

# HONEY BEE ANATOMY LESSON



## SUMMARY/BIG IDEA:

Students will dissect a honey bee to learn more about the bee body.

## MATERIALS & RESOURCES:

- Bee anatomy image copied for each student or group of students
- Dead bees (collected the day before from around the observation hive entrance) or purchased from [Dead organic honey bees](#)
- Scotch tape, magnifying glasses, tweezers, and scissors
- [Magnifying glass and tweezer set](#)
- [Magnifying glasses set of 15](#)
- [Set of 12 Tweezers for kids](#)
- [Printable bee with parts labeled](#)
- [Bee for Students to label](#)
- [Bee for Students to label \(younger ages\)](#)
- [Video of Honey Bees flying and in the hive](#)
- [Bee Bits: Parts of a Honey Bee Video](#)
- [Song for Kids about Honey Bees](#)



## STEPS:

### PART ONE:

1. Tell students that they will dissect a honey bee today to learn more about the bee body.
2. Begin by reminding students that one of the worker bees jobs is to take the dead bees out of the hive and since bees only live six weeks there are a lot of dead bees under the entrance of the observation hive.
3. Give each student a dead bee and a magnifying glass. Ask students to use the magnifying glass to observe the outside of the bee.
4. What parts do they recognize? (head, thorax, abdomen, 6 legs, wings, antennae, 2 compound eyes, tongue sticking out).
5. Ask students to stand up and sing, “Head, Thorax, Abdomen” to the tune of “Head, Shoulders, Knees, and Toes”. Instead of “eyes, and ears, and mouth, and nose” sing “compound eyes, antennae, and 6 legs”.
6. Pass out the Bee Anatomy page and label the bee body parts as a group.
7. Allow students to use tweezers and scissors to cut off the bee parts and tape them in the appropriate spot on the Bee Anatomy page. Be sure to COMPLETELY cover the bee part with scotch tape to keep it from decomposing.
8. Explain that it will be hard to get every single bee part because honey bees are so small. Encourage students to get the basic parts (head, thorax, abdomen, stinger, wings, tongue, and antennae).

### ASSESSMENT/REFLECTION:

**No Live Bees Required:** use [this link](#) to observe a live feed bee hive.

Bring small groups over to the observation hive to point out bee anatomy on the living bees. Compare body size, shape, and coloring. See if they can point out a worker and a drone. Ask students why some worker bees are larger than others (younger bees are smaller). Ask students why the coloring is not exactly the same on each worker bee (all have same queen as a mom but some have different dads). Teacher may also want to use resource links provided to have students label their own bee.

**Bee Journal Entry-** Compare your body to a honey bee body. What is similar? What is different? Why? Include illustrations to accompany your writing.