1. Review the concept of pollination with students. Explain that pollination is the process of moving pollen from one plant to another. It is through this process that plant reproduction happens. Briefly discuss the importance of plant reproduction to all living things. (15min)</p> <p>2. Review the ways in which bees and butterflies pollinate plants as they get food for themselves. While sipping nectar from flowers, bees get pollen stuck on various parts of their bodies. This pollen then rubs off on certain parts of the next flower that they fly to. Bees are the most important pollinators in nature. (20min)</p> <p>3. Explain to students what YouTube is and how it can be a useful tool in the classroom. Show the YouTube Video now. During the video, show students how the bee is going from one flower to another and how it's collecting the pollen and passing it along to the next flower. (5min)</p> <p>4. Explain to students that they are going to find out more about the "pollination parties" that are taking place on farms around the world. Pass out the Pollination Parties worksheet. Students will start the activity by thinking about how bees make people uncomfortable through the Imagine question. Then they will consider some of the plant products that benefit from bee pollination. (25min)</p> <p>5. Ask each student to select a plant from the worksheet and use the library or Internet, or both, to conduct research on the plant and how it is pollinated. (20min)</p> <p>6. Allow time for research and completion of the Pollination Parties worksheet. When students have completed their work, compile each worksheet into a class book on pollination for your media center, and then lead a discussion about the ways in which bees can be useful to people. (25min)</p>
Standards	<p>Grade Level: K-2, 3-5, 6-8</p> <p>Subject Area: science</p> <p>Standard:</p>

	<p>Understands how species depend on one another and on the environment for survival.</p> <p>Benchmarks: Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals. Knows that all organisms (including humans) cause changes in their environments and that these changes can be beneficial or detrimental. Knows ways in which species interact and depend on one another in an ecosystem (e.g., producer/consumer, predator/prey, parasite/host, relationships that are mutually beneficial or competitive).</p> <p>Grade Level: 3-5</p> <p>Subject Area: science</p> <p>Standard: Knows about the diversity and unity that characterize life.</p> <p>Benchmarks: Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death and that the details of these life cycles are different for different organisms.</p> <p>Grade Level: 6-8</p> <p>Subject Area: science</p> <p>Standard: Understands the genetic basis for the transfer of biological characteristics from one generation to the next.</p> <p>Benchmarks: Knows that reproduction is a characteristic of all living things and is essential to the continuation of a species.</p> <p>DiscoverySchool.com</p>
<p>Evaluation</p>	<p>Allow your students time to share their findings from their research. You can assess their worksheets using a simple three-point rubric:</p> <ul style="list-style-type: none"> - *Three points: complete facts, detailed drawing, well-written responses complete with many supporting details - *Two points: some facts, adequate details in drawing, satisfactory responses with some supporting details - *One point: few facts, vague or inaccurate drawing, limited responses with little or no supporting details
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