

Section 1: Chapters 1-4

Pages 1-22

Summarize:

1. Use the character graphic organizer. List the main characters in the story. Write a short description of each.
2. Is moving the hives to Uncle Gil's a good decision or a bad one? Write a short paragraph to defend your answer. Use evidence from the text.

Vocabulary: Two important reasons to do vocabulary work are to learn new words so you can make them part of your own speech and writing and to comprehend the text you are reading. Throughout this book, you will be keeping a log of vocabulary words and their meanings. When defining words, do your best to use the story context to figure out the meanings. Write short, easy to understand definitions using your own words. It may be helpful to draw a picture or write a short sentence to help you remember the words. Once you understand a new word, go back to the text and re-read the sentence where the word appears. This will solidify your understanding of the word and help you with comprehension. Feel free to add additional words to your log as you read.

Words to define:

brood combs (p.2)

foragers (p. 3)

proboscis (p. 4)

menace (p.11)

Vocabulary at work: The author uses interesting verbs to describe the bees' movements. For example, on page 8:

Klymer nudged Alenya toward the edge of the comb to avoid the jostling.

Find three interesting verbs in the text and write a sentence of your own for each. Underline the verbs in your sentences.

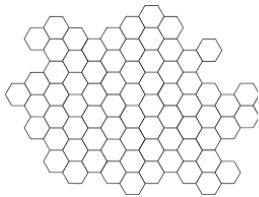
1.

2.

3.

Connect to Theme: In each section of the book, you will be asked to think about the larger, underlying themes in the story. This will help you to understand the book on a deeper level and to make connections between the events, actions, and behaviors in the story and your own experiences.

What evidence in the characters' actions and/or words show how bees cooperate in the hive?



This honeycomb symbol indicates an extra activity recommended to improve your understanding or to further your interest in a topic.

Describe five separate roles of bees in a hive. Here are two videos for more information:

<https://www.youtube.com/watch?v=9ePic3dtykk>

<https://www.youtube.com/watch?v=-QCF3lgE7I0>

Vocabulary Graphic Organizer (copy as needed)

Word from text	Page number	Short definition	Something to help you remember the meaning.

Character Graphic Organizer (copy as needed): Keep this character organizer updated throughout the book. When you notice interesting behaviors or actions of a character, record them in the third column. Sometimes changes in a character reflects important changes in the plot or feeling of the story line.

Name of Character	Short description	Notes

Section 2: Chapters 4-6

Pages 23-42

Summarize:

1. How do Alenya's character traits end up putting her in danger?
2. How did the Queen Bee calm the hive? What did you learn about bees from her story?
3. What new danger does the hive face?

Vocabulary Words to Define:

ingenuity (p. 37)
convalesce (p. 38)

Vocabulary at work:

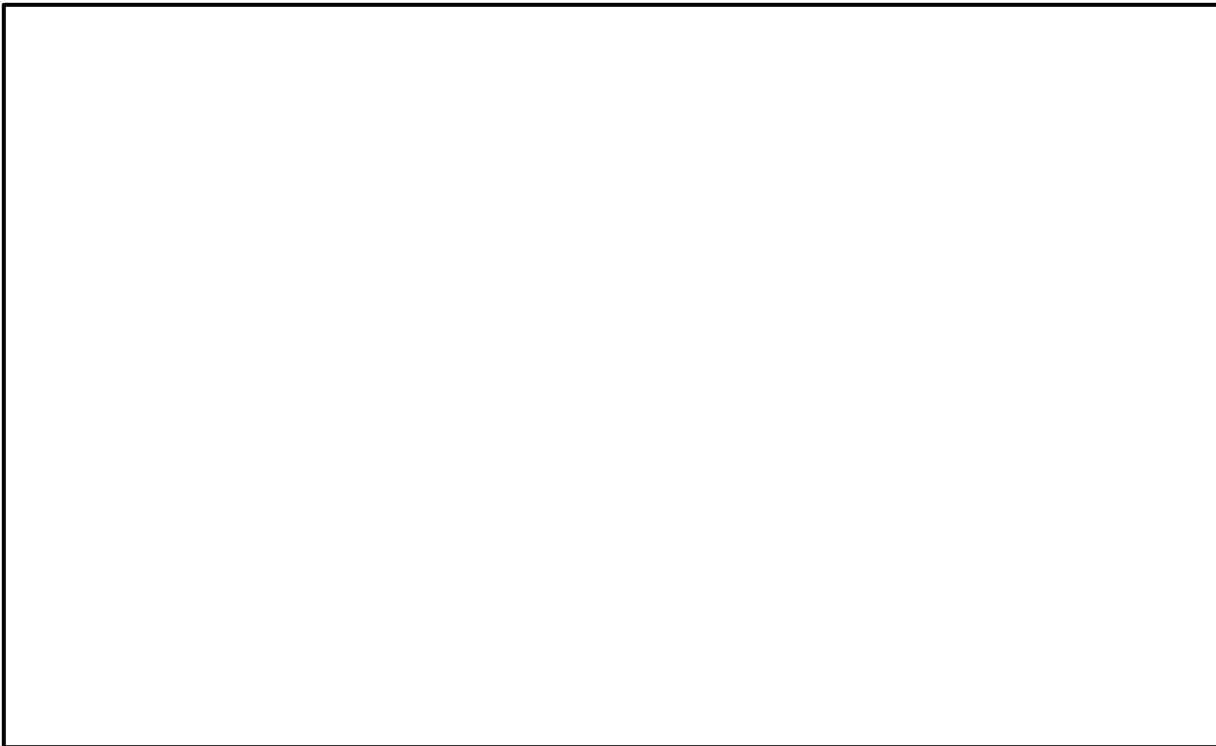
1. Describe a person who shows ingenuity.

Focus Skill: Imagery

On page 23 the author writes:

The sun, impaled on a mountain peak, stretched arms of light to the north, to the south, and to the whole world.

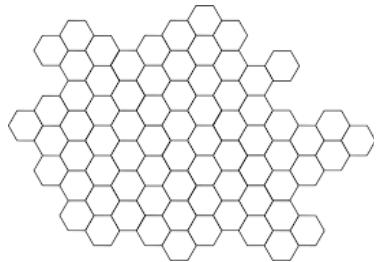
Discuss the meaning of impaled with a partner. If you are uncertain, look it up. Sketch a drawing of the image the author creates with this sentence.



Connect to Theme:

Describe Alenya's and Klymer's relationship. In what ways do they show the cooperative spirit of the tribe?

Before Reading On: In the next section, the bees relate stories to teach a lesson or explain something. Think about stories you may know for those purposes.



What do you know about bees?

What questions do you have about bees?

What I know about bees

Questions I have about bees

Section 3: Chapters 7-9

Pages 43-66

Summarize: Two important stories are told in this section. Write one sentence about each story to summarize their importance. You may use this sentence frame if you would like.

The story about _____ was told to explain _____, and it was important because _____.

Story 1:

Story 2:

Vocabulary Words to define:

salvaged (p. 43)

disheveled (p. 47)

arrogant (p. 55)

Vocabulary at work:

Reread the sentence where disheveled is found on page 47. Complete the following sentence:

The child's hair was disheveled because _____

_____.

Reread the sentence on page 55 where arrogant is used. Then complete the following sentence:

My friend was always modest, but when she said, "_____

_____," I thought she was arrogant.

Focus Skill: Plot Development

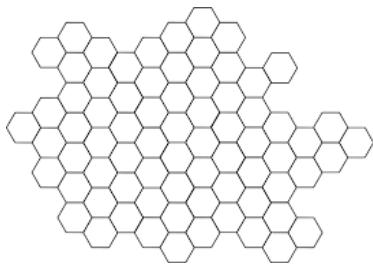
How do you think Alenya's and Klymer's relationship will change once he takes on the role of storyteller?

Do you agree he should change his name? Why or why not?

Connect to Theme:

On page 56, Klymer says, “I wondered if health for one is health for all.”

How can this apply to situations in the real world. Give examples.



- Make up a story to explain or teach something.
- Draw a diagram of a bee. This video may help:
<https://www.youtube.com/watch?v=WnwoV5BbixE>
- Research the importance of pollen. This video may help:
<https://www.youtube.com/watch?v=rOALjGOUtoY>

Section 4: Chapters 10-13

Pages 67-91

Summarize:

1. Why did Alenya change her mind about taking on the mission of finding a new home for the hive?
2. What are the advantages and disadvantages of moving the hive to the tree?

Vocabulary Words to define:

lagged behind (p. 79)

convene (p. 81)

multitudes (p. 83)

barricade (p. 86)

Vocabulary at work: Sometimes words are better understood as part of the phrase in which they are written. Reread the phrases below as they appear in the text and answer the questions about them.

"I don't think we should pin our hopes on magic," Marilunia said. (p. 78)

1. What does she mean by this?

" ... on vast expanses of prairie and in dense jungles." (p.83)

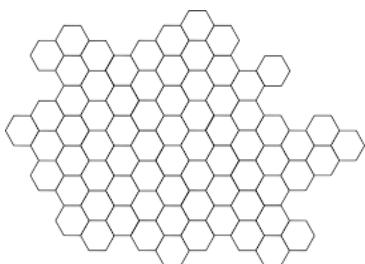
2. Why is this word phrase a better choice than if the author wrote "on large areas of prairie and in dense jungles."

Focus Skill: Opinion Writing

Decide if you agree with moving the hive to a tree or waiting to go back to the farm with Grandma. Write a paragraph explaining your position. Cite evidence from the text.

Connection to Theme:

On Page 81, Unina says, "But you know how we operate. No individual decides." Describe a time in real life when this rule may apply. When would this rule be helpful? When could it be destructive?



Different kinds of bees seek out different habitats. Research where bees like to build their hives. This article has useful information and gives suggestions for creating bee friendly areas. <https://beelab.umn.edu/create-nesting-habitat>

Here is a great short video showing bees building a hive.

<https://youtube.com/shorts/G4bSuinkbgg?si=KWellfd4XI7lLApX>

Section 5: Chapters 14-16

Pages 92-117

Summarize:

Complete these sentences to create a summary of this section:

Alenya and Shanahee decided to sneak into the sister hive,

but they encountered a problem when _____

_____. In order to convince Mawher

to allow them to stay they _____.

Unfortunately, the guards _____

just as the hive was loaded onto the truck. Alenya and Shanahee had close

calls on the trip such as _____ and _____

_____. When they

arrived at Grandma's, they had decided to try _____

_____.

Vocabulary to Define:

shards (p. 93)

infiltrate (p. 102)

riled (p.106)

ruminating (p. 117)

Vocabulary at work: Read page 97 and pay attention to the word inconspicuous. Think about what it means. Look it up and add it to your vocabulary chart. Circle True or False for each of the following statements:

1. True or False

You would want to be inconspicuous if you were playing hide and seek.

2. True or False

A person dressed in bright clothing with pink hair is inconspicuous.

3. True or False

A person might try to be inconspicuous if he/she loves to be the life of the party.

Focus Skill : Character Development

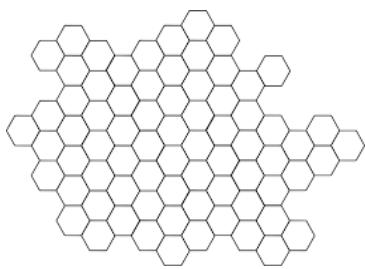
On page 111, Alenya says, “I’ve always wished I could do things my own way. In the hive, everyone has to agree. I could go for some independence.”

1. What concerns does Alenya have about living away from a hive?

2. How has Alenya changed since the beginning of the story?

Connect to Theme: Will Alenya and Shanahee be successful living independently? Give reasons to support your prediction.

Describe the honey making process. There are many clues in the story. In addition, this video gives you an overview. While watching, think about how bees must cooperate and work together to make the honey.



<https://www.youtube.com/shorts/KmS1hMfjeJY>

Did you know honey never spoils? Here are some more fun facts about honey:

<http://www.idahohoney.org/honey-facts.html#:~:text=Fun%20Facts%20about%20Honey&text=Honeybees%20are%20the%20only%20insect,pounds%20of%20honey%20per%20year.>

Section 6: Chapters 17-20

Pages 118 – 150

Summarize:

1. How did Alenya help Theophilus?
2. What made Alenya question if she was narrow minded or thinking of things in only a limited way?

Vocabulary to Define:

excrement (p. 118)

munificently (p. 119)

inextricably (p. 119)

lackluster (p. 121)

enraptured (p. 122)

formidable (p. 130)

timbre (p. 143)

Vocabulary at work: Theophilus speaks differently and uses many words which may be unfamiliar. This can make it hard to comprehend the story. After you have written the meanings of the vocabulary words, go back into the text and

reread the sentences where the words appeared. This will help you to understand what you are reading.

1. Pick one vocabulary word from this section and use it in a sentence. Make sure to demonstrate your understanding of the meaning. For example, "The teacher was formidable" does not show understanding of the word, but explaining why the teacher was formidable requires knowledge of the meaning.

Skill Focus: Idioms

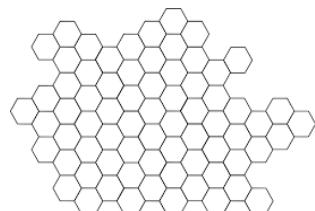
Idioms are phrases that mean something different than the words that make up the phrase. For example, "You are barking up the wrong tree" means you are wasting your time expressing your views to the person you are talking to. The meaning has nothing to do with barking or trees. Idioms can make a story difficult to understand, especially to readers whose native language is not English.

The author uses idioms to enrich the text. Write your definition of each idiom below:

1. narrow minded
2. follow suit
3. drop in my tracks

Connect to Theme

1. How can being narrow minded be a problem? Give examples in real life.
2. In the story Shanahee tells the beetles, the Mother of All is convinced to give the animals another chance because a small creature, Aki, assures her his plan will work. (p. 149) What does Aki say to the Mother of All as his final plea?
3. Give an example of a situation when Aki's words could be true in a real-life situation.



Research dung beetles. Write 5 facts you learned about them.

Here is a video that may help:

<https://www.youtube.com/watch?v=l1RHmSm36aE>

Section 7: Chapters 21-24

Pages 151-179

Summarize: At the beginning of this section, Alenya and Shanahee are settling into their new home. By the end, they are looking for a hive to move into. What events changed their minds? Write a paragraph to explain using evidence from the text.

Vocabulary to define:

rapt (p. 162)

oblivious (p. 153)

melancholy (p. 154)

Vocabulary at work:

1. What would hold your rapt attention?
2. Describe a time when you were oblivious.
3. Melancholy is a synonym for sad. Make a list of words that can also mean sad.

Skill Focus: Character

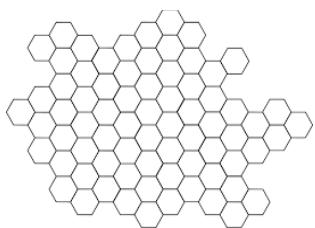
Write character descriptions for Alenya and Shanahee. Include how they are alike and how they are different.

Alenya

Shanahee

Connect to Theme:

1. Why are the stories of the hives so important?
2. What stories do you know that have importance?



Why hexagons? Why do you think bees store their honey in combs shaped like hexagons? This movie may provide some answers as well as some interesting links to mathematical concepts in nature.

<https://www.youtube.com/watch?v=thOifuHs6eY>

Section 8 Chapters 25-29

Pages 180-216

Summarize: What clues does the author give that Bora Bona may not be as ideal as Alenya and Shanahee thought?

Vocabulary to define:

deliverance (p. 183)

vigilance (p. 182)

dwindled (p. 182)

scrutinized (p. 186)

rites (p. 199)

exploit (p. 209)

agile (p. 212)

Vocabulary at work: Use one of the words above to complete the following sentences.

1. As more and more students left, the population of the college _____.
2. The athlete was so _____ she was able to twist and turn to get past the defenders.
3. The interviewer _____ the candidate's resume looking for clues about him.
4. With hard work and _____, people can reach their goals.

Focus Skill: Imitating a writing style is one way to become a better writer. Read this sentence from the text (p. 215).

They scurried back down the incline and huddled at the edge of the weeds (not quite in shade, but not fully in the sun either).

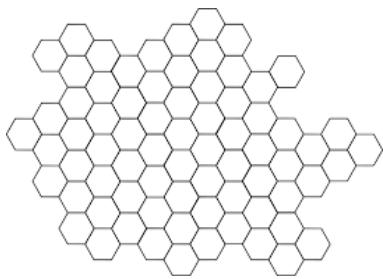
The underlined verb show action. The part of the sentence in parentheses present two opposite positions. In the following imitated sentence, fill in the first two blanks with verbs and the third blank with something that means the opposite of obedient.

The dog _____ onto the couch and _____ at his owner, not completely obedient but not _____ either.

Now try imitating this pattern and write your own sentence:

On page 210, Alenya says to Uzwela, “*That’s what friendship looks like sometimes. Stupid. Caring as much about someone else as you do about yourself.*”

Think of another story in which a character acts from this point of view. Describe what the character did and why. Include the title of the story.



Which character in this story are you most like? Why?

Section 9: Chapters 30-33**Pages 217-236**

Summarize: On a separate piece of paper, draw a timeline showing the different places Alenya and Shanahee found themselves in throughout the story. Include major events of the story.

Vocabulary to Define:

harangued (p. 232)

Vocabulary at work: Review your ongoing list of words from this story. Choose three words from the list that you would like to use in your own writing. Highlight the words and make a commitment to use them.

Focus Skill: Connecting to Self.

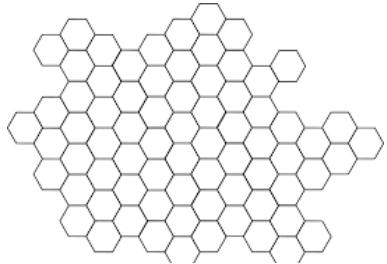
Write a paragraph describing how the book made you think. (For example, did anything bother you? Did you feel inspired? Were you angry, sad, or excited at any point in the story?) Use examples from the text to explain why you felt as you did.

Connect to Theme

Read page 232. What questions does Aleyna pose that show her confusion after her experiences?

What is Shanahee's response?

What lessons do you think they have learned?



Be Creative!

- Make up a dance that shows a sequence of events.
- What will you do to help the bees? Design a badge that shows your commitment.

Notes for the Teacher:

This study guide is intended to be used with the book The Nectar Collector by Patti Sherlock. It is broken into nine sections with each section containing the same elements:

- Summarizing – these questions and activities strive to improve the students' ability to comprehend by answering summarizing questions.
- Vocabulary to Define – high-value words chosen to improve comprehension, students' writing skills, and general knowledge. A vocabulary graphic organizer is included in the first section. This is where students will record all the words and definitions throughout the book.
- Vocabulary at work – these activities are intended to help students have more ownership of words they are learning.
- Focus skill – different skills are highlighted to tie reading skills to the text.
- Connect to Theme – the author builds on a theme of cooperation and industrious work throughout the book. These questions and activities are designed to keep students anchored to the themes as they read.
- Beehive activities – each section ends with a beehive icon with "beyond the book" activities for further research, extra credit, or just for fun. Use these at your discretion.

This study guide may be used as independent study, small group work, or whole group discussion. Feel free to use what is most useful to you and adjust as necessary. There is no answer key included due to the open-ended nature of most of the questions and activities, but if teachers complete the guide as the class goes through the book, the individual focus of each teacher will emerge and reflect what is important and valuable to each learning environment.