

Mr Buzz the Beeman

Teacher notes: *Mr Buzz the Beeman*

Curriculum references: Year 2

Programme of study: Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - making inferences on the basis of what is being said and done
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Running the task

- Tell the children that they will be reading a story about a man called Mr Buzz. Ask the children to suggest what job Mr Buzz might have. (He's a beekeeper.) Ask them what they know about bees and why people keep them.
- Display the text and discuss the illustrations. Before reading the text, point out and discuss the meaning of any unfamiliar vocabulary (e.g. "bee-hive" and "swarm").
- Read the text aloud, asking the children to follow silently.
- Ask the children one or more questions about the story, e.g. *What happened at the end of the story? Why do you think the bees came back? What do you think might happen next?*
- Read the text a second time, this time asking the children to join in. You could also ask a particular group of children to read the words Mr Buzz says. Ask them how they will recognise these words. (They're inside inverted commas.)
- Display the task sheet. Read the discussion question, giving the children an opportunity to retell the story to each other in pairs, and then assess whether their partner's retelling included all the events of the story in the correct order.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- make simple and general inferences based on the text **1d**
- retrieve relevant details from fiction and non-fiction to demonstrate understanding of character, events and information. **1b**

What to expect

Discussion question

- **Retell the story to a friend. Use your own words. Did you include all the events, and put them in the right order?**

Children working towards the expected standard may not remember all the events in the story, or may get them in the wrong order. Children working at the expected standard should be able to retell the main events of the story in the right order. In addition, children working at greater depth within the expected standard may be able to retell and correctly order subsidiary events (such as Mr Buzz's family putting on protective gear).

Written questions

- 1. What was Mr Buzz doing in the garden? (1b)**

Most children working at or towards the expected standard may answer that he was working. Some children working at or at greater depth may answer that he was building a new bee-hive.

- 2. What was the terrible thing Mr Buzz saw? Tick the *best* answer. (1b)**

His bees were flying away.

Almost all children should be able to answer this question correctly.

- 3. Who went chasing after the bees? Tick the *best* answer. (1b)**

Mr and Mrs Buzz and their children

Children working at the expected standard or at greater depth within the expected standard should be able to answer this question correctly. Some children working towards the expected standard may answer incorrectly, as the wording of the correct answer does not match the text exactly.

- 4. Why do you think the Buzz family put on bee-hats and bee-gloves before they chased the bees? (1d)**

Children working towards the expected standard may not be able to answer this question satisfactorily. Children working at or at greater depth within the expected standard should be able to give a satisfactory answer, such as *"So that the bees couldn't sting them"* or *"To avoid getting stung"*.

- 5. Why do you think the Buzz family chased after the bees? (1d)**

This question should be accessible to most children, but is open to a range of possible answers, depending on the sophistication of the children's understanding. Children working towards the expected standard may give an answer that only takes into account the most immediate motivation, e.g. *"Because they wanted to catch them"*. Children working at the expected standard may give an answer that considers the ultimate goal of chasing the bees, e.g. *"Because they wanted to bring them back"*. A few children working at greater depth within the expected standard may consider the longer-term consequences of the bees' disappearance, giving an answer such as *"Because they needed the bees to make a living"*.

Mr Buzz the Beeman by Allan Ahlberg

One morning Mr Buzz was working
in the garden.

He was making a new bee-hive.
Suddenly he saw a terrible thing.
Some of the bees were in a swarm –
and they were flying away!

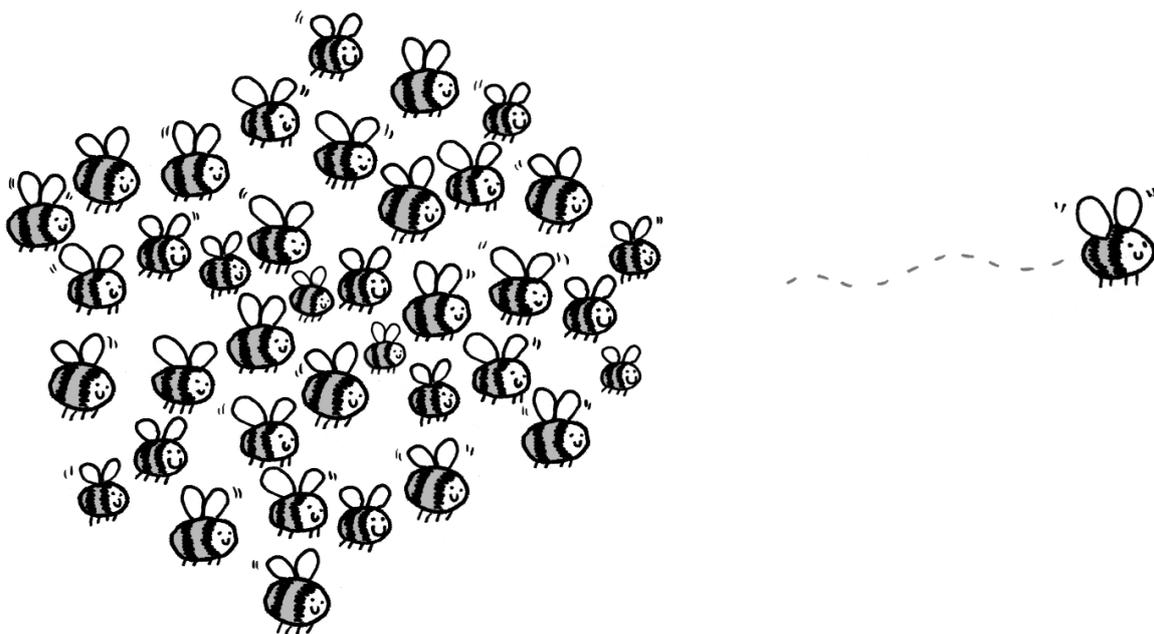
When bees fly off in a swarm,
they almost never come back.
Mr Buzz knew this.

“The bees are buzzing off!” he cried.
So then Mr Buzz and his family
put on their bee-hats
and their bee-gloves,
picked up a bee-basket –
and went chasing after the bees.

Suddenly Mr Buzz saw where the
bees were going.

“Those bees are not buzzing off!”
he cried.

“They are buzzing back again!”
And so they were –
straight back into the new hive
that Mr Buzz had made.



Name:

Date:

**Talk about this question.**

- Retell the story to a friend. Use your own words. Did you include all the events, and put them in the right order?

Write the answers to these questions.

1. What was Mr Buzz doing in the garden?

2. What was the terrible thing Mr Buzz saw? Tick the **best** answer.

A bee

His new bee-hive was broken

His bees were flying away

His old bee-hive was broken

3. Who went chasing after the bees? Tick the **best** answer.

Mr Buzz

Mrs Buzz

Mr and Mrs Buzz

Mr and Mrs Buzz and their children

4. Why do you think the Buzz family put on bee-hats and bee-gloves before they chased the bees?

5. Why do you think the Buzz family chased after the bees?
