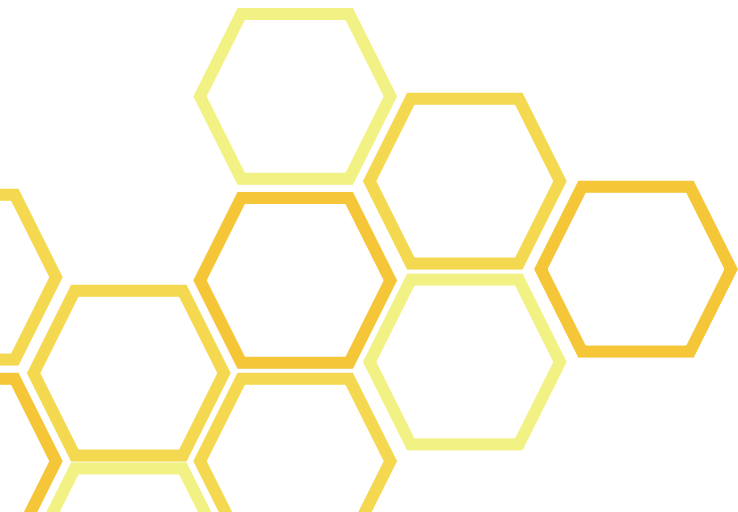


AN ARSHT CENTER PRODUCTION

The Busy Bees' GREAT ADVENTURE



RESOURCE GUIDE



Adrienne Arsht Center
FOR THE PERFORMING ARTS OF MIAMI-DADE COUNTY



Official Sponsors

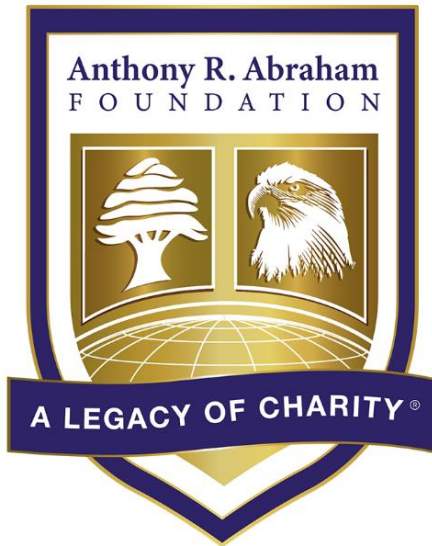


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About

The Busy Bees' Great Adventure

Environmental preservation and conservation take center stage!

The Busy Bees' Great Adventure will be the new first component of the Arsht Center's Learning Through the Arts program, which ensures that all Miami-Dade County youth experience three meaningful touchpoints with the performing arts for free during their K-12 careers. Launching in October 2023, The Busy Bees' Great Adventure is a live theater performance and learning initiative that aims to educate 47,000 fourth and fifth graders on the importance of preserving and conserving the environment.

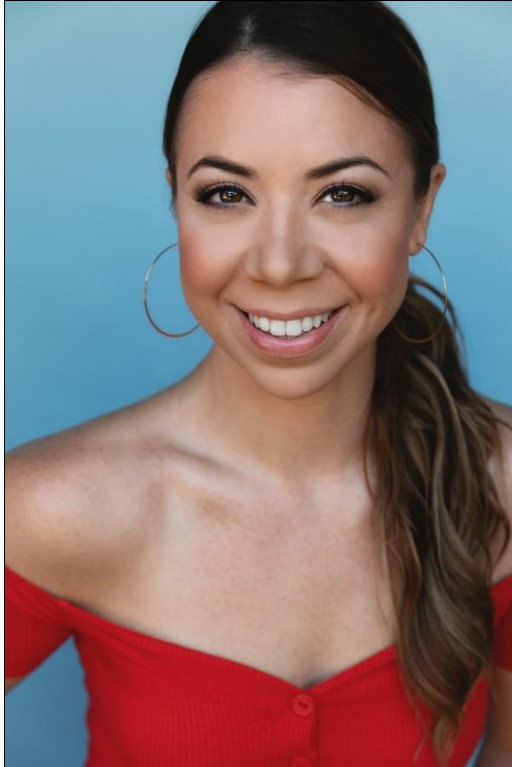
The Musical: This original new work was written by Miami-based playwright Ashlee K. Thomas and commissioned by the Arsht Center. The storyline follows a group of time-traveling, hip-hop performing honeybees on a quest to save the planet when they learn about the threats to the environment, including their own possible extinction, and what actions can be taken to prevent our planet's destruction. For most students, this will be their first live theater experience at their local performing arts center.



Cast and Creative Team

The Busy Bees' Great Adventure was imagined, created, and written by Miami native, Ashlee K. Thomas with musical composition by Nico Raimont. The play is directed by Tanisha Cidel, an award-winning Miami-based, actor, director, and teacher.

The creative team features David Diaz (Sound Designer); Lorena Lopez (Costume Designer); Anthony Velazquez (Choreographer); Antoine Khouri (Music Director); Preston Bircher (Lighting Designer); Wilmer Fuentes (Projectionist). The cast consists of South Floridians Lauren Lopez, Brittany Nicholson, Kareema Khouri, Isabel Tucen, Ricky Martinez, Jamall Lynch, Sandi Stock, Atrevis McCullough, Tarik Zeigler, Melissa Hubicsak.



Melissa Ann Hubicsak (Understudy for all Busy Bees Galactica) is a 1st Generation Cuban American bilingual and multi-disciplinary actor/creatix with a BFA in performance from FIU. She is thrilled to continue to “BEE” a part of this incredible project and adventure! Melissa was last seen at The Foundry playing Annie in Women of Wilton's (WOW) inaugural production of Last Summer at Bluefish Cove (Ronnie Larsen Presents/Thinking Cap Theatre). Melissa is well-known for her starring role as Edna in the hit immersive theatrical piece, The Amparo Experience (Broadway Factor/Bacardi). Recent select credits include staged readings of The Busy Bees Great Adventure (Adrienne Arsht Center) and Homegrown Play Series (City Theatre/Westchester Cultural Arts Center), VO of Laura in Summoning The Spirit (Dark Star Pictures), Jenna and the Whale (Broadway on

Demand), Principle in Sedanos Holiday (Not Normal Productions) and Zelle Commercials (NBC Universal), Movement and Connection Coach for Borrowed (Broadway Factor), Movement Coach for No Voy a Cambiar video (Award Winning Artist Elena Rose) and lead role of Karen in the soon to be released action television series, Hypersonic. IG: @Melissa_Ann_Hubicsak

Kareema Khouri Newsies (Medda Larkin) Little Shop of Horrors (Chiffon) Mary Poppins(Miss Corey)(Asaka)Once on this Island (Slow Burn Theatre)Escape to Margaritaville (Marley) Godspell(Joanne)Actors Playhouse. Seven Deadly Sins (Mistress of Purgatory) (nightclub singer/ ensemble, u.s. Lucille Wilson) A Wonderful World (Miami New Drama) graduate of A.M.D.A. in NYC & N.W.S.A. Received awards & recognition from Florida's Governor; Florida's Secretary of State at the Kremlin Palace in Moscow. Previous shows: Working (Caldwell) Motherhood the Musical Tasha (Miniaci) Disney's Festival of the Lion King (Hong Kong) Disney Dreams, Hercules the Musical, Mabel in The Blues Brothers Show



Universal Studios (Japan), Rosa in Re- spect (Boston), Roberta in Sista's (Off Broad- way NY), and Sheila's Day (Lincoln Center in NYC). Featured soloist for 50 Years of Rock & Roll with Neil Berg. Also has worked with the Gay Men's Choir and Wind Ensemble. She treasures her family husband Antoine, son's Kareem, Zenn, and London. Her mom Daisy and will always sing for her father, her guardian angel.



Lauren Cristina López is a Cuban-American actor, singer, dancer, VO/dubbing artist, and choreographer with a Bachelor of Arts in Music from Florida International University. Most recently, she was seen on stage in City Theatre's Summer Shorts: Homegrown Edition, featuring 8 world premiere plays by Miami-born playwrights. Select past theatre credits include the world premiere of Songs From the Brink(Woman 1), In the Heights (Vanessa), The Hunchback of Notre Dame (Esmeralda), and 25th Annual Putnam County Spelling Bee (Logainne). Film: Summoning the Spirit (Blue). Voice Over: Café Con Aroma De Mujer (Maracucha) and La Ley Del Corazón (Nina). She is so grateful for the amazing team behind The Busy Bees' Great Adventure and grateful to BEE a part of this incredibly talented cast! laurenclopez.com

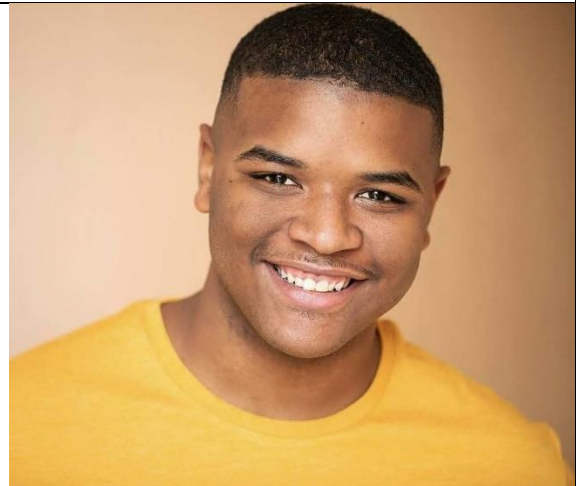
Jamall Lynch is 20 years old and was born in Boynton Beach, FL, but raised in the Oh-So-Live 305! Jamall began his acting journey with "The" Tanisha Cidel at Norland Middle. From there he attended New World School of The Arts and graduated from Dr. Michael M. Krop Sr. High School under Jamel R. Booth. Through his time with theatre, he has played Hamilton in "Hamilton: An American Musical", C.C White in "Dreamgirls" the musical, Patrice Lumumba in "FunnyHouse of a Negro", and Oshoosi Size in "The Brothers Size".





Ricky J. Martinez is the first Hispanic to receive the Sewanee Writers Conference Tennessee Williams Fellowship, the coveted National MARGO JONES AWARD, and April 30th has been proclaimed as "Ricky J. Martinez Day" in City of Miami-Dade County. He's an award-winning director, actor, playwright, screenplay writer, dancer, choreographer, singer/song writer, musician, photographer, community leader and theatre activist who's worked consistently for four decades as a performer internationally.

Atrevis McCullough is a graduate from New World School of the Arts class of 2017 and a 2021 graduate from Pace University in New York City earning his bachelor's degree in Theatre. Starting at a young age, his family encouraged him to do acting which motivates him today. He holds major importance in crafting young creative minds and sculpting their talents. Being an Actor, Singer, and Dancer, Atrevis has been able to be cast in a range of plays and musicals throughout his theatre career from "Bye Bye Birdie" to Shakespeare's "A Midsummer Night's Dream" & "Twelfth Night" to plays such as "The Laramie Project". Atrevis is so excited to be a part of such an amazing production with an incredible cast and would also like to thank his family and friends for constantly supporting him.





Brittany Nicholson graduated from Nova Southeastern University, where she received her Bachelor's in Dance. Post-grad, she worked at Disney World and SeaWorld Orlando as a character performer before relocating to south Florida to work at a dance studio in Cooper City teaching various styles of dance and assisting with the aftercare and summer camp programs. Children's theater is so special to her and she is incredibly excited to BEE in this show!

Tarik Rahamon Zeigler is ecstatic to be a swing/ensemble member in The Busy Bees' Great Adventure. Musical theatre credits include (Little Shop of Horror, Audrey 2) (Parade, Newt Lee) (Aida, Mereb) (Beauty and the Beast, Father) (Ragtime, Booker T. Washington) (Rogers and Hammerstein Cinderella) (Hairspray) and (The Wiz, Lion). He would like to give thanks and appreciation to his professors, friends, and family for their continuous love and support.





Isabel Tucen (Bumble Bee) is a Musical Theatre Trained Actress that obtained her BFA from New World School of the Arts and a Certification in Vocal Pedagogy from the New York Vocal Coaching Program in NYC. Her recent credits include Soul by Soul (Self-Written One Person Show), Guys and Dolls, JACKED, Bullets Over Broadway and Big Fish! Isabel is a Freelance Musical Theatre Teaching Artist in South Florida and has appeared in the Miami Music Jazz Fest and Directed The Jungle Book at MCT! She is also a teaching artist that has taught Musical Theatre at New World School of the Arts and teaches voice privately in her Online Vocal Studio via Zoom. Other than being involved in Musical Theatre she

cantors at St.Kieran's Catholic Church and sings at special events when requested! She is overjoyed to be a Busy Bee and is grateful to her family and friends that continuously support her creative endeavors! Isabel enjoys teaching theatre to the next generation of artists! To know more about Isabel simply go to isabeltucensvocalstudio.com!

Sandi Stock (they/she) is an actor, rapper, singer, director and more that has been performing professionally for over a decade. Sandi is most well known in South Florida for playing Regina in the Drama League Award winning production of 7 Deadly Sins at Miami New Drama as well as their work in the Miami Motel Stories series. They have a passion for bringing untold stories to the world and uplifting unheard voices through the arts. They have trained in rap, freestyling, and musical improv with Freestyle Love Supreme on Broadway. www.hellosandi.com IG & TikTok @sandistock





Ashlee K. Thomas is a multi-hyphenate creator that specializes in writing dynamic stories through song, music and dance. A Miami native, Ashlee has had the privilege to take her alchemist journey. After graduating from Florida State University, she took her sojourn to Los Angeles where she danced professionally with Los Angeles based company, CONTRA-TIEMPO Activist Dance Theater. Independently, she created full length choreographic works workshopped at Disney Concert Hall and premiered at the prestigious Highway Theater in California. She has written and produced 3 original plays, 3 youth

shows and served as a lead choreographer in Latin-grammy nominated music video, Licenciado Cantinas ft. Enrique Burnbury. She also served as co-founder and festival director of Melbourne Webfest, Australia's first web-series festival. In 2014, she returned to Miami and developed her career in arts administration and education. She has served as the marketing manager at the African Heritage Cultural Arts Center (2014), the manager of education and community outreach at the Adrienne Arsht Center (2016) and as the Drama magnet teacher at Charles Drew K8 Center ('19-'20). She is a published blogger and Host for creative and corporate events. [the creative hustle is real ;)] Ashlee is a graduate of NYU, Tisch School of the Arts, graduate musical theater writing and has seamlessly integrated her creative passions and professional career. She is an award-winning grant writer and co-founder of MUCE, an arts production company that brings brands and ideas to life with art. Follow her @ muce305 and @shleekatrice

Yo! **Nico Raimont** is a Latin writer, performer, rapper, director, and actor from South Florida. Onstage, his works include *Como Correr: A Hip-Pop Musical* (Book, Music, Lyrics | O'Neill NMTC FINALIST 2022), *Romeo y Julieta*; *LIMÉÑO* (Score, Dramaturgy) and *Shadow Infernety: Volumes 1 & 2* (Playwright, Co-Star, Director). Onscreen, he's provided music for the films *Artist in Residence* and *Mantequilla* (the latter he co-wrote with J.L. Glasthal). In Performance, he's been seen as Phil in Dennis Kelly's *DNA*, Seymour in *Little Shop of Horrors*, St. Jimmy in *American Idiot*, and in concert everywhere from the Rock & Roll Hall of Fame to being the Two-Time Co-Host of the Shark Talent Showcase. His music can be heard on all streaming services.



Nico has a Bachelors in Theatre from Nova Southeastern University and just graduated from NYU's Graduate Musical Theatre Writing Program as a recipient of ASCAP's Max Dreyfus Scholarship. Special thanks to Cami, my family, Ashlee and our cast and crew. I sat in the very seats you're in right now and never imagined I could do a show here. If I can do it, so can YOU! Enjoy the show!!!



THIRD GRADE

History

Activity: Show What You Know

Students will share what they learned about Sir Lancelot Jones.

Materials:

- Paper
- Pen/Pencils
- Video (link provided)

Instructions:

1. Teacher will review the story arc of young Sir Lancelot Jones in the play to introduce how he became a true Florida hero.
2. Teacher should then review the definition of a *preservationist*.
3. Teacher will then lead discussion on what makes a character a hero. Students can generate words that come to mind such as *brave, strong, wise, and selfless*.
4. Teacher will share a video about Sir Lancelot Jones. [Click the link.](#)
5. After watching the video, students will list three things they remember about Sir Lancelot Jones that makes him both a preservationist and Florida hero.

Math

Activity 1: Create Your Own Bee Habitat

Students will practice measuring and using perimeter to design and create their own prototype of a container for their “pet” bee.

Materials:

- Cardboard
- Ruler
- Scissors
- Tape
- Paint
- Paint brushes

Straws

A 2-inch square (honeycomb)

A 2X4-inch rectangle (bee)

Instructions:

1. Students will design and create a container that will act as a nest for their "pet" bee and its honeycomb. Using a ruler and scissors and tape, students will make a container to hold a 2-inch honeycomb that fits along with a bee that is 2 inches in height and 4 inches in width. Students can also design and create their own bees and honeycombs.
2. Once the container is complete, students must determine the perimeter of their container. They will document the evidence by indicating the exact perimeter on a handout or in a notebook.
3. After the container is complete, students can compare the perimeter of their peers to their own and document that information as well.
4. Students can also provide a recording of their findings delineating a brief description on whether their honeycomb and bee fit in their container and whether they would have done anything differently to their prototype.

Activity 2: Make a Bee Graph

Students will collect and interpret data to create their own bee graph.

Materials:

Paper

Ruler

Images of different types of bees including those native to Florida and represented in the play such as: carpenter bees, honeybees, bumblebees, squash bees and sweat bees.

Instructions:

1. Teacher will introduce the objective to the students and explain what it means to collect and interpret data.

2. Students will use the web to research specific information about different types of bees, including carpenter bees, honeybees, bumblebees, squash bees and sweat bees.
3. Students will write their responses in their journals to the following questions: *What does it look like? Where does it primarily live? How does it carry pollen?*
4. Students will create their own bar graphs based on the data provided for them on the specific bees.
5. Students will share their graphs with a peer and provide one-to-two positive feedback(s) based on what they reviewed while looking at their bar graph.

Music

Activity 1: Making the “Buzz” Band

Students will create a wind instrument using a plastic straw to buzz with The Busy Bees.

Materials:

- Clear desk tape
- Plastic straws
- Scissors
- Permanent marker

Instructions:

1. Teacher will discuss the four instrument families (i.e., Strings, Woodwind, Brass, and Percussion) and introduce the woodwind family.
2. Students will watch House of Sound video starting at 1:56. [Click to watch the video](#)
3. Students will then lay out their materials (scissors, straws (3), tape, a permanent marker) and wait for instructions.
4. Teacher will show step-by-step instruction video, pausing video for each step. [Click to watch the video](#)

Activity 2: Hearing Your Feelings

Students will listen to distinguish between Major or Minor.

Materials:

- Videos (links included)
- Piano/Keyboard (for demonstration)
- Busy Bees' Songs (links included)

Instructions:

1. Teacher will introduce lesson by asking students about their favorite types of music or songs and discuss how music can give a happy or sad mood.
2. Teacher will then share a video about music and emotions. [Click link to watch video,](#)
3. Teacher will prepare students for next video by explaining how the minor and major chords in a musical composition help to express the mood of a scene in a movie or musical play. Click link for Major vs. Minor video: <https://youtu.be/Cmf8WeKvzgs>
4. Teacher can use a keyboard or piano to play major and minor chords in half or whole note patterns (Ex. Play C E G then C Eb G so students can hear the difference).
5. Students will listen to songs from the Busy Bee Soundtrack to discuss characteristics distinguish If song used major or minor chords. Sample songs:
 - [Busy Bees' Opening](#)
 - ["End End End"](#)
 - ["I'm an Inventor"](#)
 - ["Recycle Bop"](#)

Reading

Activity 1: Understanding Cause and Effect

Students will be able to properly identify, sort, and match a cause and an effect.

Materials:

Cause-and-effect sentence strips (for introduction)
Cause-and-effect graphic organizer
Scissors

Instructions:

1. Teacher will display an anchor chart for students that explains what cause is as well as what effect is. The teacher will then guide a discussion about some causes and effects that occur daily.
2. After introducing the concept of cause and effect, provide students (the whole class) with a few examples of causes on sentence strips and matching effects on other sentence strips (i.e., cause: The girl was upset; effect: she dropped her ice cream cone).
3. Pass out a sentence strip to each student with either a cause or an effect and have students interact with one another to find a match.
4. Once students have found a cause or effect match, they can collaboratively explain why the two match.
5. Once the students have been given the opportunity to collaborate and be able to practice with matching the correct cause and effect, the students will then complete the [cause-and-effect graphic organizer about bees](#).

Activity 2: Using Figurative Language

Students will identify and use alliteration.

Materials:

Index cards
Pencils/Pens/Markers
Computer with Microsoft Word
Printer

Instructions:

1. In preparation for the activity, teacher should write sentences on index cards that demonstrate alliteration.

2. To introduce activity teachers should discuss the definition of alliteration as well as how to identify alliteration within a given text/sentence.
3. Students, will then shift to small groups and using a red colored marker, will read the sentences to each other aloud. Students will then identify and underline the alliteration within the sentences they were provided.
4. Students will then apply what they have previously learned about alliteration by writing their own poem about bees and how to protect them while using alliteration.

Line 1: Describe a bee.

Line 2: Where it lives.

Line 3: Why are they important.

Line 4: How to protect them.

Science

Activity 1: Learn about Ocean Pollution

Students will create their own ocean pollution KWL chart.

Materials:

Ocean Pollution KWL chart
Discovery Education Platform
Resource videos (links provided)

Instructions:

1. Teacher will lead class in completing as a class (K) and (W) portion of the Ocean Pollution KWL chart.
2. Teacher will play video that analyzes the human activities that affect ocean pollution. [Click to watch the video.](#)
3. After allowing students to share thoughts on the impact human activity is having on oceans, students will independently research at least three other ocean pollution resources to gain inspiration for the

creation of their own public service announcement. Teacher will provide [Discovery Education link](#) about taking community action.

4. After introducing the impact human activity is having on oceans, students will work in a group to research at least three other ocean pollution resources to gain inspiration for the creation of their own play (from ocean animals' point of view) sharing how humans can stop ocean pollution. The students will then complete the (L) portion of the Ocean Pollution KWL chart.

Activity 2: Learn about Bee Pollination

Students will create KWL chart to learn about the importance of bee pollination.

Materials:

- KWL Chart
- Discovery Education Platform
- Videos (links provided)
- Pen/Pencil
- Paper

Instructions:

1. Teacher will lead class in completing as a class (K) and (W) portion of the Importance of Bumblebees KWL chart.
2. Teacher will play the following videos:
 - A. [Disappearing Bumble Bees](#)
 - B. [*Sid the Science Kid Shorts: Pollination*](#)
 - C. ["Life Cycle of Flowering Plants"](#)
3. After watching the videos, students will share thoughts in a class discussion about some human activities impacting honeybee populations.
4. Students will then complete the (L) portion of the Importance of Honeybees KWL chart.
5. After students complete their charts, teacher will review the role honeybees play in pollination and the impact human activity is having on honeybee. A long-term project could include allowing students to design and plant a school garden that provides resources to help local honeybee populations.

STEAM Visual Arts

Activity 1: Bee Portraits

Students will learn about the basic anatomy of a bee while learning the art of portraiture.

Materials:

- Paper
- Newsprint
- Pencils
- Colored pencils
- Descriptions of main character bees in the play

Instructions:

1. Teacher will show sites featuring bees, their anatomy, and what job each bee does. <https://www.buzzaboutbees.net/honey-bee-anatomy.html>
2. Teacher will review design vocabulary and show examples of bee design.
3. Teacher will review the features of a good portrait and discuss the brief history and purpose of portrait painting. [Click this link for examples.](#)
4. Teacher will review bee descriptions from play and students will choose one bee for their portraits.
5. Students will sketch ideas and draft of portrait on newsprint and transfer sketches to final product paper.
6. Teacher will demonstrate the use of colored pencils to color and shade the bee portrait before students begin shading and coloring their bee portraits.
7. Students will incorporate a title for their art and write a short description (artist statement) of their bee.

Activity 2: Sea Turtle Collage

Students will learn about the basic anatomy of a sea turtle and create a collage.

Materials:

- Paper
- Newsprint
- Recycled paper/magazines
- Pencils
- Glue

Instructions:

1. Before the activity, teacher should review the role of the sea turtle in the play, why it's endangered and what kinds of things we can all do to protect their environment.
2. Teacher will show sites featuring sea turtles, [their anatomy](#), and their [habitat](#).
3. Teacher will review design vocabulary and show examples of sea turtle design.
4. Students will sketch ideas of a turtle in its natural environment on newsprint and transfer to final product paper.
5. Teacher will demonstrate the use of torn recycled paper from magazines and newspapers to glue onto the turtle drawing and discuss how reusing items is a way to recycle and protect the environment.
6. Students will collage their sea turtle drawing creating shading and color variations. Teacher will assist as needed.
7. Students will incorporate a title for their art and write a short description (artist statement) of their turtle.

Theatre

Activity 1: Act out a Time Traveling Adventure

In a small groups students will develop a time traveling improv.

Materials:

Available items in the classroom that can be used as props.

Instructions:

1. Teacher will introduce activity by reviewing what improv is and explain that unlike the play, they will have to make things up as they go along and won't be given time to rehearse.
2. Teacher will then break students up into groups and provide items they can use to implement into their time traveling scenes.
3. Students will act their own scenes about time traveling and show as much characterization as they can: *who* they are, *what* they are doing, *why* are they are there, *where* are they located, *when*, and *how*.

Activity 2: Re-tell Your Own Time Travel Story

Students will write their own time traveling story or fable.

Materials:

Paper
Pen/Pencil

Instructions:

1. Teacher will introduce activity by reviewing the difference between a fable and a tale and how they have been used and dramatized throughout history.
2. Students will write their own scenes about time traveling and include as much characterization as they can: *who* they are, *what* they are doing, *why* are they are there, *where* are they located, *when*, and *how*.
3. Student will create and their original story, fable, or tale and dramatize the re-telling of it.

Visual Art

Activity 1: Make a Trash Sculpture

Students will make art sculptures from recycled and found materials.

Materials:

- Paper towel roll
- Found or recycled materials
- Glue
- Paint

Instructions:

1. Before doing the activity with your class, watch the video tutorial to get an overview of the materials used and the steps to make sculptures. [Click to Watch the Video Tutorial](#) Video length: 4 min 27 sec.
2. Connect activity to the play. *“At the end of the show, the Busy Bees showed us how to get creative with trash. It was cool how the student transformed into a statue of art! Now it’s your turn to see what kind of art you can make from trash. Get ready to use your imagination! Follow along with the video, and let’s make a trash sculpture.”*
3. After completing this activity, have students respond to the reflection questions below in a notebook/journal, on a sheet of paper, or on a digital device:
 - What items did you use in your sculpture?
 - Does your sculpture resemble or remind you of anything? If so, what?
 - What steps can you take to limit trash ending up in your local landfill or the ocean?

Activity 2: Create Your Own Busy Bees

Students will create their own bees using a plastic water bottle.

Materials:

- Plastic water bottle
- Newspaper
- Scraps of paper
- Yarn or string
- Tape

White Glue
Paint
Water
Bowl

Instructions:

1. Before doing the activity with your class, watch the video tutorial to get an overview of the materials used and the steps needed to make the bees. [Click to Watch the Video Tutorial](#) Video length: 9 min 28 sec.
NOTE: An alternative process is to paint a cardboard toilet paper roll to create the bees and omit the papier-mâché steps.
2. Connect activity to the play. *“Follow along with this video to create a classroom colony of busy bees and help save the planet, just like the characters in the show! You will upcycle materials and help keep items off our sidewalks and beaches and out of our landfills and oceans.”*
3. After completing this activity, have students respond to the reflection questions below in a notebook/journal, on a sheet of paper, or on a digital device:
 - Why are honeybees so important to our environment?
 - What types of materials can you upcycle or reuse?
 - What message did you write in your bee’s speech bubble? Why is this message important?





FOURTH GRADE

History

Activity: Spotlight a Florida Hero

Students will list and decorate facts about Sir Lancelot Jones

Materials:

- Paper
- Pencil/Pen
- Color pencils/markers
- Construction Paper
- Video (link provided)

Instructions:

1. Teacher will review the story arc of young Sir Lancelot Jones in the play to introduce how he became a real-life Florida hero.
2. Teacher will share a brief video that summarizes Jones' contributions to Florida a US history. Click [here](#) to watch,
3. On a piece of paper, students will copy the list below.

"5 Things about Sir Lancelot Jones Every Florida Resident Should Know"

- A. He was a son of a former slave but became the biggest private landowner in Biscayne Bay.
- B. He was named after a knight in a famous story called *King Arthur and the Knights of the Roundtable*.
- C. He refused to sell his land to developers or oil companies which preserved much of Biscayne Bay.
- D. He was the first Black private landowner to sell land to the US government.
- E. He lived to be 99 years and gave fishing and eco tours in the area even as an elderly man.

4. Students will paste their facts onto a piece of construction paper and decorate with images that remind them of the beauty of the Biscayne Bay Jones helped to protect.

Math

Activity 1: Design Your Own Geometric Beehive

Students will design their own geometric design while identifying angles.

Materials:

- Math journal
- Pen/Pencil
- Tinker Cad platform

Instructions:

1. Teacher will introduce the lesson on two-dimensional figures to the students.
2. In the mathematics journal, students will delineate what are the following angles:
 - o Acute
 - o Right
 - o Obtuse
 - o Straight
 - o Reflex
3. Students will research what a beehive looks like and explain in their journals the geometric figure they see in the hive (octagon).
4. Students will design their own vision of a beehive that will include the following:
 - o 7 geometric figures (may be different)
 - o Label the angles of each figure
5. Students will use Tinker Cad platform to digitally design their hive on a digital 3d scale.
6. Students will share their Tinker Cad design with a peer and give and receive feedback.

Activity 2: Calculate Ways to Improve Recycling

Students will review the importance of recycling and practice extending numerical patterns.

Materials:

Math journal
Pen/Pencil
Discovery Education video (link provided)

Instructions:

1. Teacher will play [Discovery Education video](#) that discusses the importance of recycling. Students will write then type on Microsoft word a reflection on three main details that they took away from the video.
2. Teacher will then lead conversation with students about the importance of keeping our environment safe which then factors into how bees can increase their population.
3. Students will read provided scenario and record their conclusions in their journal.

Here is the scenario: Eduardo is helping his mother recycle at home and is intrigued to find out how many plastic containers he can fit in their home's recycling bin. Eduardo needs to measure the size of the bin to determine which recyclable containers will fit in it.

Based on the data that he collects; he will determine which bottles (shapes and size) would work best to fill the recycling bin with the lid completely closed.

- Calculate and create a scaled drawing of the recycling bin.
- Determine how many containers can fit.
- Evidence will be displayed on a poster board.

Music

Activity 1: Making the “Buzz” Band

Students will create a straw harmonica with three distinct pitches to buzz with the Busy Bees.

Materials:

Clear desk tape
Scissors

Permanent marker

Plastic straws (3)

Tip: different colored straws would be nice so that you could further highlight the high and low pitches

Instructions:

Teacher will discuss the four instrument families (i.e., Strings, Woodwind, Brass, and Percussion) and introduce the woodwind family.

1. Students will watch House of Sound video starting at 1:56.

[Click to watch the video.](#)

2. After watching the video, students will lay out their materials (scissors, straws (3), tape, a permanent marker) and wait for instructions.

3. Teacher will show step-by-step instruction video, pausing video for each step. [Click to watch the video](#) and/or read the following steps:

- Grab your first straw and unwrap it. Be sure you recycle the paper.
- Pinch and crease your straw at the top as if you were going to take a sip and flatten the tip for easy cutting.
- Cut the flattened tip to a point (like an arrow). Then do this to all three straws.
- Cut the bottoms of two of your straws in varying sizes (you can mark the size with your marker for a clean cut across/horizontally).
- Now lay your straws flat together from smallest to largest and secure with tape.
- Test your wind buzzing instrument by blowing through.

Activity 2: Compose Your Feelings

Students will listen to distinguish between major or minor chords and compose a song.

Materials:

Videos (links included)
Piano/Keyboard (for demonstration)
“End, End, End” song (link included)

Instructions:

1. Teacher will introduce lesson by asking students about their favorite types of music or song before discussing how music can give a happy or sad mood.
2. Teacher will then share a video about music and emotions. [Click link to watch video.](#)
3. Teacher will prepare students for next video by explaining how the minor and major chords in a musical composition help to express the mood of a scene in a movie or musical play. [Click link for Major vs. Minor video.](#)
4. Teacher can use a keyboard or piano to play major and minor chords in half or whole note patterns (Ex. Play C E G then C Eb G so students can hear the difference).
5. Students will now listen to Grumble Bee’s song “End, End, End” and distinguish if the chords of the song are in major or minor based on how the character was feeling. Click the following link to listen: [“End End, End”](#)
6. Discuss what characteristics students used to decipher if the song was in a minor key when the character Grumble was upset.
7. Students (whole class) will now compose a simple song that would lift Grumble’s mood whenever she is sad, choosing a major key to compose in and sing result.

Reading

Activity 1: Understanding Cause and Effect

Students will be able to properly identify, sort, and match a cause and an effect.

Materials:

Cause-and-effect sentence strips (for introduction)

Cause-and-effect graphic organizer
Pencil/Marker
Scissors

Instructions:

1. Teacher will display an anchor chart for students that explains what cause is as well as what effect is. The teacher will then guide a discussion about some causes and effects that occur daily.
2. After introducing the concept of cause and effect, provide students (the whole class) with a few examples of causes on sentence strips and matching effects on other sentence strips (i.e., cause: The girl was upset; effect: she dropped her ice cream cone).
3. Pass out a sentence strip to each student with either a cause or an effect and have students interact with one another to find a match.
4. Once students have found a cause or effect match, they can collaboratively explain why the two match.
6. Once the students have been given the opportunity to collaborate and be able to practice with matching the correct cause and effect, the students will then complete the cause-and-effect [graphic organizer about bees](#).

Activity 2: Expository Writing

Students will write an expository essay about honeybee populations.

Materials:

Internet access for research
Paper or writing notebook/journal
Expository writing planning sheet (link provided)

Instructions:

1. In preparation for the activity, teacher will display an anchor chart for students, with details of what expository writing is.
2. To introduce activity, use an anchor chart to explain the two different reasons/types of expository writing that can be used as well as the elements that an expository essay must include.

3. Students will conduct research to learn reasons why the honeybee population is dwindling.
4. Students will then use information from research to respond to writing prompt: "You are a honeybee whose population is decreasing. Write about your typical day and three environmental dangers you encounter." Note: Students should complete the [expository writing planning sheet](#) prior to writing their rough draft and final versions.

Science

Activity 1: Help Save Our Oceans

Students will learn and share impacts of ocean pollution.

Materials:

- KWL Chart for Ocean Pollution
- Discovery Education Platform
- Resource videos (link provided)

Instructions:

1. Teacher will lead class in completing the (K) and (W) portions of an Ocean Pollution KWL chart.
2. Teacher will play video that analyzes the human activities that affect ocean pollution. [Click to watch the video.](#)
3. After allowing students to share thoughts on the impact human activity is having on oceans, students will independently research at least three other ocean pollution resources to gain inspiration for the creation of their own public service announcement. Teacher will provide [Discovery Education link](#) about taking community action.
4. Once they complete their research, students will create an announcement for their own community that includes ways to stop ocean pollution. All students can then complete the (L) portion of the Ocean Pollution KWL chart.

Activity 2: Help Save the Honeybees

Students will create a PowerPoint book to share how to help the honeybees.

Materials:

Importance of Honeybees KWL chart
Discovery Education Platform
Bumblebees Are Disappearing Because of Extreme Heat video (link provided)
PowerPoint

Instructions:

1. Teacher will lead class in completing the (K) and (W) portion of the Importance of honeybees KWL chart.
2. Teacher will play Discovery Education video: "Bumblebees Are Disappearing Because of Extreme Heat." [Click here to watch.](#)
3. After watching the video, teacher will guide discussion on how extreme heat and some human activities are impacting honeybee population.
4. Students will watch video on practical ways humans can help honeybees for inspiration for their PowerPoint books. [Click link to watch.](#)
5. After watching the video, students will independently research at least 2 other honeybee resources to create their "Save the Honeybees." PowerPoint book. All students will then complete the (L) portion of the Importance of Honeybees KWL

STEAM Visual Arts

Activity 1: Create a Busy Bee Comic Strip

Students will learn about the basic anatomy of a bee while learning the art of portraiture.

Materials:

Paper
Newsprint
White drawing paper

Colored pencils
Pencils
Rulers
Glue
Resource links (provided)

Instructions:

1. Teacher will show sites featuring bees, their [anatomy](#), and identify different types of bees.
2. Students will identify one specific issue facing bees today and draw a bee using the descriptions of the bees from the play.
3. Teacher will show students examples of comic strips and talk about the way to use sequential storytelling with intro, beginning, middle and end.
Click the link to watch video: [How to Create a Comic Strip](#)
4. Teacher will show students how to fold the paper into 6 equal boxes. Students will draw their bee and the title of their comic strip in the first box, then create their story using the concepts of sequential storytelling in the remaining boxes. The last box will have the conclusion and their signature.
5. Students will transfer sketches to good paper and begin adding color with colored pencils. Teacher will assist as needed.
6. Students will incorporate a title for their art and write a short description (artist statement).
7. Students will create a title for their art and write a short description (artist statement) of their bee.

Activity 2: Make a Sea Turtle Maze

Students will learn about the basic anatomy of sea turtles, their egg laying habits, and their environment and create a maze.

Materials:

Paper
Newsprint
White drawing paper
Colored pencils

Pencils
Rulers
Glue
Visual resources (links provided)

Instructions:

1. Before the activity, teacher should review the role of the sea turtle in the play, why it's endangered, and what kinds of things we can all do to protect their environment.
2. Teacher will show sites featuring sea turtles, [their anatomy](#), their [habitat](#), along with some of the obstacles they face from humans when laying and hatching their eggs.
3. Students will draw their own sea turtle and some obstacles that humans place in their way of laying and hatching eggs.
4. Teacher will talk about creating a simple maze using rulers, pencils and erasers and show examples that demonstrate simple maze creation. Here are two resources:
 - A. Step-by-Step Instructions: [Draw a Basic Maze](#)
 - B. Video: [How to Draw a Simple Maze](#)
5. Using math skills, students will draw a simple maze using a pencil and ruler on newsprint planning an entrance and exit for their turtle. Then they will add small drawings of man-made and natural things that block their turtle from being successful along with their turtle and egg nest.
6. Students will transfer sketches to good paper and begin adding color with colored pencils. Teacher will assist as needed.

Theatre

Activity: Imagine a Better Future

In a small groups students will develop a time traveling pantomime to convey the message of creating a better future.

Materials:

Available items in the classroom that can be used as props.

Instructions:

1. Teacher will introduce activity by reviewing what pantomime is and explain that unlike the play, they will have to act out scenes without words, props, or costumes.
2. Teacher will then break students up into groups and students will create a time traveling pantomime conveying discovery, problem solving, and advocacy for a better future.
3. Individual students can choose to create an original poem or song that spreads the message: act now before it is too late.

Visual Art

Activity 1: Make a Trash Sculpture

Students will make art sculptures from recycled and found materials.

Materials:

- Paper towel roll
- Found or recycled materials
- Glue
- Paint

Instructions:

1. Before doing the activity with your class, watch the video tutorial to get an overview of the materials used and the steps to make sculptures. [Click to watch the video tutorial](#) Video length: 4 min 27 sec.
2. Connect activity to the play. *“At the end of the show, the Busy Bees showed us how to get creative with trash. It was cool how the student transformed into a statue of art! Now it’s your turn to see what kind of art you can make from trash. Get ready to use your imagination! Follow along with the video, and let’s make a trash sculpture.”*
3. After completing this activity, have students respond to the reflection questions below in a notebook/journal, on a sheet of paper, or on a digital device:
 - What items did you use in your sculpture?

- Does your sculpture resemble or remind you of anything? If so, what?
- What steps can you take to limit trash ending up in your local landfill or the ocean?

Activity 2: Create Your Own Busy Bees

Students will create their own bees using a plastic water bottle.

Materials:

- Plastic water bottle
- Newspaper
- Scraps of paper
- Yarn or string
- Tape
- White Glue
- Paint
- Water
- Bowl

Instructions:

1. Before doing the activity with your class, watch the video tutorial to get an overview of the materials used and the steps needed to make the bees. [Click to watch the video tutorial](#) Video length: 9 min 28 sec. NOTE: An alternative process is to paint a cardboard toilet paper roll to create the bees and omit the papier-mâché steps.
2. Connect activity to the play. *“Follow along with this video to create a classroom colony of busy bees and help save the planet, just like the characters in the show! You will upcycle materials and help keep items off our sidewalks and beaches and out of our landfills and oceans.”*
3. After completing this activity, have students respond to the reflection questions below in a notebook/journal, on a sheet of paper, or on a digital device:
 - Why are honeybees so important to our environment?
 - What types of materials can you upcycle or reuse?
 - What message did you write in your bee's speech bubble? Why is this message important?



FIFTH GRADE

History

Activity: Spotlight a Florida Hero

Students will write about how Sir Lancelot Jones exhibited the characteristics of chivalry to become a heroic figure in Florida history.

Materials:

- Paper
- Pen/Pencil
- Video (link provided)

Instructions:

1. Before the activity, review the story arc of young Sir Lancelot Jones in the play to introduce how he became a true Florida hero.
2. Share a video about how Biscayne Bay was preserved for future generations.
[Click the link.](#) Video length: 8 min 38 secs.
3. After watching the video, review the definition of a preservationist and chivalry. Then have students take out a sheet and prepare themselves to write in response to the video.
4. Display and read the writing prompts.

Writing Prompt 1: Sir Lancelot was the name of a fictional knight. In medieval times, knights lived by a code of chivalry that included being courageous in the face of danger, diligent in taking care of one's community, and wise in decision making.

Writing Prompt 2: In what ways did Sir Lancelot Jones exhibit chivalry in real life?

Writing Prompt 3: Why did it take bravery for Sir Lancelot Jones to refuse to sell his land to developers?

Math

Activity 1: Plot Planet Earth

Students will practice plotting points to graph an image of Earth.

Materials:

Posterboard
Ruler
Pencil
Graph paper
Tape
Markers
Flipgrid (optional)

Instructions:

5. Students will use graphing paper to create the image of planet Earth by plotting points in quadrants 1-4.
6. Once the design is complete the students will need to delineate the coordinates within each quadrant.
7. Students will write a small report on the importance of keeping our planet safe. Typed report must include: a heading, three informative paragraphs, and a conclusion.
8. Report will be displayed on a decorated poster board that includes graphed image of Earth.
9. Students using Flipgrid will record themselves summarizing the importance of keeping our planet safe and elaborate on whether or not human environmental behaviors can make a difference in the world of bees.

Activity 2: Make a Timeline

Students will practice multiplying multi-digit numbers to create a timeline.

Materials:

Paper
Pen/Pencil
Kahoot

Instructions:

1. Students will research the lifespan of four (4) distinct types of bees and document their findings in their journals and share information in a PowerPoint presentation with their peers.

2. Based on the data the students have collected and the number of days that those bees are alive, students will multiply those number of days by 10, 100, and 1000. This will assist the students in understanding the pattern of multiplying whole numbers.
3. Students will create their own timelines for each bee of choice and explain the work the bees did during their time on planet Earth.
4. Students will work in groups to develop a Kahoot which will comprise of developing unique question about: The lifespan of bees, pollination, environment, planet Earth.

Music

Activity 1: Making the “Buzz” Band

Students will create a percussion instrument using plastic plates to play with The Busy Bees

Materials:

- Masking/Clear tape
- Stapler
- Two plastic/paper plates
- Filler (Dried lentils, beans, and peas)

Instructions:

1. Teacher will introduce the percussion family.
2. Students will watch House of Sound video starting at 1:21. [Click to watch the video.](#)
3. After watching the video, students will lay out their materials (two plastic/paper plates, tape, stapler, dried lentils or peas).
4. Teacher will show step-by-step instruction video, pausing video for each step. [Click to watch the video](#) and/or read the following steps:
 - Place plates side by side facing up.

- Then pour your lentils or dried peas into one of the plates (not too many).
- Now, place the empty plate on top of the other like a dome to cover the peas (make sure the plates are even).
- Pinch and staple north, south, east, and west of the plate tambourine to seal.
- Then use large pieces of tape to further seal the tambourine in between the staples (see video for demonstration).
- Then play along with the Busy Bees' Recycle Bop!

Activity 2: Compose a Reuse and Recycle Remix

Students will compose a simple melody about recycling using simple rhythmic patterns of eighth and triple notes

Materials:

- Videos (links included)
- Piano/Keyboard (for demonstration)
- “End, End, End” song (link included)

Instructions:

1. Teacher will introduce lesson by playing the Busy Bee song [Recycle Bop](#).
2. Pose the question: Is it important to reuse, reduce, and recycle- brief discussion.
3. Show video of the importance in reduce, reuse, and recycle. [Click to watch video](#)
4. Introduce the task of remixing the song “Recycle Bop” by adding a catchy rhythm using eight notes and triplets and the lyrics from “Reuse and Recycle.”
5. Teacher can lead a rhythmic warm up using the following videos:
 - [Eight Notes](#)
 - [Rhythm patterns](#)
 - [Triplet pattern](#)

6. [Play Sample Video](#)

7. Students will then pair up to come up with different rhythmic patterns and demonstrate their remixed composition for the class.

Reading

Activity 1: Understanding Cause and Effect

Students will be able to properly identify, sort, and match a cause and an effect.

Materials:

Cause-and-effect sentence strips (for introduction)

Cause-and-effect graphic organizer

Pencil/Marker

Scissors:

Instructions:

1. Teacher will display an anchor chart for students that explains what cause is as well as what effect is. The teacher will then guide a discussion about some causes and effects that occur daily.
2. After introducing the concept of cause and effect, provide students (the whole class) with a few examples of causes on sentence strips and matching effects on other sentence strips (i.e., cause: The girl was upset; effect: she dropped her ice cream cone).
3. Pass out a sentence strip to each student with either a cause or an effect and have students interact with one another to find a match.
4. Once students have found a cause or effect match, they can collaboratively explain why the two match.
5. Once the students have been given the opportunity to collaborate and be able to practice with matching the correct cause and effect, the students will then complete the cause-and-effect [graphic organizer about bees](#).

Activity 2: Expository Writing

Students will write an expository essay about honeybee populations.

Materials:

- Internet access for research
- Paper or writing notebook/journal
- Expository writing planning sheet

Instructions:

1. In preparation for the activity, teacher will display an anchor chart for students, with details of what expository writing is.
2. To introduce activity, use an anchor chart to explain the two different reasons/types of expository writing that can be used as well as the elements that an expository essay must include.
3. Students will conduct research to learn reasons why the honeybee population is dwindling.
4. Students will then use information from research to respond to writing prompt: "You are a honeybee whose population is decreasing. Write about your typical day and three environmental dangers you encounter." Note: Students should complete an [expository writing planning sheet](#) prior to writing their rough draft and final versions.

Science

Activity 1: Teach Others How to Save Our Oceans

Students will learn and share impacts and possible solutions for ocean pollution.

Materials:

- KWL Chart for Ocean Pollution
- Discovery Education Platform
- Resource videos (link provided)
- Flipgrid

Instructions:

1. Teacher will lead class in completing the (K) and (W) portions of an Ocean Pollution KWL chart.
2. Teacher will play video that analyzes the human activities that affect ocean pollution. [Click to watch the video.](#)
3. After allowing students to share thoughts on the impact human activity is having on oceans, students will independently research 4 other ocean pollution resources to gain inspiration for the creation of their own project that will share ways to stop ocean pollution. Teacher will provide Discovery Education links about how to [prevent plastic pollution](#) and ways to [take community action](#).
4. Once they complete their research, all students can complete the (L) portion of the Ocean Pollution KWL chart.
5. In small groups students will create a Flipgrid 3-minute advertisement sharing their group project idea. This video should utilize video editing, music, and the inclusion of persuasive images. They can then choose to share a QR code for members of school community to view presentation.

Activity 2: Teach Others How to Save the Honeybees

Students will create PowerPoint presentation to share how to help the honeybees.

Materials:

- Importance of bees KWL chart
- Discovery Education Platform
- Resource videos (links provided)
- PowerPoint

Instructions:

1. Teacher will lead class in completing the (K) and (W) portion of the Importance of honeybees KWL chart.
2. Teacher will play Discovery Education video: "Bumblebees Are Disappearing Because of Extreme Heat." [Click to watch.](#)

3. After watching the video, teacher will guide discussion on how extreme heat and some human activities are impacting bee populations. Then they will watch a video explaining why we need bees to maintain the health of our planet. [Click to watch.](#)
4. Students will watch video on practical ways humans can help save bees for inspiration for their PowerPoint books. [Click to watch.](#)
5. After watching the video, students will independently research at least 3 other honeybee resources to create their "Save the Bees" PowerPoint presentations that include 5 actions humans can do to protect bee population. All students will then complete the (L) portion of the Importance of bees KWL chart.

STEAM Visual Arts

Activity 1: Create a Climate Mandala

Students will create a mandala that represents how the world is affected by climate change.

Materials:

- Pencils
- Fine point Sharpies
- Newsprint
- Watercolor
- Watercolor Paper
- Brushes
- Compasses
- Rulers
- Images of mandalas

Instructions:

1. Teacher will talk about climate change and how it has affected the bees, turtles and other living things. Teacher will then share examples of mandalas and explain how they can symbolize healing and the creation of balance.
2. Students will draw a mandala on newsprint that incorporates bees, turtles, and climate change in a circular geometric design radiating from a central point of a perfect balanced world where climate

change does not affect us. Students will incorporate images of plants, insects, and animals they believe can create a more balanced world.

3. Teacher will demonstrate how to use compasses and rulers to create a mandala. When ready, students will transfer design to watercolor paper. Students will outline their designs with fine point sharpies and erase pencil lines.

4. Teacher will teach watercolor techniques and assist students as they add watercolor to their work.

5. Students will incorporate a title for their mandala and write a short description (artist statement).

Activity 2: Group Project: Busy Bees' Time Machine

Students will create a that represents how the world is affected by climate change.

Materials:

- Recycled cardboard boxes
- Masking/ duct tape
- Newsprint
- Recycled paper /Magazines
- Tempera paint
- Brushes
- Markers
- Pencils
- Rulers
- Hot/ liquid Glue
- Box cutters
- Scissors

Instructions:

1. Teacher will lead discussion on climate change and how it has affected the bees, turtles and other living things.

2. Students will break up into groups of four and identify a problem related to climate change and brainstorm how to solve the problem using a time machine.

3. Students will sketch out a design for this machine and identify how it will work.
4. Teacher will show students examples of time machines and talk about cause-and-effect problem solving using the scientific method. [Click to view short video](#) or a longer [video that includes planning stage](#).
5. Students will collect recycled materials for their time machine from their own houses, Ocean Bank Center for materials or the art teacher stash.
6. Teacher will demo safe use of box cutters, scissors, and hot glue.
7. Students will begin time machine construction. Teacher will talk about safe use of materials and correct use of paint, tape and markers.
8. Students will incorporate a title for their sculpture and write a short description (artist statement).

Theatre

Activity 1: Improv Your Feelings

Students explore their feelings and desires to see a better world through improvisation.

Materials:

Available items in the classroom that can be used as props.

Instructions:

1. Teacher will introduce activity by reviewing what improv is and explain that unlike the play, they will have to make things up as they go along and won't be given time to rehearse.
2. Students will create an improv that explores their feelings. Now that they have seen what the future could look like, how will they convey their message to the adults to listen to them?

3. Students will act their own scenes and show as much characterization as they can.

Visual Art

Activity 1: Make a Trash Sculpture

Students will make art sculptures from recycled and found materials.

Materials:

- Paper towel roll
- Found or recycled materials
- Glue
- Paint

Instructions:

1. Before doing the activity with your class, watch the video tutorial to get an overview of the materials used and the steps to make sculptures. [Click to Watch the Video Tutorial](#) Video length: 4 min 27 sec.
2. Connect activity to the play. *"At the end of the show, the Busy Bees showed us how to get creative with trash. It was cool how the student transformed into a statue of art! Now it's your turn to see what kind of art you can make from trash. Get ready to use your imagination! Follow along with the video, and let's make a trash sculpture."*
3. After completing this activity, have students respond to the reflection questions below in a notebook/journal, on a sheet of paper, or on a digital device:
 - What items did you use in your sculpture?
 - Does your sculpture resemble or remind you of anything? If so, what?
 - What steps can you take to limit trash ending up in your local landfill or the ocean?

Activity 2: Create Your Own Busy Bees

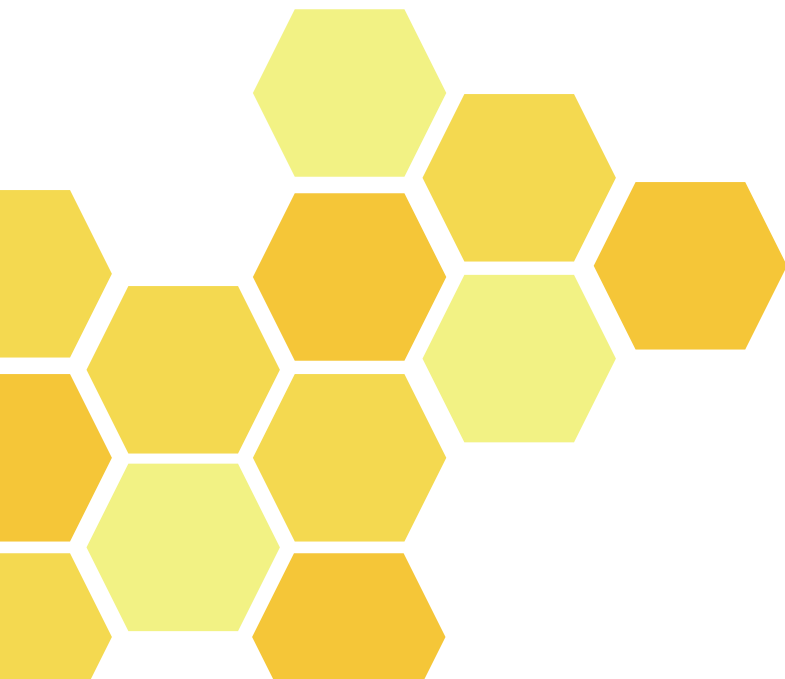
Students will create their own bees using a plastic water bottle.

Materials:

Plastic water bottle
Newspaper
Scraps of paper
Yarn or string
Tape
White Glue
Paint
Water
Bowl

Instructions:

1. Before doing the activity with your class, watch the video tutorial to get an overview of the materials used and the steps needed to make the bees. [Click to Watch the Video Tutorial](#) Video length: 9 min 28 sec. NOTE: An alternative process is to paint a cardboard toilet paper roll to create the bees and omit the papier-mâché steps.
2. Connect activity to the play. *“Follow along with this video to create a classroom colony of busy bees and help save the planet, just like the characters in the show! You will upcycle materials and help keep items off our sidewalks and beaches and out of our landfills and oceans.”*
3. After completing this activity, have students respond to the reflection questions below in a notebook/journal, on a sheet of paper, or on a digital device:
 - Why are honeybees so important to our environment?
 - What types of materials can you upcycle or reuse?
 - What message did you write in your bee's speech bubble? Why is this message important?





COLLABORATORS



Maribel Bernat is a Curriculum Support Specialist within the STEAM Department for Miami-Dade County Public Schools where she supports a plethora of schools throughout the academic school year and witnesses all the amazing work the students and teachers are doing. She started her career back in 2009 as an elementary school teacher where she had the opportunity to teach 3rd, 4th, and 5th graders. In her current position she enjoys the opportunity to continue strengthening her skills as a teacher while assisting talented teachers in the integration of STE(A)M in the classroom.

Deanna Barton is a Board-Certified Art Therapist, educator, and artist creating and holding spaces for people of color to connect to innate creativity, heal, and bloom. Deanna is a member of the American Art Therapy Association's (AATA) Multicultural Committee and has been featured in several AATA publications, including the 2021 DEI Gallery and Art Therapy Today. Deanna is a professor at Edinboro University's Art Therapy Program, and a member of the Accreditation Council for Art Therapy Education. She received a MA in Art Therapy from The George Washington University and a BA in Psychology from Spelman College. Deanna is also the founder of ALLUMA: Art & Healing a private practice and virtual art and wellness space that supports the healing and well-being of women of color living with anxiety, depression, perfectionism, and the experiences of racial stress and trauma.





Yolande Clark-Jackson is a freelance journalist, editor, author, consultant, and educator with over twenty years of classroom teaching experience. Her articles and essays have been published in *HuffPost*, *Prism Reports*, *Parents*, *Prevention*, *Care.com*, *Sisters from AARP*, *The Bump*, *Mashable*, and *Moon City Review*, *University of Arizona Poetry Center* and others.

Aileen Ferrer is a Curriculum Support Specialist for Miami-Dade County Public Schools. Before working at the district level, she taught math and science for eleven years to students in 3rd-5th grade. Aileen believes using a cross-curricular approach in teaching and learning is beneficial to effectively engage the “whole” student.





Ja'Nia Harden is vocalist, performer, children's book author, and music educator for Broward County Public Schools. She is also a mother of three and wife of John Harden who she performs with professionally as The Harden Project. Among her many performances on stage as a vocalist, she also hosted and performed at the 2022 Juneteenth Food and Wine Festival on Miami Beach with celebrity chef Carla Hall (ABC's *The Chew*). She recently turned her newly released children's book into a Storybook Musical. Her most recent project is composition for the children's musical *Wolf* written by Sophia Gelsey, which debuts at the Black Theater Festival in Broward County.

Michelle Moreno is a heart-centered registered drama therapist. She has been working with individuals to discover their unique voice for over 10 years throughout South Florida. She utilizes a variety of creative arts, drama therapy, and psychotherapy techniques to create a holistic experience to honor and support the individual to meet their unique needs. In addition to being a drama therapist, Michelle has been featured on the podcast *The Creative Soulpreneur*, improvised with the Front Yard Theatre Collective, *We Love Murder*. She has performed at The Improv Comedy Club Miami, The Olympia Theatre, Miami Lakes Playhouse, and other theater spaces throughout South Florida. Currently, Michelle collaborates with fellow drama therapists and artists to produce original content for the virtual space that takes the witness on a magical autobiographical therapeutic journey.





Kristy Pagan is a teacher, music therapist, and one of the Curriculum Support Specialists for Miami-Dade County Public Schools Visual and Performing Arts Department. She holds a bachelor's in music therapy and a master's in music education. She has been in different leadership positions throughout the district since 2005, presenting and facilitating music professional developments throughout South Florida. She serves on the committee with the Visual and Performing Arts Department and the Dade County Music Educators Association to help organize the Superintendent's Honors Music Festival. She serves as the Elementary Music Orff Ensemble coordinator.

Cathi Rivera is arts educator, award-winning metalsmith, and a docent for the Lowe Art Museum. She has taught 2D, 3D art and jewelry design in public and private schools, at conferences and seminars nationally. She also served as President of the South Florida Jewelry Arts Guild and the Dade Art Educators Association. In addition to developing Florida State Competency Based Art Curriculum, she has also taught and written curriculum for the Arsh Center's Learning Through the Arts Program since 2017 and for the Arsh Center's Pour Your Art Out program during the pandemic. Her jewelry designs are exhibited widely and are in many private collections. Visit her website: www.flowingwithpearls.com and Facebook page: @FlowingWithPearls, Instagram page: #flowingwithpearls



Kim Seitz is a Curriculum Support Specialist for STE(A)M School Designation within the Division of Academics - STEAM Department of Miami-Dade County Public Schools. Prior to working at the district level, she served as a Miami-Dade County Public School elementary teacher for 23 years with a primary focus on 5th-grade math and science. In 2019 she was recognized as the Miami-Dade County Elementary Science Teacher of the Year.



STANDARDS

The Busy Bee Great Adventure Activity Supplement

Additional Resources and Standards

Additional Resources

*Digital resource: [WKF 2021 InsideBuzzBooklet.pdf](https://www.wholekidsfoundation.org/WKF_2021_InsideBuzzBooklet.pdf)
([wholekidsfoundation.org](https://www.wholekidsfoundation.org))

Google Slide Presentation for STEAM MUSIC [activities for grades 3-5](#)

Teacher Resource Links for STEAM Visual Arts: [Climate change](#) and [Mandala Art](#)

Resources to Get Involved:

[The Bee Conservancy](#)

[Plant Bee Foundation](#)

[Save the Bees Campaign](#)

[Bumble Bee Watch](#)

[Pollinator Partnership](#)

[Xerces Society](#)

Standards

4th grade | Math:

Activity 1: Identifying angles

MA.4.GR.1.1

Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.

Activity 2:

MA.4.AR.3.2

Generate, describe and extend a numerical pattern that follows a given rule.

4th grade | Music:

Activity 1: "Making the "Buzz" Band"

Big Idea: Critical Thinking and Reflection

Enduring Understanding:

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent

MU.4.C.1.3 Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing.

Corresponding Core standards:

LAFS.4.RL.2.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Big Idea SC.4.10: Forms of Energy

SC.4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

Big Idea: Skills, Techniques, and Processes

VA.4.S.1

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Big Idea: Critical Thinking and Reflection

VA.4.C.1.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

[ESOL MATRIX](#)

[ESE STRATEGIES](#)

Activity 2: "Composing Your Feelings"

Content Area Standards:

Big Idea: Critical Thinking and Reflection

Enduring Understanding:

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent

MU.4.C.1.1 Describe listening skills and how they support appreciation of musical works.

MU.4.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.

MU.4.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work

Corresponding Core standards:

LAFS.3.RL.2.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

[ESOL Matrix](#)

[ESE STRATEGIES](#)

4th grade | Reading

Activity 1: Cause and Effect

ELA.4. R.2.1 Structure: Cause and Effect

Activity 2: Expository Writing

ELA.4. C.1.4 Expository Writing

4th grade | Science

Activity 1: Help Save Our Oceans

Standard: SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable. SC.4.L.17.B Both human activities and natural events can have major impacts on the environment.

Activity 2: Help Save the Honeybees

Standard: SC.5.L.17.1 (a) Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. (b) Human activities can have a major impact on the environment.

4th grade | STEAM (Visual Arts)

Activity 1: Busy Bee Comic Strip

Critical Thinking and Reflection # VA.4.C.1; VA.4.C.2; VA. 4.C.3;

Skills, Techniques, and Processes # VA.4.S.1; VA.4.S.2; VA.4.S.3
Organizational Structure # VA.4.O.1; VA.4.O.2; VA.4.O.3
Historical and Global Connections # VA.4.H.1; VA.4.H.3
Innovation, Technology and the Future # VA.3.F.1; VA.4.F.3
STEAM Life Science SC.4.L.17.4.; SC.5.L17.1 Math MA.B2.2.1; MA.C.2.2.1

Activity 2: Sea Turtle Maze

Critical Thinking and Reflection # VA.4.C.1; VA.4.C.2; VA.4.C.3;
Skills, Techniques, and Processes # VA.4.S.1; VA.4.S.2; VA.4.S.3
Organizational Structure # VA.4.O.1; VA.4.O.2; VA.4.O.3
Historical and Global Connections # VA.4.H.1; VA.4.H.3
Innovation, Technology and the Future # VA.3.F.1; VA.4.F.3
STEAM Life Science SC.4.L.17.4.; SC.5.L17.1 Math MA.B2.2.1; MA.C.2.2.1

4th grade | Theatre

Activity : Group Pantomime

Enduring Understanding: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

4th grade | Visual Art

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.4.S.3.1

Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.4.F.1.1

Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

VA.4.F.2.1

Discuss how artists and designers have made an impact on the community.

VA.4.F.2.2

Identify the work of local artists to become familiar with art-making careers.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.4.F.3.1

Create art to promote awareness of school and/or community concerns.

Big Idea: Critical Thinking and Reflection

Enduring Understanding:

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent

MU.4.C.1.3 Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing.

Corresponding Core standards:

LAFS.4.RL.2.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Big Idea SC.4.10: Forms of Energy

SC.4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

Big Idea: Skills, Techniques, and Processes

VA.4.S.1

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Big Idea: Critical Thinking and Reflection

VA.4.C.1.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

5th grade | Math

Activity 1:

MA.5.GR.4.2

Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

Activity 2: Create a Timeline

MA.5.NSO.2.1

Multiply multi-digit whole numbers including using a standard algorithm with procedural Fluency.

5th grade | Music:

Activity 1: "Making the "Buzz" Band"

Enduring Understanding:

MU.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent

MU.5.C.1.3 Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard

MU.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.5.S.2.1 Apply knowledge of musical structure to aid in sequencing.

Corresponding Core standards:

LAFS.4.RL.2.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Big Idea SC.5.10: Forms of Energy

SC.5.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

Big Idea: Skills, Techniques, and Processes

VA.5.S.1

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Big Idea: Critical Thinking and Reflection

VA.4.C.1.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Activity 2: Reuse and Recycle Remix

Enduring Understanding:

MU.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent

MU.5.C.1.1 Describe listening skills and how they support appreciation of musical works.

MU.5.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.

MU.5.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work

Big Idea: MU.5.S Skills, Techniques and Processes

Enduring Understanding:

MU.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.5.S.1.2 Create an alternate ending to a familiar song.

MU.5.S.1.1 Improvise rhythms or melodies over ostinati.

Corresponding Core standards

[LAFS.3.RL.2.4](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

[ESOL MATRIX](#)

[ESE STRATEGIES](#)

5th grade | Reading

Activity 1: Cause and Effect

ELA.4. R.2.1 Structure: Cause and Effect

Activity 2: Expository Writing

ELA.4. C.1.4 Expository Writing

5th grade | Science

Activities 1-2: Teach Others How to Save Our Oceans and Bees

Standard: SC.5.L.17.1 (a) Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. (b) Human activities can have a major impact on the environment.

5th grade | STEAM Visual Arts

Activity: Climate Change Mandala

Critical Thinking and Reflection # VA.5.C.1; VA.5.C.2; VA. 5.C.3;

Skills, Techniques, and Processes # VA.5.S.1; VA.5.S.2; VA.5.S.3

Organizational Structure # VA.5.O.1; VA.5.O.2; VA.5.O.3

Historical and Global Connections # VA.5.H.1; VA.5.H.2; VA.5.H.3

Innovation, Technology and the Future # VA.5.F.1; VA.5.F.2; VA.5.F.3

STEAM Life Science SC.5.N.1.1; SC.5.L17.1

Math MA.B2.2.1; MA.C.2.2.1; MA.D.1.2.1 : Technology

Activity: Climate Change Mandala

Critical Thinking and Reflection # VA.5.C.1; VA.5.C.2; VA. 5.C.3;

Skills, Techniques, and Processes # VA.5.S.1; VA.5.S.2; VA.5.S.3

Organizational Structure # VA.5.O.1; VA.5.O.2; VA.5.O.3
Historical and Global Connections # VA.5.H.1; VA.5.H.2; VA.5.H.3
Innovation, Technology and the Future # VA.5.F.1; VA.5.F.2; VA.5.F.3
STEAM Life Science SC.5.N.1.1; SC.5.L17.1
Math MA.B2.2.1; MA.C.2.2.1; MA.D.1.2.1 Engineering : Technology

5th grade | Theatre

Activity: Group Improv

Enduring Understanding: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

5th grade | Visual Arts

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.5.S.3.1

Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.5.F.1.1

Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

VA.5.F.2.Pa.a

Associate visual art with leisure, recreation, or a job.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.5.F.3.1

Create artwork to promote public awareness of community and/or global concerns.

