

Bee Feature Detective

Notice how print and graphics guide readers through information.

3.10.C “explain the author’s use of print and graphic features to achieve specific purposes;”

NAME _____

DATE _____

1 READ AND MARK _____

Read it twice

YOUR JOB Underline the three bold section labels at the start of the paragraphs. Circle the word pollen. Find the table title and column headings. Think about why the author chose each feature.

A Tiny Garden Helper

- 1 MEET THE MASON BEE.** A blue orchard mason bee does not live in a honey-bee hive. Each female makes her own nest in a narrow hole. She gathers **pollen**, a powder from flowers, and sweet liquid called nectar. These become food for her young.
- 2 LOOK INSIDE A NEST.** The female puts food in the hole and lays an egg with it. Then she builds a mud wall. She repeats these steps to make more rooms. Read the table to see what each part of the nest does.

PARTS OF A MASON BEE NEST

Part	Job or what happens
Pollen and nectar	Provide food for the young bee.
Egg	Hatches into a young bee called a larva.
Mud wall	Separates one room from the next.

- 3 HELP BEES FIND A HOME.** These bees need flowers for food, nearby mud, and suitable nesting holes. A garden can provide these things. If you want to learn what goes inside a nest, reread the second section. Its label helps you find that information quickly.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Why did the author start the second paragraph with the bold label "LOOK INSIDE A NEST"? Explain how it helps a reader.

- 2 Why is pollen printed in bold? How does the nearby explanation help you?

- 3 How do the two table columns help you learn about the nest? Use the mud-wall row in your explanation.

- 4 Why did the author give the table its own title? Explain how the title and the section labels help in different ways.

3

YOUR TURN

Your own words

Write two sentences for a younger reader about a mason bee nest. Add a short section label above them and underline one important word. Then write one more sentence explaining how your label and underlined word will help that reader.

PART 1 • READ AND MARK

Underline the three bold section labels at the start of the paragraphs. Circle the word pollen. Find the table title and column headings. Think about why the author chose each feature. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why did the author start the second paragraph with the bold label "LOOK INSIDE A NEST"? Explain how it helps a reader.	The label names the section's topic and stands out. It helps readers find information about the nest without rereading everything.
2	Why is pollen printed in bold? How does the nearby explanation help you?	Bold print draws attention to an important vocabulary word. The nearby words explain that pollen is a powder from flowers.
3	How do the two table columns help you learn about the nest? Use the mud-wall row in your explanation.	The columns put each part beside its job. Reading across the mud-wall row connects the wall with separating the rooms.
4	Why did the author give the table its own title? Explain how the title and the section labels help in different ways.	The table title tells what all its rows are about. Section labels help locate topics in the reading; the table title identifies the information collected in that graphic.

PART 3 • YOUR TURN (SAMPLE ANSWER)**ROOMS FOR YOUNG BEES**

A female mason bee puts food and an egg in a nest room. A wall of mud separates it from the next room. My label tells readers the topic, and underlining mud helps them notice what the wall is made from.

Accept explanations that connect each printed feature to its purpose, not just name it. The table is the graphic feature students analyze. Student labels and underlined words may vary; require two factual sentences and an explanation sentence. Biology checked against Oregon State University Extension, "Nurturing Mason Bees in Your Backyard in Western Oregon" (EM 9130); passage and table are original summaries.