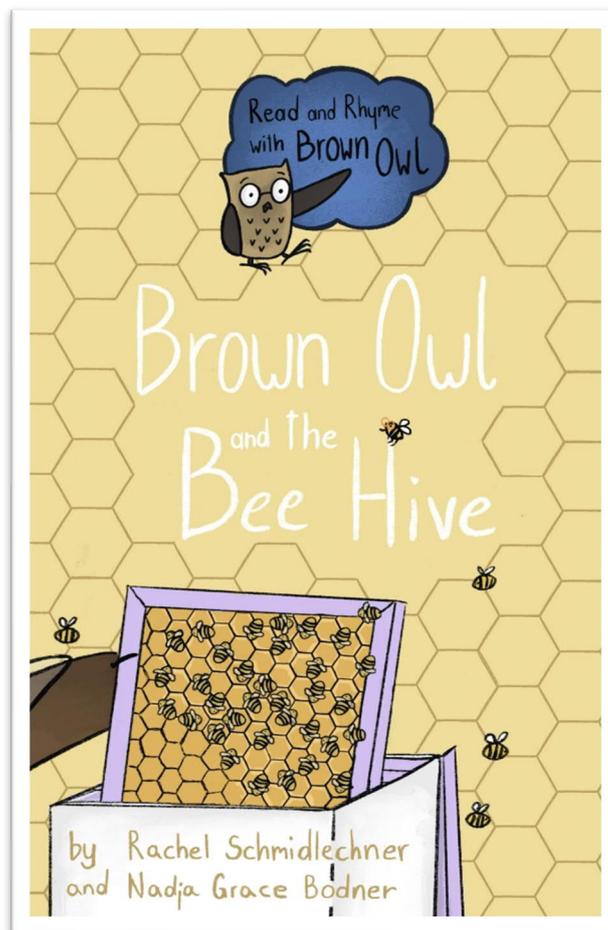




# BROWN OWL AND THE BEE HIVE

## Teaching Tips

Activities and lesson ideas based on the rhyming picture book  
'Brown Owl and the Bee Hive', the fifth volume in the  
'Read and Rhyme with Brown Owl' series.



Other books in the series:  
Brown Owl, Brown Owl at the Zoo,  
Brown Owl's Birthday Tea, Brown Owl at the Seashore

Info, orders and enquiries: [www.readandrhyme.at](http://www.readandrhyme.at)  
Teaching resources: [www.eduki.de](http://www.eduki.de)



## INTRODUCING THE BOOK

- Describe a bee: I'm thinking of an animal ... it is little ... it has got six legs ... it can fly ... it is brown/yellow and black ... it likes flowers ... it has got a sting in its tail .... it goes BUZZ BUZZ ... Yes! It's a bee!
- Brainstorm: Now they have guessed the animal, put a picture up on the board or write the word BEE. See what the children already know (honey, hive, flowers, sun, honeycomb etc).  
If they don't know a word in English, encourage them to use the question *'What's ... in English?'*
- Look at the book cover and ask the children some questions:  
*What can you see? Do you know what these animals are? (bees)*  
*Which animal could this brown arm belong to? (bear)*  
*Do you like honey? Have you got bees in your garden?*
- Play Rimsky-Korsakov's Flight of the Bumble Bee. Can the children guess the animal?
- Take a soft toy version of a bee hive and talk about it. I'm a fan of this one: [Stoff-Modell "Bienenstock", 7-tlg. | TimeTEX](#)
- If your pupils already know some of the other [Read and Rhyme with Brown Owl](#) books, first talk about the characters that they can remember. Then introduce the new ones with flashcards or descriptions and see if they can guess their names: Busy Lizzy Bee and Claire Bear.
- Play a game of hangman to elicit the book title.
- Jumble up the words in the books title and children have to find the correct order:  
*Hive Owl and Brown Bee the = Brown Owl and the Bee Hive.*
- Learn about bees in science lessons in the children's mother tongue, then move on to the topic in English #crosscurricular
- Ask a beekeeper to come and visit your school!
- Smell some honey in a pot with eyes closed and guess what it is.

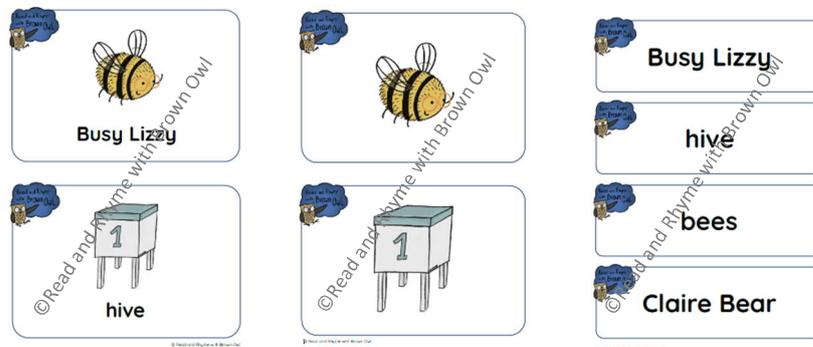


## PRE-READING ACTIVITIES

At the back of the book there are key words listed in a picture dictionary.

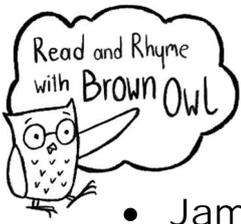
These words can be pre-taught before reading the story.

- Use the flashcards or beebot cards to pre-teach the key words.
- Stimulate the senses as much as possible by using a mime as you say the word. In this way they see the flashcard, hear the word and feel the action. E.g., hands above head in triangle to represent HIVE. Use your index fingers to buzz like BEES.



### Flashcard Games

- Rolling flashcards: the teacher rolls the flashcards fast and the pupils try to catch a glimpse of the picture. If they cannot identify the picture, roll the cards more slowly.
- Slow reveal: the teacher covers the picture with a piece of paper/another flashcard and slowly reveals what is underneath. This really gets the pupils attention! How quickly can they guess the word?
- Repeat if correct: all the key word flashcards are on the board. The teacher points at one and says: "It's a bee!" "I can see a hive!" If it is correct, the pupils repeat the phrase. If it is not correct, they are silent. If the class makes a mistake, the teacher gets a point. If the class are silent, they get the point. The first to get five points wins.



- James Bond - place flashcards around the room. The teacher says a key word in a sentence. Pupils point at/shoot the correct picture, e.g. "I can see the queen bee!" N.B. By embedding words in a sentence, pupils learn words in context & memorise a phrase that can be transferred to other topics.
- What's missing: the pupils close their eyes, the teacher removes a flashcard, the pupils open their eyes and say which one is missing. If it gets too easy, remove two cards at a time.
- Mix up the word and picture cards. Pupils put them back in their correct places. Differentiation: pupils say what is wrong: *This is not the hive! This is honey!*
- Repeat and remove – the teacher says what is on the flashcard, the pupils repeat, the teacher removes the card and points at the empty space, the pupils repeat the word again. Do the same for every picture, always going back to the first empty space. It is incredible how quickly and well they can memorize the list of words that they can no longer see!
- Silent repetition: the teacher says a key word and the children respond with the action only. This activity allows children to hear the teacher's correct pronunciation of a word, and allows the teacher to see if the children are responding with the correct action, i.e. have understood & remembered the language.
- Quiz in pairs

The flashcards are displayed on the board. The pupils take it in turn to test each other (demonstrate beforehand):

*What's ... in English? What's ... in German/French/Spanish?*

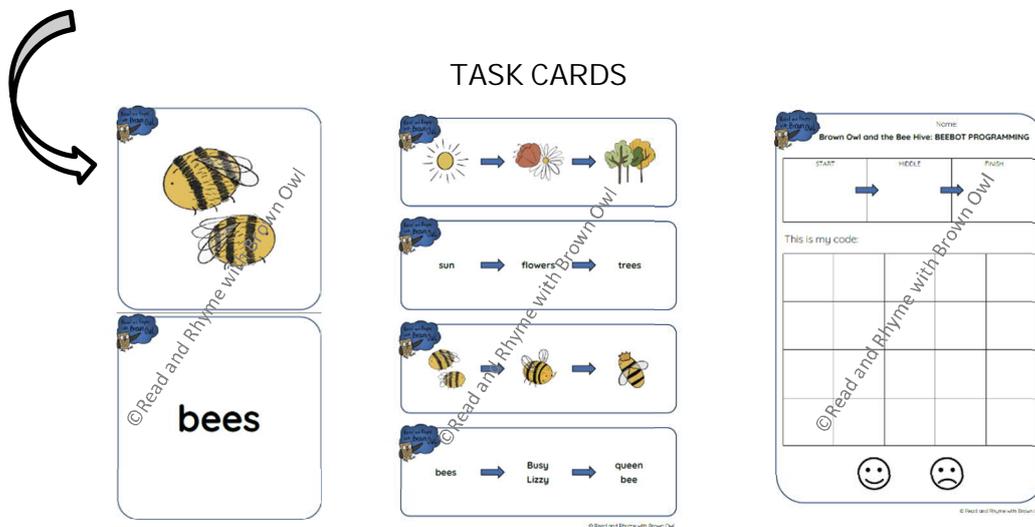
Differentiation: Pupil turns their back to the board and recalls the words from memory.

- Simon Says ... *buzz like a bee, fly like an owl, put your hat and gloves on, eat honey on toast, smell the flowers, walk like Claire Bear, drink tea, stand like a hive, it's a sunny day etc.*



## Beebot activities:

- Fill the Beebot mat with the picture cards. The pupils draw a word card and program the Beebot to the picture. Or vice versa.
- Children take a task card, plan their route between the three pictures or words, write the code down (optional) and check their route. TIP: the Beebot cards double up as flashcards or a giant game of pairs.

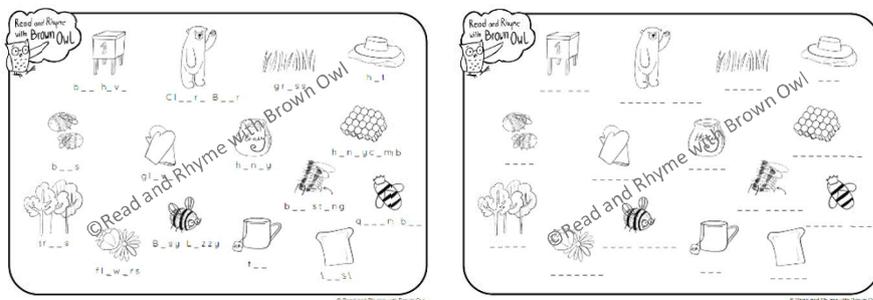


- Use the Beebot cards and task cards to learn and practise the key words
  - 1) teacher says a key word, Beebot is programmed to it
  - 2) teacher describes a picture, Beebot is programmed to it
  - 3) teacher asks a child what their favourite picture is
  - 4) the children work in pairs and tell their partner where to programme Beebot e.g. I can see flowers!
  - 5) the children take a task card, plan their route, write it down on the worksheet, programme Beebot, and check their route.  
(Eduki ID: 527773)



## Wordmats:

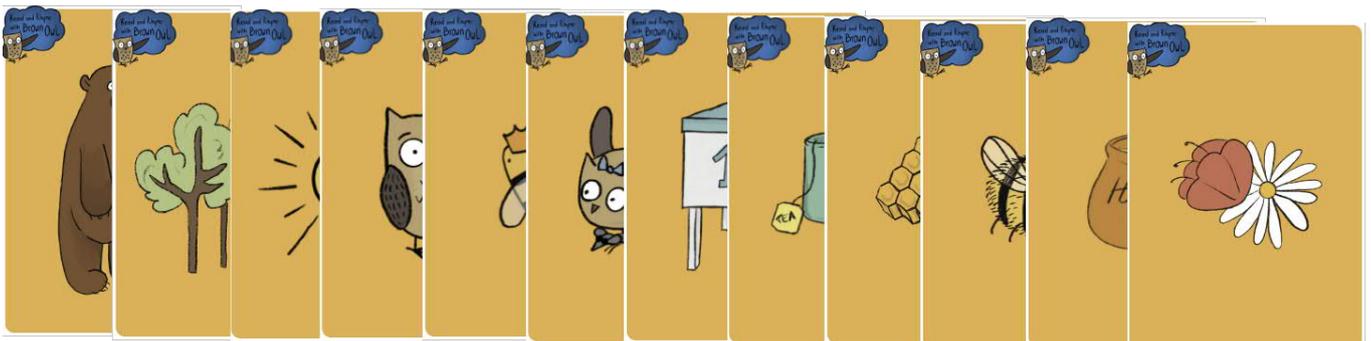
- Place the flashcards around the room. The pupils find them and label their wordmat with the key words.
- Use for a colour dictation: *'Colour the hive blue & white'*
- Differentiation 1: missing letters or missing words
- Differentiation 2: copywrite the words whilst at flashcard OR memorise the spelling and write down once at desk.



TIP: the wordmats can also be used to play bingo. The pupils place three objects (e.g. rubber, sharpener, ink cartridge) on three pictures. The teacher draws the flashcards at random. When all three words have been heard and the objects removed, the pupil shouts bingo! (Eduki ID: 527979)

## Game Cards:

- Use to play snap, pairs, happy families, go fish, change places, human memory (see below) ...
- There are 4 cards for each picture. (Eduki ID: 583761)





- The cards can also be used for a listening activity. Each pupil gets 1/2 key words to listen out for. When they hear them in the story, they hold the card up.

### Change Places:

- All children sit in a circle with their chairs. The teacher chooses 4/5 key words and allocates one picture card to each child (use game cards) Remove one chair. The child in the middle says a sentence containing a key word: *I can see bees!* All the bees change places.
- One child doesn't get a place. Now a new child is in the middle and chooses a key word: *I eat honey!* If the child in the middle says: *Yummy honey in my tummy!* then everyone changes places. Differentiation: single words instead of full sentences.

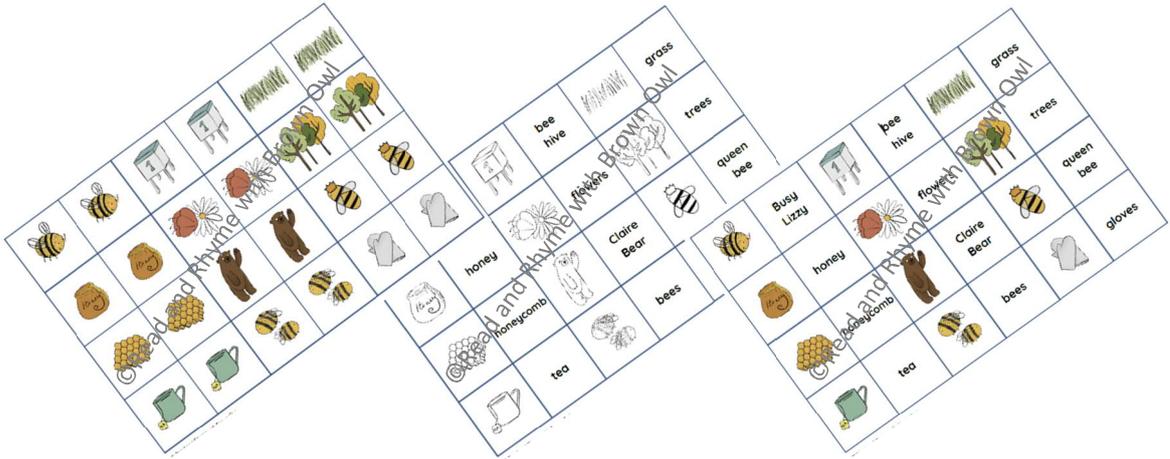
### Human Memory:

- Send two pupils outside. The rest of the class are put in pairs. One pupil gets an English word, the other one thinks of an action to go with it, e.g. bee – buzzes around (action), honey – rubs tummy  
TIP: use the game cards to allocate key words
- Children mix up and stand around the classroom or gym. The two pupils come back in the room and take it in turns to find the pairs by tapping two pupils on the shoulder and seeing if the word and the action match. The game can also be played with the German and English word.



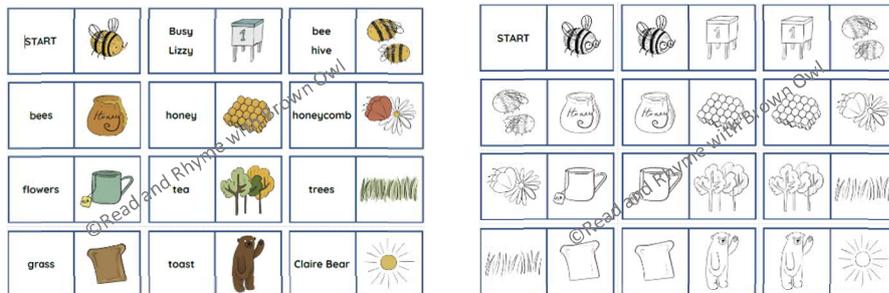
## Pairs:

- Laminate a game of pairs or the pupils make their own set of cards by colouring and cutting the worksheet (Eduki ID: 523926)  
set 1: pic – pic (non-readers) set 2: pic – word (readers)



## Dominoes:

- Play in pairs. Pupils can colour and make their own version.



N.B. 4 versions available. Pic/pic for non-readers, word/picture for readers, black & white or full colour (Eduki ID: 527807)



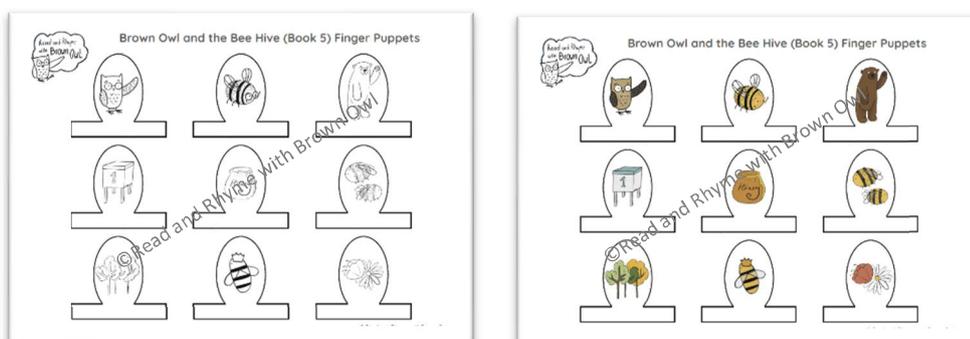
## I have got ... Who has got ...?

- Shuffle and hand out all 24 cards to the children. The child with the first card starts by saying: *I have got the first card. Who has got Busy Lizzy?* The child with Busy Lizzy continues with: *I have got Busy Lizzy. Who has got the sun?* And so it goes on until the last card is read out. Once the children get the hang of the game, you can time them to see if they get faster.  
(Eduki ID: 522656)



## Finger Puppets:

- Say a key word, pupils hold up the correct finger puppet.
- Read the story again. The pupils hold up the correct finger puppet as they hear the words in the story.

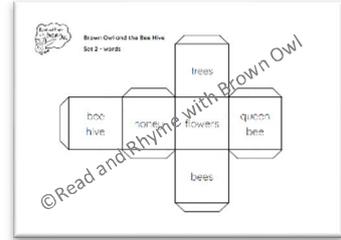
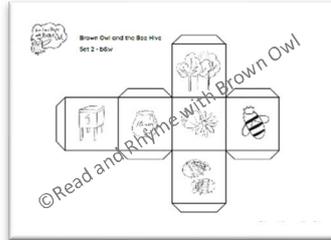
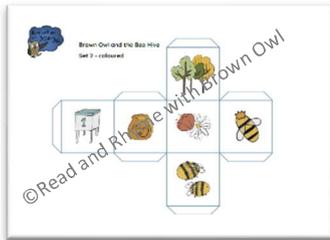


TIP: FREE download at [www.eduki.de](http://www.eduki.de) ID: 261097



## Vocabulary Dice:

- Make your own vocabulary dice, either pictures or words. 2 sets of words available. Eduki ID: 534858)  
(see Instagram reels for tutorial)



- Roll the dice with your partner, can you get a pair? (Either match picture/picture or picture word)
- Predict what you will roll: *'I can see a hive!'* – roll and see if you are right.



## WHILST-READING ACTIVITIES

- Encourage the children to interact with the teacher  
*e.g. Can you see the bees? Let's buzz like bees!*  
*Which hive do you think is Busy Lizzy's? 1,2 or 3?*
- Use mimes to repeat the key words or phrases:  
*e.g. honey (rub tummy), queen bee (pretend to put crown on head), hive (hands above head in triangle) etc.*  
*Yummy honey in my tummy! (rub tummy, point at tummy)*
- The children point at the flashcards (on the blackboard/in the room) as the key words come up in the story. Alternatively, they hold up their own finger puppets or the game cards as you read.
- Hand out flashcards and word cards and as the children hear theirs, they lay the card in the middle or hold it up.
- Retell the story again WITHOUT the book and accompany it with lots of actions. Each child does the actions too and speaks the text that they can remember (total physical response).  
(see Instagram reels)
- Each child has a copy of the book and reads along. *Turn the page now!*
- Each child has a copy of the book, and the teacher misses out words for the children to fill in.  
*e.g. Busy Lizzy is a \_\_\_\_\_. She makes honey for you and \_\_\_\_.*
- The children read the book in pairs. They take it in turns to read a sentence or page / they miss out words for each other / they read to each other / they have reading races! Who can read the page fastest? (and correctly of course too!)



## POST-READING ACTIVITIES

- Hand out one picture or word card for each child. They should walk around the room and find their partner.  
Version 1: in silence, just look at the cards  
Version 2: Hello! This is a hive. Hello! This is a hive too. It's a pair!  
Hello! This is honey. Hello! This is flowers. We are not a pair!  
(Differentiation: single words not full sentences)
- Does it rhyme? The teacher says pairs of words from the book. If they rhyme, the children stand up. If they don't rhyme, the children sit down  
*e.g. honey – family (stand up), hive - five (stand up), bear - bee (sit down) etc*
- ABC challenge: find words in the book for each letter of the alphabet (nouns and verbs only)  
Tip: Free Eduki download ID: 152956

Brown Owl and the Bee Hive  
ABC Challenge

A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____

- Play a game of 'I have got ... Who has got?' (whole class or in groups)
- Work on the activities in the workbook (see below)



- Sing a song! Use lots of actions, particularly for the letters in her name. Alternatively place A4 letters around the room to point at. After each verse miss a letter out and replace with a sound.

*There was a hive with a little bee and LIZZY was her name-o*  
*L I Z Z Y*  
*L I Z Z Y*  
*L I Z Z Y*  
*And LIZZY was her name-o.*

*There was a hive with a little bee and LIZZY was her name-o*  
*- I Z Z Y*  
*- I Z Z Y*  
*- I Z Z Y*  
*And LIZZY was her name-o.*

*There was a hive with a little bee and LIZZY was her name-o*  
*-- Z Z Y*  
*-- Z Z Y*  
*-- Z Z Y*  
*And LIZZY was her name-o.*

*There was a hive with a little bee and LIZZY was her name-o*  
*--- Z Y*  
*--- Z Y*  
*--- Z Y*  
*And LIZZY was her name-o.*

*There was a hive with a little bee and LIZZY was her name-o*  
*---- Y*  
*---- Y*  
*---- Y*  
*And LIZZY was her name-o.*

*There was a hive with a little bee and LIZZY was her name-o*  
*-----*  
*-----*  
*-----*  
*And LIZZY was her name-o.*

(To the tune of: BINGO song: There was a farmer had a dog)



- Make a mini book and read it to the teacher or take it home to read. Level 1 introduces key characters from the story, Level 2 is an abridged version of the story. (Eduki ID: 549742)



Level 1

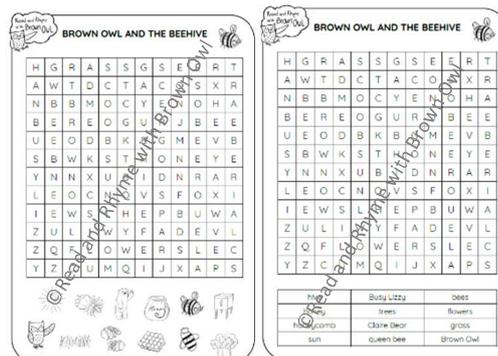


Level 2

- Use the quiz cards to test your knowledge of the story. Either play in groups with a quiz master and the first to guess the answer wins the card (version 1), or the children can play on their own and check the answer in the bottom corner (version 2). (Eduki ID: 397708)



- Wordsearch (Eduki ID: 564291, also included in the workbook)





- Read and Colour – practise reading key words (Eduki ID: 534771, also included in the workbook)



- Story Walk  
Place the pictures around the room. Children read the sentences on their sheet and match them to the pictures. They write down the letter they find next to the correct sentence. At the end a secret message is revealed!  
4 levels: single word to full sentences.  
(Eduki ID: 549624)



**Brown Owl and the Bee Hive**  
Level 1

NUMBER	TEXT	LETTER
1	the sun	
2	Busy Lady's Hive	
3	Busy Lady	
4	bees in the grass	
5	Holly Chase Bee	
6	Wet's and gloves	
7	honeycomb	
8	the queen bee	
9	humming	
10	Bug in the Beehive	
11	Wet's our coat	

What is the hidden message?

10	4	1	3	5	8	2	11	7	9	6

**Brown Owl and the Bee Hive**  
Level 5

NUMBER	TEXT	LETTER
1	Spring is here the sun is out.	
2	This is Busy Lady's Hive it's a home for bees.	
3	Busy Lady is a honeybee.	
4	Bees are buzzing in the grass and on the air.	
5	This is Holly Chase Bee.	
6	We need hats for our heads and gloves for our wings.	
7	These wigs hold the honeycombs.	
8	The big bee is called the queen.	
9	Let's take a honey for you and me.	
10	Now it's time to leave the hive.	
11	Let's get our hats and honey for Grumpy.	

What is the hidden message?

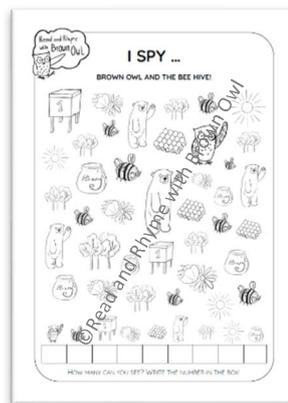
11	4	1	3	5	8	2	11	7	9	6



- Learn a tongue twister (Eduki ID: 499427)



- I spy picture: Version 1, count and colour the key words. Version 2 is full colour, can be laminated and reused. (Eduki ID: 514224, also included in the workbook)



- Key word peg cards: look at the picture, choose the correct word and mark it with a peg or large paper clip. Turn over to self-check the answers. 4 different lists available. (Eduki ID: 570579)





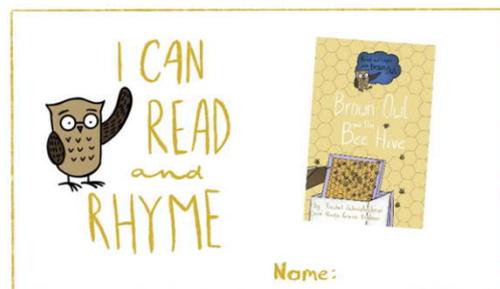
- Play a total physical response game: Bees are buzzing  
*Bees are buzzing in the grass:* Children crouch down and buzz around on the spot

*Bees are buzzing in the air:* Children stand up and buzz around on the spot

*Bees are buzzing here there and everywhere!:* Children buzz about all around the classroom!

*(These three sentences are taken directly from the story.)*

- Reading Certificates  
Pupils choose their favourite pages to read to the teacher and are awarded with a reading certificate.  
Differentiation: read longer or shorter passages.  
(Free download Eduki ID: 188343)





## ARTS & CRAFTS

- How-to-draws: Nadja, the illustrator of the 'Read and Rhyme with Brown Owl' books, has put together these how-to-draws. Children can learn to draw their favourite characters with her step-by-step instructions.



TIP: use wax crayons on black paper for a great effect  
(Eduki ID: 582976)

- Bees peg game (FREE Eduki download ID:681534):  
Children colour, cut and stick bees onto pegs.  
Go into the garden and the teacher/a pupil hides the bees by clipping them onto plants, flowers, branches, grass etc.  
Everyone says the rhyme together:  
Bees are buzzing in the grass, bees are buzzing in the air,  
Bees are buzzing here, there and everywhere!  
The children run off and look for the pegs. When they find one, they clip in onto their t-shirt.  
Once all the pegs have been found, the game can be played over and over again! (works best in pairs or small groups).
- Shapes bee: @englishandartforkids has come up with some great bee crafts, inspired by Busy Lizzy.  
Check out her Instagram ([@englishandartforkids](https://www.instagram.com/englishandartforkids)) and Eduki accounts ([englishandartforkids | Autorenprofil bei eduki.com](https://www.eduki.com/en/profile/englishandartforkids)) for more info.
- If you go onto Pinterest you will find lots of bee-related arts and crafts: [Pinterest](https://www.pinterest.com/englishandartforkids/)



# WORKBOOK

(Eduki ID: 571043)

## VOCABULARY WORK

These worksheets word on SINGLE WORDS that are important for understanding the story. Choose a selection of worksheets for your pupils to work on. There are different levels available. Some are suitable for non-readers too.

### WHAT IS IT? WHO IS IT?

Match the key word to the picture. 2 levels.

### ABC

put a list of key words into alphabetical order

### WHICH WORD IS IT?

Unscramble the words and write the word on the dotted line.

If the children are unsure of how to spell the words, they can use their wordmats/book to check.

### CIRCLE THE PICTURES

Pupils circle the 12 objects that come up in the story. They can refer to the book if necessary.

### I SPY WITH MY LITTLE EYE

Count and circle key objects from the story.

### WORDSEARCH

Find 12 key words from the story.

Level 1: list of words to find

Level 2: list of pictures, children need to remember the words



### ABC CHALLENGE

Children find NOUNS and VERBS from the story for each letter of the alphabet.

Extension: Work in pairs/groups. The team with the most words wins.

### WORD CHALLENGE

Find as many words as you can using letters from the book title: Brown Owl and the Bee Hive. N.B. Minimum 3-letter words.

### RHYMING WORDS

Read the words in the honeycomb, find the rhyming pairs and colour them in the same colour.

### PLURALS

Write the plurals of key word from the story.

### HOW MANY CAN YOU SPOT IN THE BOOK?

Look for objects in the book and count them. Also focusses on plurals.

## SENTENCE WORK

Once the children are confident with the key words, they can move on to reading and using full sentences.

### GAP FILL

Fill in the missing words in the sentences. Two levels available.

### READ AND COLOUR

Read the sentences and colour the scene from the book.

### LEARN A TONGUE TWISTER

Colour the tongue twister and practise saying it with a friend. How fast can you go?



## WRITE THE SENTENCES IN THE CORRECT ORDER

Children read jumbled sentences and write them in the correct order.  
They can refer to the book if necessary.

## BODY PARTS

Level 1: cut and stick the word on the picture

Level 2: read and write the correct word next to each body part

## BODY PARTS AND ANIMALS. Who am I?

Read the sentences, guess which animal is being described.

## TRUE or FALSE

Read the statements and decide if they are true or false.

## SPOT THE MISTAKES

Read the sentences. Find and correct the mistakes. E.g. My name is Brown Owl. I live in this **hive**. = I live in this tree.

## READ THE CLUES, GUESS THE WORD

## READING COMPREHENSION

Read the short text about bees and answer some questions.

## QUIZ

Level 1: first letter of answer given

Level 2: no help



## CREATIVE WORK

### CINQUAINS

Children write cinquains using objects from the book. Full instructions are included on how to construct the cinquains and generate the language needed.

### ACROSTIC POEM

Write the word BEE HIVE vertically down the middle of the page. Find key words OR sentences from the book which include the same letters and write them horizontally.

### DRAW YOUR FAVOURITE SCENE

Extension: label your picture

### HOW-TO-DRAWS

Use Nadja's step-by-step guides to draw Busy Lizzy, Claire Bear, Brown Owl and Little Jean.

Have fun reading and rhyming with  
Brown Owl and the Bee Hive!

Info, orders and enquiries: [www.readandrhyme.at](http://www.readandrhyme.at)

Teaching resources: [www.eduki.de](http://www.eduki.de)