

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Why Flies Buzz” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in “Why Flies Buzz” (RL.P.10)
- ✓ Identify and express mental states and emotional feelings (SL.P.6)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)

Core Vocabulary

advice, n. What someone thinks you should do

Example: My mother gave me the advice to tell Jemma I was sorry after I hit her.

Variation(s): none

coconut, n. A round fruit that grows on a palm tree and has a hard brown shell, white meat, and clear juice

Example: Hafiz cracked open a coconut and drank the juice.

Variation(s): coconuts

politely, adv. In a nice way; using good manners

Example: Justin politely said, “Excuse me,” when he accidentally bumped into another student.

Variation(s): none

punishment, n. Something bad that happens after you do something you weren't supposed to do

Example: Sarah lost her recess time as punishment for hitting her friend.

Variation(s): punishments

trampled, v. Stomped on or hurt something using your feet

Example: My dog accidentally trampled the flowers in my mom's garden.

Variation(s): trample, tramples, trampling

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Introduce Characters	Image Cards 9A-1, 9A-2, 9A-3, 9A-4, 9A-5	10
	W Purpose for Listening		
Presenting the Read-Aloud	W "Why Flies Buzz"		20
Teacher-Led Learning Center	L Writing Center	Activity Page 9A-1; writing utensils	During Center Time
Take-Home Material	T "Why Flies Buzz"	Activity Page 9A-2	*

Advance Preparation

- Cut apart **Image Cards 9A-1 through 9A-4** before beginning instruction.

Introducing the Read Aloud

10 minutes

Whole Group

Introduce Characters

Tell students that the story they will hear today takes place in a jungle. The jungle is the setting of the story. Ask if students remember what a setting is.

Remind students that they have also learned the word *character*; ask if they can explain what a character is. Tell students that the characters in the story they will hear today are people and animals that live in the jungle.

Show Image Cards 9A-1, 9A-2, 9A-3, 9A-4, and 9A-5.

Tell students that there are many characters in this story. Show each Image Card and describe each of the characters in the story. The first

two characters are people—a man and his wife. The other characters are different kinds of animals that live in the jungle. Show the images and describe the animals for the students:

- Black fly (**Image Card 9A-4a**): a kind of insect that flies around and annoys people by buzzing in their ears
- Crocodile (**Image Card 9A-3a**): a greenish-brown animal that lives in the water and has rough skin, big teeth, and a long tail
- Jungle Bird (**Image Card 9A-3b**): a big, colorful bird that lives in the trees in the jungle
- Monkey (**Image Card 9A-4b**): an animal with a long tail that swings from the trees in the jungle and likes to eat fruit, like bananas and mangos
- Hippopotamus or “hippo” (**Image Card 9A-2b**): a heavy, grey animal that lives both on land and in the water
- Bushfowl (**Image Card 9A-5**): a type of bird whose job it is to make a loud call—kark! kark! kark!—and awaken the sun each day
- Lion (**Image Card 9A-2a**): an animal with a furry mane who is the king of the jungle



Purpose for Listening

Ask students if they remember the story about how Turtle cracked his shell, reminding them that it was a story based on something people had observed in nature (i.e., people wondered why turtles have cracked shells, so they made up a pretend story to explain why).

Tell students the story they will hear today, “Why Flies Buzz,” is a similar type of story. Tell students to listen to find out why flies make a buzzing sound and annoy people by buzzing in their ears.

Note: *There are many “sound words,” or onomatopoeias, in this story. After you read words in the story like “swack! swack! swack!” and “scree! scree! scree!,” ask students to repeat the words and act out what the particular animal is doing.*

Why Flies Buzz

Note: Today's read-aloud is significantly longer than the read-alouds students have been listening to earlier in the year. For that reason, there are no comprehension questions at the end of the read-aloud. Instead, they are interwoven within the read-aloud. If necessary, provide students with a wiggle break midway through the read-aloud.



◀ **SHOW FLIP BOOK PAGE 9A-1: Man and woman walking in jungle**

- 1** Coconuts [point to illustration] are a type of fruit that grow on palm trees. They taste really good. [rub tummy]

One day, a man and his wife went into the jungle to gather food. Along the way, they saw a **coconut** tree. The tree was full of delicious-looking coconuts. **1** The man took off his shoes, and grasped his knife in his right hand. Then he shimmied **2** up the tree to cut down some coconuts.

- 2** or climbed quickly

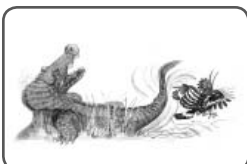


◀ **SHOW FLIP BOOK PAGE 9A-2: Man at top of tree; woman, crocodile, and bird below**

As he did, a curious black fly flitted around his face. "Stop that!" shouted the man, waving one arm to swat away the fly. But as he swatted the fly, the knife fell from his hand.

"Watch out, Wife!" he cried. "I have dropped my knife!"

His wife looked up just in time to see the knife tumbling toward her. She jumped out of its way. As she jumped, she kicked a crocodile that had been sleeping beneath the tree.



◀ **SHOW FLIP BOOK PAGE 9A-3: Angry crocodile and squawking bird**

- 3** Uh oh! What do you think will happen next?

Startled awake, the crocodile gave three angry swats with his long tail—*swack! swack! swack!* **3**

- 4** Why did the bird squawk?

Nearby, a jungle bird was poking about in the grass. The jungle bird was looking for bugs to eat. As the crocodile's tail came down, the bird squawked a terrified alarm—*scree! scree! scree!* **4**



◀ **SHOW FLIP BOOK PAGE 9A-4: Jungle bird and monkey on tree limb; hippo below**

5 or flew

6 a kind of fruit that grows on trees

7 or surprised

8 Uh oh! The hippo got hit on the head with the mango!

The bird soared **5** to a branch in a nearby tree. The bird landed right next to a monkey. The monkey had been quietly sitting, peeling the skin off a juicy mango. **6** Because he was startled **7** by the squawking bird, the monkey dropped his mango out of the tree.

The mango fell down on the head of a hippo—*splat! splat! splat!* **8**



◀ **SHOW FLIP BOOK PAGE 9A-5: Wide-mouthed hippo with squawking bushfowl**

9 or ran over

10 How do you think bushfowl feels now that her eggs are broken?

Thinking he was being attacked by hunters, the hippo tried to escape—*stomp! stomp! stomp!*

He **trampled** **9** everything in his path. He even trampled on a nest full of eggs that belonged to the bushfowl. **10**



◀ **SHOW FLIP BOOK PAGE 9A-6: Sad bushfowl in nest with broken eggs**

11 Do you remember what the bushfowl's job is?

"My eggs are all broken!" wailed the mother bushfowl. She sat down next to her nest and began to cry—*sob! sob! sob!* And there she stayed for many days and nights, not moving and not making a sound. **11**

Now, in the jungle, a bushfowl acts very much like a rooster on a farm. Just as the rooster cock-a-doodle-doos each morning, the bushfowl rises early, too. Her loud call—*kark! kark! kark!*—awakens the sun and starts each new day.

But now the bushfowl stayed silent. She was too sad to make a sound. Because she did not call the sun, the sky remained dark for several days.



◀ **SHOW FLIP BOOK PAGE 9A-7: Man, woman, and animals at night**

12 Why were they worried?

The jungle animals became worried and went to seek the **advice** of the wise lion. **12**

"Where is the sun, Lion?" they asked. "Why has there been no daylight for days?"

13 or smart



14 Why did the jungle bird
frighten the monkey?

The lion gathered all the animals together. “Bushfowl,” he said, “why have you stopped waking the sun each day?”

“Oh, Wise **13** Lion,” replied the bushfowl, “I am too sad to call to the sun each day. I am sad because the hippo broke all the eggs in my nest.”

“Ah hah,” said the lion. “Then it is the hippo’s fault. Hippo, why did you break all the eggs in the bushfowl’s nest?”

◀ **SHOW FLIP BOOK PAGE 9A-8: Silhouettes of man, woman, and animals**

“Wise Lion,” answered the hippo. “The monkey is to blame. She dropped a mango on my head, and I thought that hunters were attacking me.”

“Ah hah,” said the lion. “Then it is the monkey’s fault!”

“Wise Lion, please listen to me,” said the monkey. “I dropped the mango because the jungle bird swooped down and frightened me.” **14**

“Ah hah,” said the lion. “Then it is the jungle bird’s fault!”

“It is not my fault,” cried the bird. “The crocodile swatted his tail and scared me.”

“Ah hah,” said the lion. “Then it is the crocodile’s fault!”

“Most certainly not,” declared the crocodile. “The woman kicked me and woke me from a peaceful nap!”

“Ah hah,” said the lion. “Then the woman is to blame!”

“But, Wise Lion,” cried the woman. “I was trying to get out of the way of the falling knife that my husband had dropped.”

“Ah hah,” said the lion. “Then it is the man’s fault!”

“Wise Lion,” said the man, “I dropped the knife because I was trying to swat a black fly that was annoying me.”

“Ah hah,” said the lion. “Then it is the black fly’s fault!”



◀ **SHOW FLIP BOOK PAGE 9A-9: Black fly with vibrating wings**

There was a long silence. **15**

15 [Pause for five seconds.]

“Black Fly,” said the lion, “have you nothing to say?”

But the fly did not answer **politely** using words, as all the other animals had. Instead the black fly flew about their heads, saying “*Buzz! Buzz! Buzz!*” The lion repeated his question. Incredibly, the only reply that came from the fly was “*Buzz! Buzz! Buzz!*”



◀ **SHOW FLIP BOOK PAGE 9A-10: Angry lion scolding black fly**

The lion frowned in anger. “Black Fly!” he bellowed. “Since you refuse to answer and only wish to buzz, so be it! As a **punishment** I shall take away your power to talk. You will pass the rest of your days like this, just buzzing!”

The fly tried to speak in protest, but all he could say was “*Buzz! Buzz! Buzz!*” And to this day, flies all around the world say only “*Buzz! Buzz! Buzz!*”!



◀ **SHOW FLIP BOOK PAGE 9A-11: Sunrise in jungle**

As for the bushfowl, she was satisfied. The one who had caused all the trouble, the fly, had been punished. So she agreed to once again start every day by calling to the sun.

The End



Writing Center

Have students complete **Activity Page 9A-1: Remember Why Flies Buzz**. Tell students that you are going to read them some questions about the story “Why Flies Buzz” and you want them to circle the picture that shows the correct answer. As you read the questions, slide your fingers under the words on the page. Point to the pictures corresponding to each question and describe them using the word *because*. For example, for the first question, ask, “Did the man and woman go into the jungle because they wanted to gather fruit or because they wanted to meet a friend?” Give each student a writing utensil and help them draw a circle around the picture that shows the correct answer.

Take-Home Material



“Why Flies Buzz”

Give students the following items to complete at home with an adult:

Activity Page 9A-2: Why Flies Buzz

Lesson Objectives


The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “Why Flies Buzz” (RL.P.5)
- ✓ Point to the front cover, table of contents, pages, title, the beginning of the book, and where to start reading (RF.P.1a)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Why Flies Buzz” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, dramatize “Why Flies Buzz” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ Draw a picture to illustrate “Why Flies Buzz” (RL.P.2)

At a Glance

	Exercise	Materials	Minutes
Review “Why Flies Buzz”	W Introducing the Big Book	Classic Tales Big Book	5
	W Presenting the Big Book		
Discussing the Read-Aloud	W Comprehension Questions		10
 Complete remainder of lesson later in the day			
Extension Activity	S What Would the Fly Say?	Classic Tales Big Book; chart paper; marker	20
Teacher-Led Learning Center Activity	L Dramatic Play Center	Image Cards 9A-1, 9A-2, 9A-3, 9A-4, 9A-5; yarn	During Center Time

Advance Preparation

- Make necklaces from **Image Cards 9A-1** through **9A-5** by punching two holes in the top corners of each card and putting yarn through the holes.

Review “Why Flies Buzz”

5 minutes

Whole Group

Introducing the Big Book

- Show students the cover of the *Classic Tales* Big Book.
- Remind students that the cover has words and pictures that tell what the book is about.
- Point to and read the title: *Classic Tales* Big Book.
- Ask students to tell you the special word for “pieces of paper in a book” (*pages*).
- Remind students that there are many different stories in this book, so this book has a special page that will help you find the stories.
- Show the Table of Contents and remind students that this is the Table of Contents page.
- Ask students if they remember what a Table of Contents helps you do (lists the titles, or names, of all the stories and where to find them).
- Point to the page numbers and tell students that these numbers tell you the page on which the story starts.

- Point to the title “Why Flies Buzz” and follow the dotted line over the page number.
- Tell students that the story starts on page 95 and you are going to find it by looking at the numbers on the all of the pages.
- Turn to the title page of “Why Flies Buzz,” show students the page number and tell them that it is the same number listed in the Table of Contents beside that story’s title.
- Tell students to watch for page numbers on each page as you read the story.



Presenting the Big Book

Page 98

- **FIRST READ** ► ... *flitted around his face.*
THEN DISCUSS ► *Do you remember what happens next?*
 - The man dropped his knife while trying to swat the fly.

Page 100

- **FIRST READ** ► ... *peeling a juicy mango.*
THEN DISCUSS ► *taking off the skin*

Page 105

- **FIRST READ** ► ... *Everyone blamed each other.*
THEN DISCUSS ► *pointed fingers at each other saying “you did it!”*

Page 106

- **FIRST READ** ► ... *the black fly answered back.*
THEN DISCUSS ► *What does the black fly answer?*
 - Buzz! Buzz! Buzz!

Page 107

- **FIRST READ** ► ... *decided to punish him.*
THEN DISCUSS ► *Do you remember what a punishment is?*
 - Something bad that happens when you get in trouble.



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students' responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who are the characters in this story?
 - The **characters** in the story are a man, his wife, a fly, a crocodile, a jungle bird, a monkey, a hippo, and a bushfowl
2. *Literal* What is the setting of this story?
 - The **setting** of the story is the jungle.
3. *Literal* Why did the man drop his knife?
 - The man dropped his knife **because** he was swatting at a fly.
4. *Literal* In the jungle, whose job is it to awaken the sun? How does she do it?
 - It is **the bushfowl's** job to awaken the sun each morning **with her loud call—kark!, kark! kark!**
5. *Literal* Why was the bushfowl sad?
 - The bushfowl was sad **because** the hippo broke all the eggs in her nest.
6. *Literal* The black fly did not answer the lion politely by talking; instead, he just buzzed. What was the black fly's punishment for being rude to the lion?
 - The lion took away the fly's **power to talk**; instead of talking, **all he could do was buzz.**
7. *Inferential* At the end of the story, why did the bushfowl decide to call and awaken the sun again?
 - The bushfowl was pleased **because** the fly had been punished.



Complete Remainder of Lesson Later in the Day

**What Would the Fly Say?**

Tell students to pretend they are the fly in the story and that they *can* talk. You want them to answer the lion politely, using their words, as all the other animals in the story did. Ask students what they might say to the lion (e.g., I'm sorry, please let me talk, I didn't mean to buzz in the man's face, etc.) Write down the students' responses on a piece of chart paper.

Teacher-Led Learning Center**Dramatic Play Center**

Have students act out the story "Why Flies Buzz" as you narrate. Act the story out twice so that each student gets an opportunity to be "on stage." Give students the necklaces made from **Image Cards 9A-1** through **9A-5** (see **Advance Preparation**). Choose students to be each of the characters in the story and give them the appropriate character Image Card to wear around their neck. Arrange students in a line in front of the class in the same order their character appears in the story. Have one student be the sun; she should crouch down at the end of the line of characters. Give each character an action to do as their character is described in the story (the fly buzzes, the man picks coconuts, the bushfowl sobs, etc.). As you read the story, have students do their actions when you are reading their part. At the end of the story, the student who is the sun rises up to start the day.