



Teacher Packet

Lessons & Activities



Jacob and the Bee Man by Kelly Winters

Interest: Middle / High School

Grade Level Equivalent: 1.4 | Lexile: 480

Book Blurb: Jacob is on a tough path in life, and feeling trapped. But when he commits a petty crime and has to pay for it, he discovers that he doesn't need to let his past define him.



AWARD WINNING TITLE

CCLS

RL8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL8.2 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly

How to Use This Guide:

Before Reading:

This anticipation guide can be used to get students excited before starting the story. You can refer back to it after, to see how their opinions may have changed.

Comprehension Checks:

Each chapter has a worksheet to go along with it to check for understanding. Some questions are "right there" questions, while others push students to do some inferential work. In some cases chapters are grouped together due to length.

Quick Summaries:

After each chapter, students can fill out the First, Next, Then, Finally chart to summarize what happened. Not all chapters will have all four sections, but use this as a guide. Chapters can also be combined.

*During Reading:*

These activities including acting, writing, drawing, and critical thinking. They can be done as a whole class, in small groups, or individually.

After Reading:

These questions can be used to guide whole group or small group discussions, or can be used as writing prompts.

Beyond The Text:

These activities explore guided reading behaviors and understandings to notice, teach and support in the classroom.

Before Reading:

Directions: Part 1 - Decide how much you agree with the following statements.

	Strongly Agree.....				Strongly Disagree
People should be forgiven when they do bad things.					
There are acceptable reasons for why people do bad things.					
If you say you're sorry for doing something bad, you should be forgiven.					
It's ok to judge someone based on his or her actions, even if you don't know the person.					
Losing someone you love can cause you to do bad things.					
Once you become a bad kid, you'll always be a bad kid.					
Without money, you can't be happy.					

Part 2: Use the statements above and the blurb below to predict what you think this story is about.

Blurb: Jacob is on a tough path in life, and feeling trapped. But when he commits a petty crime and has to pay for it, he discovers that he doesn't need to let his past define him.

During Reading:

Directions: After each chapter, students can fill out the First, Next, Then, Finally chart to summarize what happened. Not all chapters will have all four sections, but use this as a guide. Chapters can also be combined.



Chapter One:

First...	
Then...	
Next...	
Finally...	

Chapter Two:

First...	
Then...	
Next...	
Finally...	

Chapter Three:

First...	
Then...	
Next...	
Finally...	

Chapter Four:

First...	
Then...	
Next...	
Finally...	



Chapter Five:

First...	
Then...	
Next...	
Finally...	

Chapter Six:

First...	
Then...	
Next...	
Finally...	

Chapter Seven:

First...	
Then...	
Next...	
Finally...	

Chapter Eight:

First...	
Then...	
Next...	
Finally...	



Chapter Nine:

First...	
Then...	
Next...	
Finally...	

Chapter Ten:

First...	
Then...	
Next...	
Finally...	

Chapter Eleven:

First...	
Then...	
Next...	
Finally...	

Chapter Twelve:

First...	
Then...	
Next...	
Finally...	



Chapter Thirteen:

First...	
Then...	
Next...	
Finally...	

Chapter Fourteen:

First...	
Then...	
Next...	
Finally...	

Chapter Fifteen:

First...	
Then...	
Next...	
Finally...	

Chapter Sixteen:

First...	
Then...	
Next...	
Finally...	



During Reading Activities

Problem and Solution:

Directions (after Chapter Two): Below are a few problems that have come up in the story so far. Next to each, write one solution from the story, and one solution you have that could solve the problem.

<p>Problem:</p> <p><i>Jacob's family has very little money.</i></p>	→	<p>Solution from Story:</p>	→	<p>Your Solution:</p>
<p>Problem:</p> <p><i>Jacob broke the Bee Man's hive.</i></p>	→	<p>Solution from Story:</p>	→	<p>Your Solution:</p>

It seems like more problems are going to come up. What do you think another problem may be, and what might happen in the story to solve that problem?

<p>Possible Problem:</p>	→	<p>Possible Solution:</p>
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*Tableaux -- A Frozen Picture*

Directions (after reading chapter three): A tableaux is a way to depict what happened in the chapter using acting. Instead of acting out the whole chapter, if students are asked to create one frozen picture, it challenges them to think of the most important parts of that chapter. Students may need a review on gestures and body language so that their picture includes as much detail as possible.

Step 1: Present the primary details from chapter 3 to the students, and as a class, determine which are the most important and why.

Step 2: Determine roles-- director, Jacob, the Bee Man, photographer, etc.

Step 3: Give students time to come up with a plan. Let them use any props they can find around the classroom. Creativity counts!

Step 4: Have the photographer yell "3, 2, 1, ACTION!" and then take the picture.

Step 5: (optional) Print the picture and let students write captions.

This can be done as a whole class or in small groups.

(If students enjoy this, it can be done for every chapter and taped to the classroom wall so that students can keep track of the story as you go.)

Whose line is it anyway?

Directions (after reading chapter four): The following conversation is somewhat confusing because it does not include who is saying each line of dialogue. Read the whole conversation, and then decide who is speaking and write that person's name next to what is being said. The first one is done for you.

Now take turns, with a partner, reading this conversation. One of you should be Jacob and the other should be Jacob's mom. Then switch roles and read it again.

"Mom," I said that night, "This guy is working me too hard. How do I know when I'm done working for him? What if he never says I'm done?"	Jacob
"Oh, I'm sure he'll tell you."	
"But he won't! He's going to make me work for him all summer!"	
"Good. You need something to keep you busy. If you're busy, maybe you won't have time to break other people's things."	
"Mom!"	
"I mean it, Jacob. We can't afford to pay for that broken hive. We can barely afford to pay for our house. You're lucky he's not calling the police. You're lucky no one called them last year. You need to straighten yourself out."	
I groaned. When I'm 40 and old, people will probably still be telling me, "After all those bad things you did, back when you were a kid..."	



Inferring and Making Connections

Directions (after reading chapter five):

Part 1: Think of three new things we learn about Jacob from this chapter and write them on the lines below. Put a star next to the one you think is the most important to the story.

1. _____
2. _____
3. _____

Part 2: Think of three character traits that Jacob has. A character trait is a describing word that tells us about the character. For example, if you are good at sports, a trait you could use to describe yourself is "athletic."

- How would you describe Jacob?
- What in the story makes you think this?

Trait	What happens in the story to make you think this? (If you can, include the chapter number.)

Part 3: Write a postcard to Jacob. How are you similar to him? How are you different? Do you understand why he is acting how he is? Do you think you would behave the same way he does in a similar situation? Why or why not?

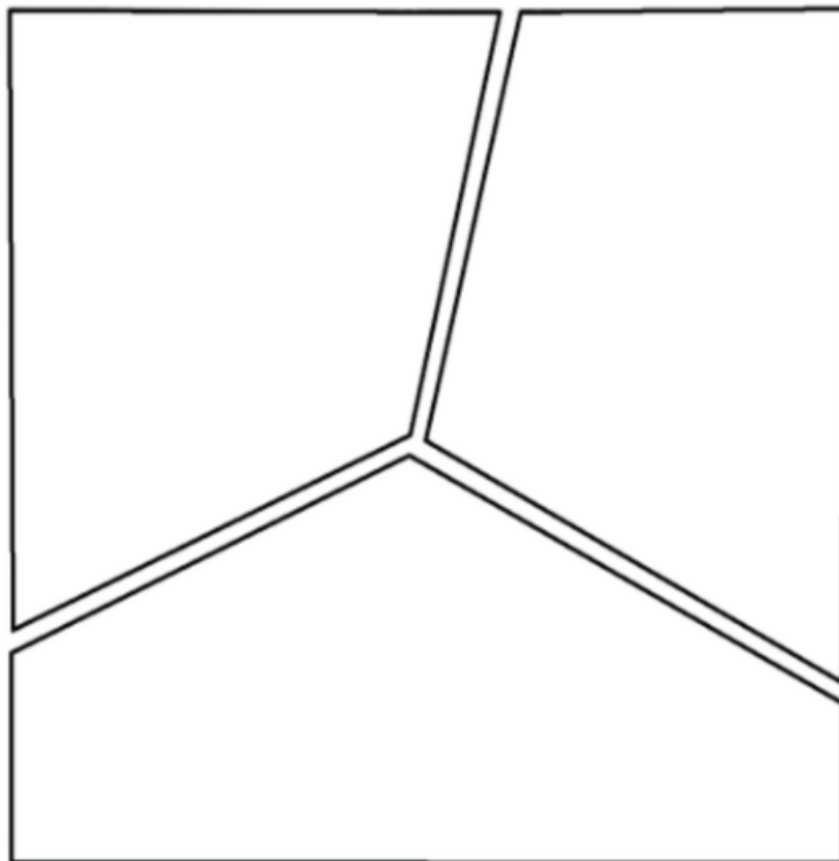
Summarizing:

Directions (after reading chapter six): Often authors include a lot of information in a story, but not all of it is important in helping the reader understand what is happening. This is especially true in Chapter 6. If Chapter 6 had a title, it might be, "Jacob Learns About Bees, and His Feelings Start to Change." You can think of the title as the main idea. Decide which of the details below from the chapter are important by asking yourself if it gives us more information about the title.



Detail	Does this tell us more about "Jacob Learns About Bees and His Feelings Start to Change?"	
	YES	NO
Jacob mows the Bee Man's lawn with a lawn mower that is very hard to use.		
Jacob suits up in baggy bee clothes.		
Jacob learns that when a queen bee dies, eventually all of the other bees in the hive will die too.		
Jacob learns how to use the smoker.		
Jacob realizes it could not have been one of the Bee Man's bees that stung him.		
Jacob realizes he broke the Bee Man's hive for no reason.		

Directions: Create a comic to illustrate the most important events that have happened so far in the story. You can use the template below.

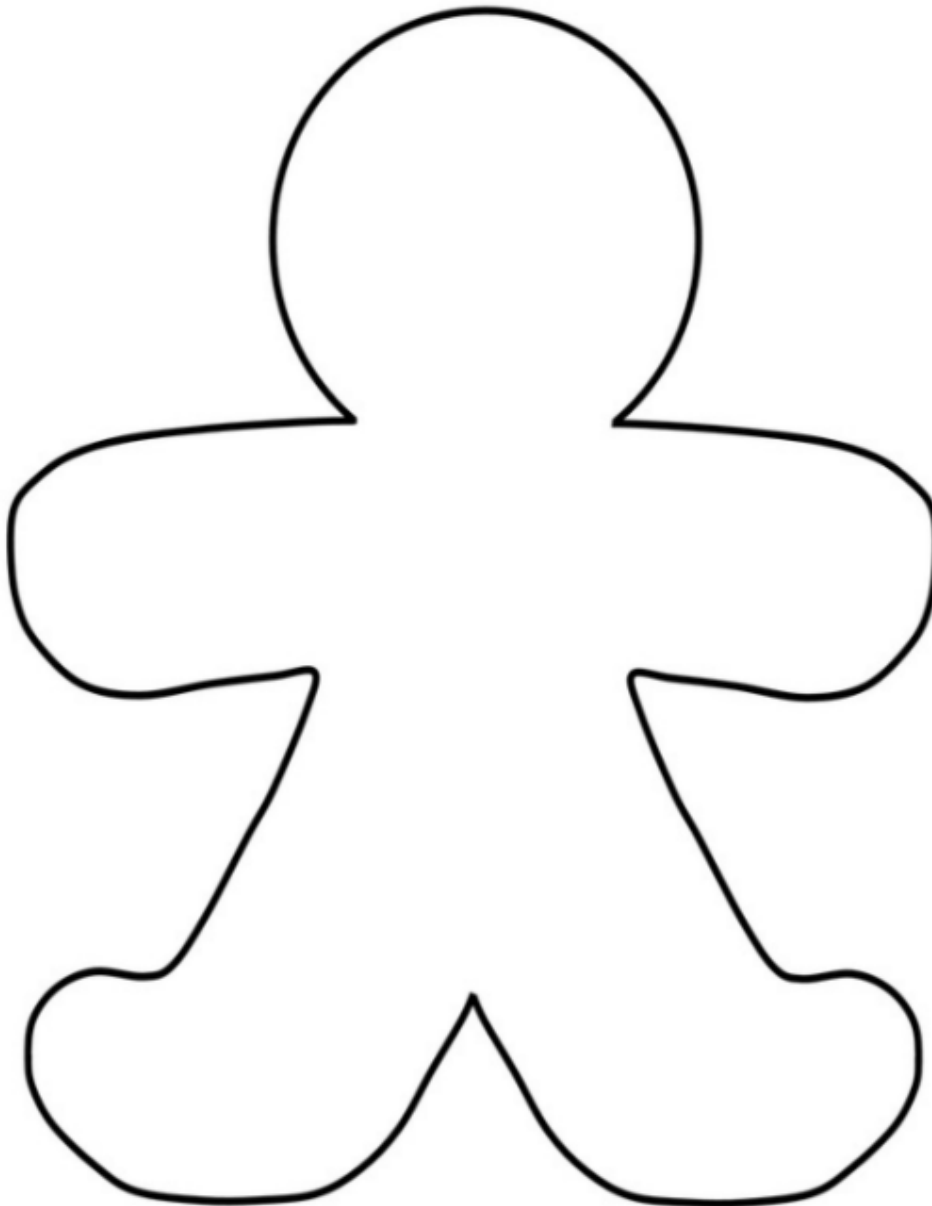




Making Connections:

Directions (after reading chapter seven and eight): In Chapter 6 we learned how important the queen bee is to a bee hive. In Chapter 7 we learned that Jacob's dad was his queen bee. Think about your own life – who is your “queen bee?” How does this person keep your “hive” going? How might life be different without this person? Write a journal entry to this person telling him/her why and how s/he is your queen bee.

Directions (after reading chapter nine): In this chapter we learned more information about the Bee Man. Use this cut-out to show what we now know about him. Think about his traits, his feelings, his actions, and his words. You can use words or draw pictures around his head, arms, legs, and heart.





Summarizing:

Directions (after reading chapter sixteen): Plot mountain is a diagram we use in literature that helps us keep track of the events in a story. The mountain has 5 main parts to help us organize events. Read about these parts below, and use the information to fill in a plot mountain for Jacob and the Bee Man.

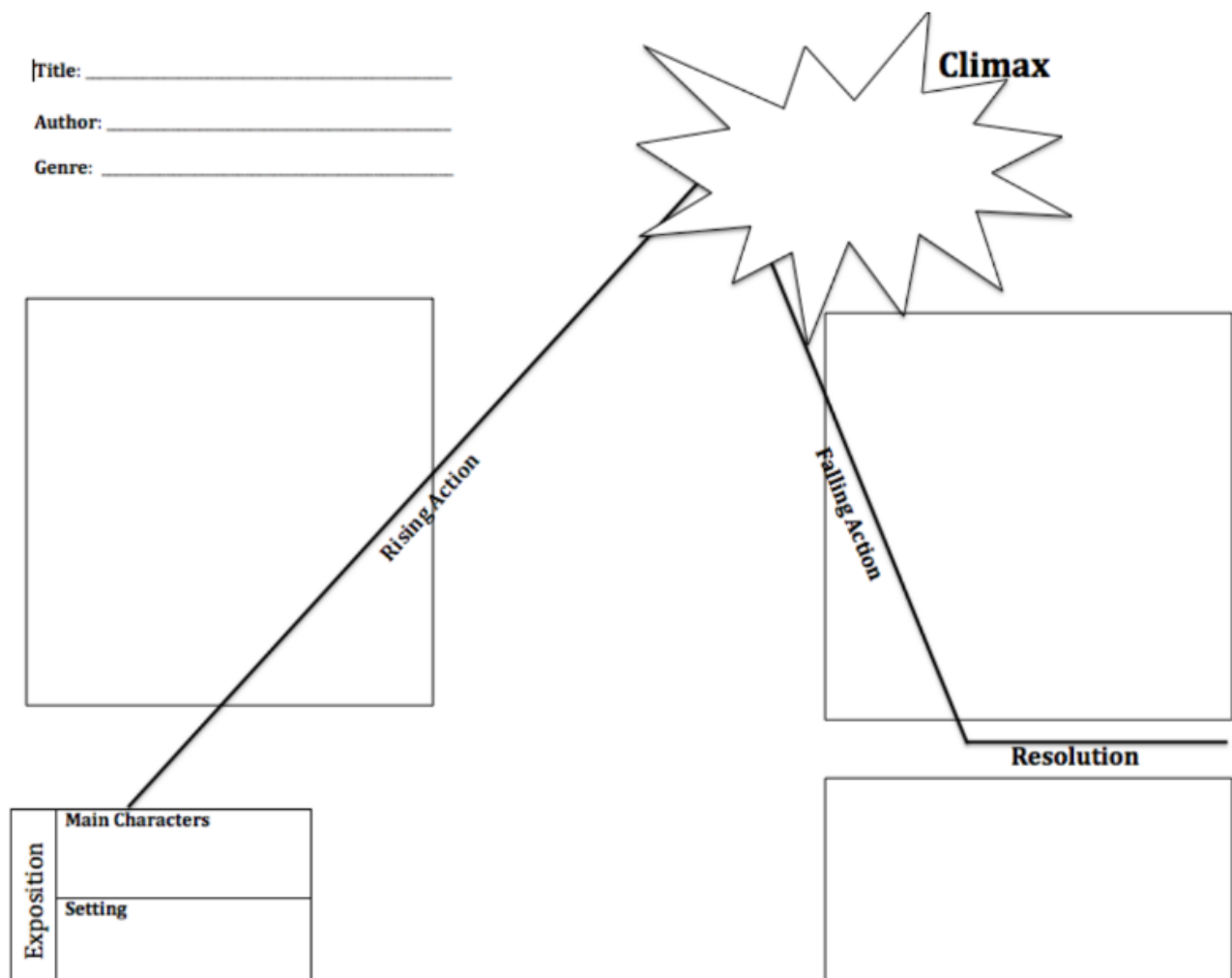
Exposition: The beginning of the story when we get information about who is in the story (characters) and where/when it takes place (setting)

Rising Action: A series of events that build up to the turning point in the story

Climax: Turning point in the story OR the most intense/exciting point. It is usually closer to the end than the beginning

Falling Action: Events that happen right after the turning point

Resolution: Where the problem of the story is resolved or worked out; usually how the story ends





After Reading

Directions: Read each chapter, then answer the following questions.

Chapter One:

1. True or False: The narrator is a well behaved kid who does not get into trouble.

2. Using clues from the sentences below, what do you think a veil is?
No one has ever seen his face. He covers it with a veil to keep out the bees.

- a. A body suit
- b. Something that covers your face
- c. A costume
- d. A special outfit for beekeepers

3. Why is the narrator so angry in this chapter? (Give two reasons)

4. What is the Narrator's name?

- a. Jacob
- b. Bee man
- c. Kelly

Chapter Two:

1. Why was Jacob's leg puffing up in the beginning of the chapter?

- a. He fell while running from the bees
- b. He ate baloney and he was allergic to it
- c. He got stung by a bee

2. Jacob's family does not have a lot of money. What are three details from the story that prove this?

3. What kind of a person is Jacob's mom? How do you know?

4. Who is Cliff Finley?

- a. Jacob's dad
- b. Jacob's mom's boss
- c. The bee man



5. Prediction: Do you think Jacob will go to the Bee Man's house to work to pay off the damage he caused? Why or why not?

Chapter Three:

1. What is your first impression of the Bee Man? What words would you use to describe him?
2. What is your first impression of Jacob? What words would you use to describe him?
3. Describe the work the Bee Man makes Jacob do.
4. Do you think the way the Bee Man is treating Jacob is fair? Why or why not?

Chapter Four:

1. How would you describe Jacob's mom?

Chapter Five:

1. What is a servant?
 - a. An employee of a store
 - b. A person who does hard, sometimes unpaid, work for someone else
 - c. A person who is in charge of other people at work
2. Why does Jacob compare himself to a servant?
3. Jacob did a few things for the Bee Man this day. Put what he did in the correct order:

_____ Put the beehive out with the trash
_____ Weed flower gardens
_____ Carry trash out to curb
4. Jacob takes the broken boxes when he leaves the Bee Man's house. Why is that different than stealing?

Chapter Six:

1. What are two things we learn about Jacob's dad? What does it say in the story to tell you this?

Jacob's dad _____. I know this because in the story it says, "_____."

Jacob's dad _____. I know this because in the story it says, "_____."



2. What is your first impression of the Bee Man? What words would you use to describe him?
3. Who do you know who is level-headed? Describe how they are level-headed?
4. *Dad, I thought, I wish you were here. I wish you could hear me. I wish I could talk to you.*
Why did the author use italics here?
 - a. Because Jacob was thinking this, not actually saying it.
 - b. Because Jacob was whispering it.
 - c. Because Jacob was crying as he was saying it.
5. What are three things that are different in Jacob's life now that his dad is gone?

6. I think Jacob was close with his dad. What makes me think this?

Chapter Seven:

I put on the bee clothes. They were big and baggy. They smelled like smoke. The hat was too big for me. It was hard to see through the veil.

He said, "I'm giving you gloves. You don't really need them."

I was not about to play with bees with my bare hands. I put on the gloves.

1. Use this descriptive language to visualize what Jacob looks like. Draw what you pictured in your head.
2. Jacob said getting dressed in the bee clothes "felt like getting suited up for war." Why is he comparing getting dressed to work with bees to getting dressed to go to war?

Chapter Eight:

1. Why does the Bee Man use the smoker?
 - a. So the bees can smell good smells.
 - b. So the bees don't sting him.
 - c. So the bees will die.
2. "Sixty THOUSAND?" I backed away.
Why do you think the author capitalized all of the letters in the word "thousand?"
3. How does the Bee Man know which bee is the queen bee?



- a. She stays away from the other bees.
- b. She is a different color than the other bees.
- c. She is bigger than the rest of the bees.

4. What happens when the queen bee dies?

Chapter Nine:

1. What are the similarities and differences between honey bees and wasps?



2. In the last paragraph of the chapter, Jacob realizes something, and it probably makes him feel sad. What does he realize and why might he feel sad?

3. There are two ways to tell if the queen bee is in the hive without seeing her. Circle those two ways:

All the bees are behaving.

There are eggs.

The bees are crying.

The bees are happily humming. The bees are making honey.

4. What do you think Jacob is going to do next? Why? (Use clues from the story to help you make a prediction.)

Chapter Ten:

1. How did Jacob know his mom must have gotten paid?

- a. She bought him a present.
- b. He saw food in the refrigerator.
- c. He saw money lying on the table.

2. Jacob realizes that his dad was similar to the queen bee in a beehive. How were they similar?

Chapter Eleven:

1. After Jacob gives the bee man the box, their relationship changes. Name three examples of these changes:

2. What does Jacob start to do at the end of the chapter? How do you think this is going to change him?



3. Think about your first impression of Jacob. Has this changed at all? Why or why not? What new words might you use to describe him now?

4a. How does the Bee Man feel when Jacob brings him more boxes for his hives?

- a. Annoyed
- b. Sad
- c. Happy
- d. Confused

4b. What does it say in the story to make you think this?

Chapter Twelve:

1. Jacob's attitude has changed since the beginning of the story. Explain that change. In the beginning of the story, Jacob _____.
But now, Jacob _____.

2a. What does Jacob learn about the Bee Man that changes his opinion of him?

- a. The Bee Man's house is different than he expected it to be.
- b. The Bee Man has pictures of his family hanging on his walls.
- c. The Bee Man's wife has died.

2b. How does Jacob learn this?

3. How does Jacob think the Bee Man is different than most adults?

Chapter Thirteen:

1. What does Jacob start to do at the end of the chapter? How do you think this is going to change him?

Chapter Fourteen & Fifteen:

1. When Jacob and the Bee Man go to the carwash to get the bees, there is a large crowd. The author describes the crowd as a "swarm of bees." Why does he compare the crowd to a "swarm of bees?" (Use ideas from the story to answer this question.)

2. There are a few steps to get the bees into the hive. Put those steps in the correct order:

- _____ Puff smoke at bees
- _____ Spray bees with sugar water
- _____ Knock the bees into the hive

3. How did getting the bees off the car make Jacob feel? Why do you think this is?



4. How did the Bee Man surprise Jacob?
 - a. By not talking about what he did last year.
 - b. By telling him he could go home early.
 - c. By asking him about his dad.

Chapter Sixteen:

1. What does the Bee Man suggest Jacob do if he doesn't get a summer job?
 2. At the end, Jacob says "It's over." What does he mean?
 - a. His job as a "servant" to the Bee Man.
 - b. People thinking he's a criminal.
 - c. His family having very little money.
 3. Jacob is a very different character at the end of the story than he was at the beginning. What are some things that happened to make him change? What is the biggest thing that you think changed Jacob?
 4. How did Jacob's experience with the Bee Man change the way he views himself? How do you think this will affect Jacob's future?
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Discussion/Journal Questions:

Have you ever felt the way Jacob did at the beginning: that one bad thing you did has changed the way people see you, and there's nothing you can do to convince them otherwise? Does it make you want to prove them wrong or to just give up altogether?

Jacob and the Bee Man surprise each other in this story: both of them end up being different than they seem at first. Can you think of someone you know who ended up being different than you thought they would be? Or someone who thought you would be a certain way, but then realized they were wrong once they got to know you?

Both Jacob and the Bee Man have lost someone they love. How do you think this has affected their behaviors and the way others see them? Can you relate to this? How?

Use the Story Shares book builder tool to create and publish your own prequel to Jacob and the Bee Man. What did Jacob do to get himself into trouble in the past? What else could we learn about Jacob that would help us better understand his story with the Bee Man?

(*After you create your own versions, you can read the author's prequel for the book, and compare your stories.)

Use the Story Shares book builder tool to create and publish your own sequel to Jacob and the Bee Man. What happens next?



Teacher Dashboard Guide

How-to guide for educators



Welcome to your Teacher Dashboard!

You've arrived at your profile home. Here you can dive directly into your classrooms and bookshelves, browse resources, receive notifications, and engage with your students.

Here are some steps to help get you started.

PART 1: CREATE YOUR CLASSROOM

Click on "My Classes" in the main left navigation, and then select "ADD CLASS" to create and name your classroom.

PART 2: ADD YOUR STUDENTS

Access the classes you've created by clicking "my classes." To add new students or a co-teacher to a class, select the class in question, and then select the "manage class" tab. You can add individual students and teachers there.

PART 3: ADD BOOKS TO YOUR PERSONAL BOOKSHELF

To populate your bookshelf, head over to the library via "Read" in the top navigation. You can browse titles and popular categories in our Library Home, or use the Filtered Library to hone in on the perfect reads for your classroom by reading and interest level. To add a book to your dashboard library, hover over the cover and click the "Add to Bookshelf" button.

PART 4: ASSIGN BOOKS TO STUDENTS

With a selection of books on your personal Bookshelf, you can now assign (or recommend*) books to the students in your class. To do so, visit your profile and select "My Bookshelf." Hover over a book to show options, and then click "assign to class." Select the class and then "assign." Now, the selected students will see the assigned book on their own personal bookshelves.

PART 5: CREATE OR ASSIGN QUIZZES

To create a quiz for a book, make sure that you have already assigned that book to your class. (steps 2 and 3 above). Once a book is assigned, a quiz can be assigned as well. From your teacher dashboard, select My Classes in the left navigation, and select your classroom. Select the Quiz tab. To build a new quiz, create a quiz title and select the book. Add questions individually, and be sure to indicate the correct answer. Once you've built your quiz, you can assign it to your class. Students will have the option to take the quiz from their own dashboard, or within the book itself when they are reading.

PART 6: FIND OR CREATE CONTENT AND TOOLS

Among the tabs on your class dashboard, you can also browse and use content created by our team: pre-made quizzes, lesson plans, discussion guides, writing prompts, and more.

Feel free to view and download the resources there, or to create your own. You can also add announcements, generate class discussions, view classroom progress, and track individual student growth. And in the Teacher Portal tab on your dashboard, you'll find a carefully curated roundup of some of our favorite ideas, strategies, books, and tools to enhance your teaching experience.

PART 7: ENJOY!

Now that you're set up, we invite you to explore. We're here to help if you need anything at all. You can reach us at info@storyshares.org. Happy Teaching!

Questions or ideas?

We love your feedback, and are working every day to make this resource stronger!

Send us a note: support@storyshares.org

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