

Incredible Insects

BEFORE 2: Give Bees a Chance

Before your visit to expand student thinking about insects and insect-human interactions. *Give Bees a Chance* is a lighthearted and informative text that encourages the reader to think about misconceptions and fears about bees (specifically honeybees) without disparagement. Students examine prior thinking about bees, read non-fiction to learn about bees, and then research to learn more about bees other than introduced honeybees.

VA Standards Addressed

English/Language Arts (2024): 2.DSR, 2.W.1, 2.R.1; 3.RI.1, 3.W.1, 3.R.1

Science (2018): 2.1 a, d, f; 2.5; 3.1 c, f

Materials

- At least one copy of *Give Bees a Chance* by Bethany Barton (one book for whole class, or a set for reading in rotation during language arts stations).
- Optional: photocopy or list of the bees on pages 3-4 and on the inside covers
- Large board or paper for a Know, Wonder, Learned (KWL) chart
- Additional research tools for learning more about bees (Identification guides, internet access) Possible useful websites for learning more about bees:
 - A list of bee species that have been identified at Blandy can be found <https://blandy.virginia.edu/newbeediversity>
 - Bumble bees of Virginia https://www.vaworkinglandscapes.org/wp-content/uploads/documents/VWL_handouts/Bumble_Bees_of_Virginia_Pamphlet_VWL.pdf
 - A general overview of bee genera <https://www.mnn.com/your-home/organic-farming-gardening/stories/how-identify-different-types-bees>
 - Clicking on the images on the page brings up additional information on that species. <https://www.insectidentification.org/bees-ants-wasps-and-similar.asp>

Lesson Preparation

1. Set up a large KWL chart

Know	Wonder	Learned

2. Pre-read *Give Bees a Chance*
3. Decide which literacy and grouping strategies you plan to use.

Instructional Strategy

1. Access prior knowledge:
 - a. Ask students what they know about bees. Record student responses in the “Know” column.
 - b. Ask students what they wonder about bees. Record these responses in the “Wonder” column.
2. Read for Information:



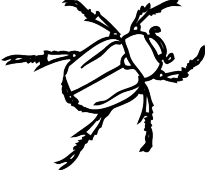




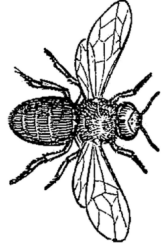









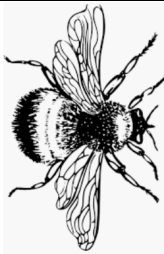

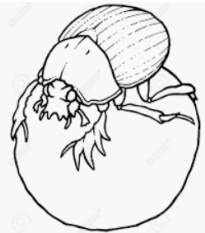
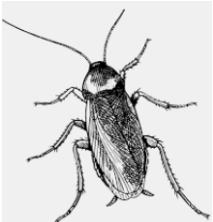



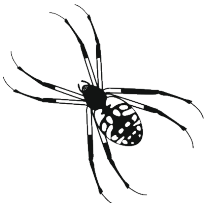
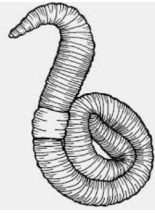

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- a. Read *Give Bees a Chance* during language arts time. This can be a small group read, a team read, a read aloud. Depending on your language arts needs, different elements of the text can be examined.
 - b. As students make discoveries in the text, record these findings in the “Learned” column. If the Learned answers a “Wonders” or confirms/refutes their “Knows”, record it in the same row as the previous entry.
3. Research:
- a. Have individuals or pairs select one of the other bees in the book to look up (listed on the inside covers and on pages 3-4 of the text).
 - b. If there are any persistent and unanswered “Wonders”, those can be researched.
4. Synthesize:
- a. Use the research findings to prepare a 1-2 page addition to the book with similar formatting, conversational tone, and scientifically accurate images.
 - b. Have students either present their pages, or make copies and assemble into books for students.
5. Conclude: Discuss their learning and add new information/correct misconceptions on the KWL chart.



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Appendix A: Insect set

 <p>June Beetle</p>	 <p>Camel Cricket</p>	 <p>Praying Mantis</p>	<p>Ant</p> 	 <p>Tiger Moth</p>
 <p>House fly</p>	 <p>Grasshopper</p>	 <p>Butterfly</p>	 <p>Water Scorpion</p>	 <p>Cicada</p>
<p>Lightning beetle</p> 	<p>Yellow Jacket</p> 	 <p>Mosquito</p>	<p>Dragonfly</p> 	 <p>Woolly bear caterpillar</p>
 <p>Bumblebee</p>	 <p>Wasp</p>	 <p>Dung beetle</p>	 <p>Cockroach</p>	 <p>Mayfly</p>
 <p>Rolly-polly</p>	 <p>Centipede</p>	 <p>Garden Spider</p>	 <p>earthworm</p>	 <p>Snail</p>



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Initial Impressions Graphing Datasheet

Names _____

Sort the animal images by how you feel about them. Glue them in the column that matches.

Types of Animals

