

## Lesson 8: Determining Story Elements and Central Message: "Bunnyarl the Flies and Wurrunnunnah the Bees"



### CCS Standards

- **RL.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **RL.2.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### C3 Framework for Social Studies State Standards

- **D2.Civ.2.K-2:** Explain how all people, not just official leaders, play important roles in a community.



### Daily Learning Targets

- I can recount the folktale "Bunnyarl the Flies and Wurrunnunnah the Bees" using the story elements. (RL.2.1, RL.2.2, SL.2.2)
- I can determine the central message of "Bunnyarl the Flies and Wurrunnunnah the Bees" based on how the characters respond to the problem/challenge. (RL.2.1, RL.2.2, RL.2.3, RL.2.6)

### Ongoing Assessment

- During Work Time B, circulate as students engage in the Role-Play protocol and notice how they demonstrate understanding of story elements by observing the choices they make to act out "Bunnyarl the Flies and Wurrunnunnah the Bees." (RL.2.1, RL.2.2, RL.2.6, SL.2.2)

## Agenda

### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

- A. Partner Reading: “Bunnyyarl the Flies and Wurrunnunnah the Bees” (15 minutes)
- B. Role-Play Protocol: “Bunnyyarl the Flies and Wurrunnunnah the Bees” (15 minutes)
- C. Engaging the Artist: Painting a Scene from “Bunnyyarl the Flies and Wurrunnunnah the Bees” (20 minutes)

### 3. Closing and Assessment

- A. Sharing Our Artwork: Similarities and Differences (5 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In Work Time A, students take on increased responsibility for reading and discussing text-dependent questions as they are introduced to the Australian Aboriginal tale: “Bunnyyarl (bunny-yarl) the Flies and Wurrunnunnah (war-a-noo-nah) the Bees.” This lesson has students begin with a partner read—a change from previous lessons that were supported by a teacher read-aloud (RL.2.1, RL.2.3).
- In Work Time B, students participate in a group read-aloud to practice reading fluently. Reading fluently allows students to focus their attention on making meaning of stories that they read. In Lessons 11–12, student groups make a video recording of their read-aloud and accompanying watercolor paintings for Part III of the Unit 1 Assessment (SL.2.5).
- In Work Time C, students continue to refine their watercolor painting skills as they create scenes inspired by “Bunnyyarl the Flies and Wurrunnunnah the Bees.” Note: Students’ scenes should include both the setting and a depiction of the events for the part of the text they read aloud with their small group in Work Time B.

### How this lesson builds on previous work:

- Lesson 8 marks the fourth and final cycle of reading, role-playing, and creating paintings for a folktale. Students take on more responsibility for reading and note-taking to apply their learning about fluent reading, story elements, and central messages from previous lessons.

### Areas in which students may need additional support:

- In Work Time B, students may benefit from additional reminders or more direct support to write notes as words and phrases.
- In Work Time C, students may need continued support organizing their workspaces and with painting technique. Consider providing specific instructions to help students organize their workspaces and partnering students with varying confidence levels with painting to support each other.

### Down the road:

- In Lesson 9, students will use their oral recounting as practice before writing a paragraph about the story elements and central message in “Bunnyarl the Flies and Wurrunnunnah the Bees.”
- In Lesson 10, students will use the class notes they generated about “The Ants and the Grasshopper” and “Bunnyarl the Flies and Wurrunnunnah the Bees” to compare and contrast the two versions of the story (RL.2.9).

### In advance:

- Pre-determine a workspace for watercolor painting in Work Time C and pre-distribute materials for student use. Include a set of materials for teacher modeling.
- Pre-determine reading partners for Work Time A. Consider partnering students with others within their role-play group, or partnering students with varying levels of proficiency with reading aloud fluently. Students more proficient with oral fluency may serve as models for those working to improve their skills.
- Post: Learning targets and applicable anchor charts (see materials list).

### Technology & Multimedia

#### Consider using an interactive white board or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

## Supporting English Language Learners

Supports guided by in part by CA ELD Standards 2.I.B.6 and 2.I.B.8

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing opportunities for movement and for fluency practice during the Role-Play protocol.
- ELLs may find it challenging to read “Bunnyarl the Flies and Wurrunnunnah the Bees” independently and to complete the graphic organizer after having read or heard it only twice. Consider allowing additional opportunities for students to read and process the text (see Meeting Students’ Needs).

**Levels of support***For lighter support*

- During Work Time A, if students are grouped heterogeneously, encourage students who need lighter support to read aloud “Bunnyarl the Flies and Wurrunnunnah the Bees” first.
- The supports in this lesson and in Lesson 9 are similar to the supports in Lessons 2–3, 4–5, and 6–7 because the tasks mirror one another. Based on student performance in prior lessons, consider releasing students from some of the supports applied in those lessons to foster independence and to assess student progress.

*For heavier support*

- Before Work Time B, pre-assign students their roles according to proficiency. Cut out or highlight the excerpts assigned to them so it is clear which parts they will read.

**Universal Design for Learning**

- **Multiple Means of Representation (MMR):** Continue to ensure that all students have access to the directions in each activity and feel comfortable with the expectations. Vary the ways in which you convey expectations for each activity or task.
- **Multiple Means of Action and Expression (MMAE):** Similar to previous lessons in this unit, this lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons in this unit to help them understand the value and relevance of the activities in this lesson. Continue to provide prompts and sentences frames as necessary.

**Vocabulary****Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

**Review:**

- story elements, central message (L)

**Materials**

- ✓ “Bunnyarl the Flies and Wurrunnunnah the Bees” (one per student and one to display)
- ✓ Fluency anchor chart (begun in Lesson 2)
- ✓ Fables and Folktales response notebook (from Lesson 3; added to during Work Time A; one per student)
  - Story Elements and Central Message Student Notes: “Bunnyarl the Flies and Wurrunnunnah the Bees” (page 10 of Fables and Folktales response notebook)

- ✓ Fables and Folktales response notebook (from Lesson 3; example, for teacher reference)
- ✓ Role Play Protocol anchor chart (begun in Lesson 2)
- ✓ Story Elements and Central Message Class Notes: “Bunnyarl the Flies and Wurrunnunnah the Bees” (new; co-created with students during Work Time B; see supporting materials)
- ✓ Story Elements and Central Message Class Notes: “Bunnyarl the Flies and Wurrunnunnah the Bees” (example, for teacher reference)
- ✓ Watercoloring Tips anchor chart (begun in Lesson 6)
- ✓ Watercoloring supplies:
  - Paintbrushes (one per student)
  - Cup of water (one or two per table group)
  - Palette (one per student)
  - Paper (blank; 8”x5”; two or three sheets per student)

### Opening

---

#### A. Reviewing Learning Targets (5 minutes)

- Gather students whole group.
- Direct their attention to the posted learning targets and read the first one aloud:  
*“I can recount the folktale ‘Bunnyarl the Flies and Wurrunnunnah the Bees’ using the story elements.”*
- Share the pronunciation of Bunnyarl (bunny-yarl) and Wurrunnunnah (war-a-noo-nah), inviting students to repeat it with you. Share that this story is an Australian Aboriginal folktale.
- Using a total participation technique, invite responses from the group:  
*“How do story elements help us recount the fables and folktales we have read?” (They remind us of the important parts of the story.)*
- Direct students’ attention to the posted learning targets and read the second one aloud:  
*“I can determine the central message of ‘Bunnyarl the Flies and Wurrunnunnah the Bees’ based on how the characters respond to the problem/challenge.”*
- Using a total participation technique, invite responses from the group:  
*“What is important about the central message of a story?” (big takeaway from the story; what the author wants us to apply to our own lives)*
- Tell students that today they will be reading “Bunnyarl the Flies and Wurrunnunnah the Bees” with a partner before participating in a group read-aloud and time to create watercolor paintings inspired by the folktale. Invite students to buzz like a bee if they are excited to read and paint today!

## Meeting Students' Needs

- For ELLs: Mini Language Dive. "I can / determine the central message / of 'Bunnyarl the Flies and Wurrunnunnah the Bees' / based on how the characters respond / to the problem/challenge."
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - "What specific evidence will we use to decide the central message?" what the characters do when they are faced with a challenge (adverbial phrase)
    - *how the characters respond*: "Why does the learning target use the word *how*?" (to tell us we need to think about the way the characters deal with the challenge; in the sentence, the author wants us to think about the question "How did the characters respond...?" (embedded question)
  - Practice: "I can determine the \_\_\_\_ of 'Bunnyarl the Flies and Wurrunnunnah the Bees' based on \_\_\_\_." (setting; where it takes place)
  - Reconstruct: Reread the sentence. Ask:
    - "Now what do you think the sentence means?"*
    - "How does your understanding of this sentence add to your understanding of how you will find the central message of 'Bunnyarl the Flies and Wurrunnunnah the Bees'?" (Responses will vary.)*
  - Practice: Ask:
    - "Can we divide this sentence into two or more sentences? How?"*

## Work Time

### A. Partner Reading: "Bunnyarl the Flies and Wurrunnunnah the Bees" (15 minutes)

- Refocus whole group.
- Tell students that their first read of today's folktale will be a read-aloud with a partner.
- Display "**Bunnyarl the Flies and Wurrunnunnah the Bees**," and share that it is another *version* of "The Ants and the Grasshopper." The two folktales share many similarities but have differences because they were written by different people from different cultures in different times and places.
- Direct students' attention to the **Fluency anchor chart** and briefly review it.
- Move students into pre-determined pairs and invite them to begin reading.
- When all students have read the folktale one time, refocus whole group.
- Refer them to the **Story Elements and Central Message Student Notes: "Bunnyarl the Flies and Wurrunnunnah the Bees"** on page 10 in their **Fables and Folktales response notebook**.
  - Tell them that they will read the folktale a second time before filling in the student notes. Point out that today's organizer includes two questions for partners to answer before filling in their chart.
  - Read the questions aloud and answer clarifying questions.



- Invite students to read the folktale together a second time, answer the questions, and fill in their notes.
- Circulate to support students as they work. Refer to **Fables and Folktales responses notebook (example, for teacher reference)** as necessary.
- When 1 minute remains, refocus whole group.
- Offer specific, positive feedback about their work and effort as they read, answered questions, and wrote notes.
- Reassure students that it is okay if they did not complete the student notes. They will use their ideas to complete the Story Elements and Central Message Class Notes together later in the lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Underlining Key Details) After reading "Bunnyarl the Flies and Wurrunnunnah the Bees" for a second time, encourage students to read it a third time while underlining key details (examples: characters, problem/challenge). Students can use the words and phrases they underlined to complete student notes. (MMR)
- For ELLs: (Chunking Sentences) If students have trouble interpreting a sentence as they read, challenge them to chunk the sentence themselves and ask each other questions from the Questions We Can Ask during a Language Dive anchor chart.

## Work Time

### B. Role-Play Protocol: "Bunnyarl the Flies and Wurrunnunnah the Bees" (15 minutes)

- Tell students they will now participate in the Role-Play protocol to act out "Bunnyarl the Flies and Wurrunnunnah the Bees." Remind them that they used this protocol in Lessons 2, 4, and 6, and review as necessary using the **Role-Play Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Remind students that each group member will take a turn reading aloud a section of the folktale while the rest of the group listens and acts out what they hear.
- Invite students to begin the protocol.
- When 10 minutes remain, refocus whole group and give students specific, positive feedback on their growing fluency skills.
- Direct students' attention to the Fluency anchor chart and Turn and Talk:  
*"What is one way your fluency skills improved this week? How do you know? What could you focus on next time?" (Responses will vary.)*
- Refocus whole group and display the **Story Elements and Central Message Class Notes: "Bunnyarl the Flies and Wurrunnunnah the Bees."** Tell students that they will use their understanding from multiple readings of the folktale and their prior thinking about the story elements to co-construct the class notes for "Bunnyarl the Flies and Wurrunnunnah the Bees."

- Follow the same routine from Work Time B of Lesson 4 to guide students through co-constructing the Story Elements and Central Message Class Notes: “Bunnyyarl the Flies and Wurrunnunnah the Bees.”
- Note: Leave the central message on the class notes blank until Lesson 9. Refer to **Story Elements and Central Message Class Notes “Bunnyyarl the Flies and Wurrunnunnah the Bees” (example, for teacher reference)** as necessary.

### Meeting Students’ Needs

- For ELLs: (Leadership) Invite a few students who might normally shy away from participation to demonstrate their role-play in front of the class.
- For ELLs: (Home Language: Role-Play) Encourage students to use their home languages in addition to English.
- For students who may need additional support with fluency: Pair these students with a highly fluent reader such as a peer model and have them choral read together. (MMR, MMAE)

## Work Time

### C. Engaging the Artist: Painting a Scene from “Bunnyyarl the Flies and Wurrunnunnah the Bees” (20 minutes)

- Refocus whole group and tell students that they will now use their understanding of the story elements in “Bunnyyarl the Flies and Wurrunnunnah the Bees” to create watercolor scenes that help others visualize the folktale. Explain that watercolor scenes should include the setting and what is happening in the part of the folktale that they read aloud for their group.
- Share that in Lessons 11–12, groups will use these paintings as a visual contribution to their video recording of the group read-aloud of “Bunnyyarl the Flies and Wurrunnunnah the Bees” as Part III of the Unit 1 Assessment.
- Direct students’ attention to the Story Elements and Central Message Class Notes: “Bunnyyarl the Flies and Wurrunnunnah the Bees,” and invite students to brainstorm ideas for scenes inspired by their understanding of key details.
  - Invite students to visualize where and when their part of the story takes place, as well as what is happening, and to give a thumbs-up when they have an idea in mind.
  - If helpful, list student ideas on the board.
  - Turn and Talk:
 

***“What scene will you paint? What colors, shapes, or images come to your imagination?” (Responses will vary.)***
  - As necessary, highlight a few ideas with the whole group to support any students needing additional assistance imagining the setting.
- Direct students’ attention to the **Watercoloring Tips anchor chart** and briefly review it.



- Transition students to their workspaces and point out the pre-distributed **watercoloring supplies**:
  - **Paintbrushes**
  - **Cup of water**
  - **Palette**
  - **Paper**
- Invite them to begin their watercolor paintings.
- When 5 minutes remain, refocus whole group and guide students through cleanup procedures. Designate an area for students' "Bunnyarl the Flies and Wurrunnunnah the Bees" scene paintings to dry before using them during the next lesson.

### Meeting Students' Needs

- For students who may need additional support with sustained effort: Invite students to take a quick finger-stretch break once or twice throughout the work time. (MME)

## Closing and Assessment

---

### A. Sharing Our Artwork: Similarities and Differences (5 minutes)

- Refocus whole group.
- Tell students that similar to the previous lesson, they will now share their artwork with an elbow partner. Provide reminders about being kind and empathic as needed.
- Follow the same routine from the Closing of Lesson 7 to guide students through sharing.
  - Invite pairs to share their artwork.
  - Ask:  
***“What do you notice that is similar about your watercolor paintings? What do you notice that is different?” (Responses will vary.)***
- Refocus whole group and tell students they will have their final opportunity to paint tomorrow, when they will choose to revise or create a new painting from “Bunnyarl the Flies and Wurrunnunnah the Bees.” Tell them that the final watercolor painting will be used to add visuals to their group video recording of the folktale as Part III of the Unit 1 Assessment in Lessons 11–12.
- Preview tomorrow’s work: orally recounting, writing a paragraph, and making a final watercolor painting based on story elements and the central message from “Bunnyarl the Flies and Wurrunnunnah the Bees.”

### **Meeting Students' Needs**

- For ELLs: (Sentence Frames: Lighter Support) Invite students to create sentence frames to support speaking. Invite students who need heavier support to use the frames.
- Support communication and engagement by pairing students with strategic partners to ensure they have a strong, politely helpful partner to support their efforts at sharing their artwork. (MME)