

# Educator Discussion Guide

**GIVE BEES A CHANCE**

by Bethany Barton

**Louisiana Young Readers' Choice Nominee 2019-2020**

**Grade 3-5**

*Submitted by Brandee Orgeron*

*School of Library and Information Science, LSU, Baton Rouge*

## **ABOUT THE BOOK**

Did you know there were about 25,000 different kinds of bees? Find out what all the buzz is about as our super-excited narrator tries to convince his not so brave best buddy, Edgar, that bees are really cool! Fun illustrations are accompanied by interesting and somewhat weird facts about bees as our narrator shares his wealth of bee knowledge with Edgar, including a play on how honey is made... did someone say barf? Will our narrator convince his buddy that these endangered insects are worth saving?

## **ABOUT THE AUTHOR**

Bethany Barton is an artist, author, and illustrator. She has written several children's books, including the Children's Choice Awards 2016 Book of the Year, *I'm Trying to Love Spiders*. As an artist, she works on props and set decorations for movies and T.V. shows including *The Muppets* and ABC's *The Middle*. She lives in Los Angeles with her husband, Production Designer Michael Barton, and their son, Leo.

Biographical information taken from the author's website at

<http://www.bethanybarton.com/new-cover-page/>

Accessed 2 October 2018

## **BOOK AWARDS**

Southern California Independent Booksellers Association 2017 Book Award Finalist

Beehive Book Award (Children's Literature Association of Utah) 2019 Nominee

Junior Library Guild Selection

## **OTHER TITLES IN THE SERIES**

*I'm Trying to Love Spiders* (2015)

## **PREREADING ACTIVITIES**

### **Genre Discussion**

Show students the cover of the book. Ask students, based on the cover, if they think the book is fiction or non-fiction. What makes them think that?

## Get to Know Bees

Create a KWL chart to show what students already know and what they want to learn about bees. The last section can be completed after reading the book to include what students learned about bees. What I Know, what I Want to Know, What I Learned.

## Exploring Phobias

Discuss the meaning of the word phobia. What are some common phobias? What are some unusual phobias? Ask students if they have any phobias. These websites have information about phobias:

1. National Geographic Kids  
<https://kids.nationalgeographic.com/explore/science/phobias/#phobia-spider.jpg>
2. KidsHealth <https://kidshealth.org/en/kids/phobias.html>
3. Reference4Kids.com [http://referenceforkids.com/literature/list\\_of\\_phobias.html](http://referenceforkids.com/literature/list_of_phobias.html)

## DISCUSSION QUESTIONS

1. What are the three types of honeybees? What are their jobs? Which job do you think is the most important and why?
2. Why do bees have two stomachs? How are the two stomachs alike? How are they different?
3. How long have bees been around? How do you know this? Use evidence from the text to support your answer.
4. What is honey? How is it made?
5. What are some reasons that bees sting? What happens to a bee after it attacks? What are some ways you can avoid getting stung?
6. What are the parts of the beekeeper's suit? How does the suit help the beekeeper? How does it help the bees? Why wouldn't Edgar's armor protect him from bees?
7. What is pollination? Why are bees important to this process?
8. What is the food chain? What would happen to the food chain if there were no more bees? Why?
9. What does endangered mean? What are some examples of endangered animals?
10. What are some reasons why bees are disappearing? What are some things that can be done to help the bee population?
11. The information in the book is given from the narrator's perspective. How would the book be different if Edgar were narrating?
12. What was the author's purpose in writing this book? What did you think about bees before reading the book? Has your opinion changed? Why or why not?
13. What types of text features are used in this book? How do these text features help the reader? What other text features could the author have used to help the reader?
14. Compare this book to other non-fiction text you have read. How is it similar? How is it different?
15. What is another animal/insect that might be difficult to love? What are 2 reasons you could use to convince your best friend to love this animal/insect?

## **CLASSROOM CONNECTIONS**

### **Language Arts:**

The narrator tries to convince Edgar to overcome his fear of bees by giving him lots of interesting facts about bees. Have students research to find out interesting facts about something they fear, then write to persuade the class why they should not be afraid.

### **Science:**

- In small groups or individually, have students research a different species of bee. There are several listed in the book. Have students compare and contrast their species to the honeybee.
- Research the importance of bees to our planet. Create a list of the ways bees help our planet. Then create a second list of what would happen if there were no more bees.
- Research bee-friendly plants that are grown in your area. Have students design and plant a bee garden. (Note: Be aware of children who may have a bee allergy.)

### **Physical Education:**

Bee Waggle Dance: Bees communicate with each other through dance. Show the “Honey Bee Dance Language” video. Using objects to represent flowers, students will take turns performing a waggle dance to communicate to classmates which flower contains nectar. Complete lesson plan with video link can be found at the following link: <https://www.scienceworld.ca/resources/activities/bee-waggle-dance>.

### **Social Studies:**

Beekeepers are people who keep honeybees in hives or boxes either as a hobby or occupation. Invite a local beekeeper to speak to your class about how they care for bees. The following link is to the Louisiana Beekeepers Association: <https://www.labeekeepers.org/local-clubs.html>.

### **STEAM:**

Bee Engineering with Polygon Tessellations: Students will build 2D and 3D models with various shapes (circle, square, triangle, hexagon) to compare the efficiency of each as a storage system. Activity can be extended by creating 2D and 3D tessellations with other shapes. Click the following link for a list of supplies and directions: [http://www.sylvanlearning.com/blog/index.php/bee\\_engineering\\_with\\_polygon\\_tessellations/](http://www.sylvanlearning.com/blog/index.php/bee_engineering_with_polygon_tessellations/).

### **Vocabulary:**

Anatomy	Evaporate	Parasites
Carder	Hieroglyphic	Pollinator
Convinced	Ingredient	Pollution
Crop	Nectar	Unparalleled
Drone	Ocelli	Venom

## **RELATED WEB SITES**

### **National Geographic Kids**

<https://kids.nationalgeographic.com/animals/honeybee>

Information, fun facts, visuals, and videos on honey bees and other animals.

### **Easy Science for Kids**

<https://easyscienceforkids.com/all-about-honey-bees/>

Information on honey bees, including a life cycle video and a Q & A.

### **BuzzAboutBees.Net**

<https://www.buzzaboutbees.net/>

Links to articles about bees, list of ways to help bees, and list of bee friendly flowers and shrubs.

### **Growing with Science Blog**

<http://blog.growingwithscience.com/2010/05/honey-bees-science-activities-for-kids/>

Bee related activities and books.