# Bees at Work

Students use details from a short informational text to find its central idea.

**RI.1.2** "With prompting and support, recognize key details from an informational text to demonstrate understanding of the central idea of a text."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

## 1 FIND DETAILS

a

| | | |
|---|---|---|
| **dirt** | **nectar** | **rain** |

b

| | | |
|---|---|---|
| **pollen** | **leaves** | **petals** |

## 2 BIG IDEA

a

| | | |
|---|---|---|
| **rocks** | **shells** | **seeds** |

b

| | | |
|---|---|---|
| **harm** | **help** | **hide** |

**ANSWER KEY**

# Bees at Work

**GRADE 1 · RI.1.2**

## HOW TO RUN THIS PAGE

Read the text aloud, then read each question and its choices. Reread the text as needed and note support separately. Students identify details before deciding what the text mostly tells about bees.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

## PART 1 · FIND DETAILS

**SAY** "Listen to this text about bees: Bees visit flowers and sip sweet nectar. Pollen sticks to their bodies, and bees move it to other flowers. Moving pollen helps plants make seeds."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | What do bees sip from flowers: dirt, nectar, or rain? | **nectar** |
| b | What sticks to bees' bodies: pollen, leaves, or petals? | **pollen** |

## PART 2 · BIG IDEA

**SAY** "Think about the details you heard. I can read the text again if you need to."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | What can plants make when bees move pollen: rocks, shells, or seeds? | **seeds** |
| b | Which word tells what bees do for plants in the whole text: harm, help, or hide? | **help** |

## WHAT TO ACCEPT

Answers in order: nectar, pollen, seeds, help. Record any rereading or hints separately from the student's choices.