

## Lesson 9: Writing about Literature: The Central Message in "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.
- **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **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.



### Daily Learning Targets

- I can recount the fable "Bunnyarl the Flies and Wurrunnunnah the Bees" using the story elements. (RL.2.1, RL.2.2, SL.2.2)
- I can write a paragraph describing the central message from "Bunnyarl the Flies and Wurrunnunnah the Bees." (RL.2.2, SL.2.2, W.2.2)

### Ongoing Assessment

- During the oral recounting in Work Time A, circulate and use the Speaking and Listening Checklist to track students' progress toward SL.2.2 (see Assessment Overview and Resources).
- Collect students' Fables and Folktales response notebook and use the Reading Literature Checklist to track students' progress toward RL.2.2 (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Oral Recounting: "Bunnyarl the Flies and Wurrunnunnah the Bees" (15 minutes)
- B. Independent Writing: Story Elements and the Central Message of "Bunnyarl the Flies and Wurrunnunnah the Bees" (15 minutes)
- C. Engaging the Artist: Painting a Scene from "Bunnyarl the Flies and Wurrunnunnah the Bees" (20 minutes)

#### 3. Closing and Assessment

- A. Sharing and Reflecting on Artwork (5 minutes)

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- Lesson 9 concludes the final cycle of oral recounting and paragraph writing based on story elements and the central message in fables and folktales that students have read and heard multiple times. (RL.2.1, RL.2.2)
- In Work Time C, students participate in their final watercolor painting session in this unit, as they complete the scene they began painting in Lesson 8 or paint a new version of that same scene, inspired by “Bunnyarl the Flies and Wurrunnunnah the Bees.” Recall that 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 of Lesson 8. (SL.2.5)

### How this lesson builds on previous work:

- This is the final of four opportunities for students to orally recount fables and folktales based on key details about story elements.

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

- In Work Time C, students may need continued support with organizing their workspaces. Consider providing specific instructions to help students organize their workspaces.

### Down the road:

- Recall that in Lesson 10, students will use their understanding of the story elements and central messages from “The Ants and the Grasshopper” and “Bunnyarl the Flies and Wurrunnunnah the Bees” to compare and contrast the two stories.
- Recall that in Lessons 11–12, students will create a video recording of their role-play group reading aloud “Bunnyarl the Flies and Wurrunnunnah the Bees” for Part III of the Unit 1 Assessment. They will also use the watercolor paintings created in Work Time C as illustrations for the text while it is read aloud (SL.2.5).
- In Unit 3, students will apply their watercoloring skills to their wildflower seed packet as part of the performance task (for which they will have opportunities to revise for high-quality paintings based on peer feedback).

### 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.
- Post: Learning targets and applicable anchor charts (see materials list).

### 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, 2.I.B.8, and 2.I.C.10

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to prepare for writing by using key details about story elements to orally recount a story.
- ELLs may find it challenging to write their paragraphs independently after recounting “Bunnyarl the Flies and Wurrunnunnah the Bees” only once. Provide additional opportunities for students to practice recounting to prepare for writing. Provide sentence frames and additional models to support independent writing (see *Levels of Support* and the Meeting Student Needs column).

#### Levels of support

##### *For lighter support*

- During Work Times A and B, invite students to mentor those who need heavier support as they recount “Bunnyarl the Flies and Wurrunnunnah the Bees” and write paragraphs.
- The supports in this lesson and Lesson 8 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*

- During Work Time C, distribute a version of pages 11–12 of the student notebook with sentence frames to support writing the paragraph. Refer to Fables and Folktales response notebook (from Lesson 2; example, for teacher reference) for what to write.
- During Work Time C, consider working closely with a group of students to complete their paragraphs as a shared writing experience.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support active information processing skills as students integrate new information with prior knowledge. Provide options for comprehension by linking to and activating relevant prior knowledge.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in building their writing stamina and effort by providing scaffolds that build an environment that is conducive to writing.
- **Multiple Means of Engagement (MME):** Continue to encourage self-regulatory skills by helping students anticipate and manage frustration by modeling what to do if they need help from their partners.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

### Review:

- central message, story elements, recount, paragraph (L)

## Materials

- ☑ Story Elements and Central Message Class Notes: “Bunnyyarl the Flies and Wurrunnunnah the Bees” (begun in Lesson 8; added to during Work Time B; see supporting materials)
- ☑ Story Elements and Central Message Class Notes: “Bunnyyarl the Flies and Wurrunnunnah the Bees” (begun in Lesson 8; example, for teacher reference)
- ☑ Fables and Folktales response notebook (from Lesson 3; added to during Work Time B; one per student)
  - Independent Paragraph Writing Page: “Bunnyyarl the Flies and Wurrunnunnah the Bees” (pages 11–12 of the Fables and Folktales response notebook)
- ☑ Fables and Folktales response notebook (from Lesson 3; example, for teacher reference)
- ☑ “Bunnyyarl the Flies and Wurrunnunnah the Bees” scene paintings (from Lesson 8; one per student)
- ☑ 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)
- ☑ Watercoloring Tips anchor chart (begun in Lesson 6)

## Opening

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

- Gather students whole group.
- Direct their attention to the posted learning targets and read them aloud:
 

*“I can recount the fable ‘Bunnyarl the Flies and Wurrunnunnah the Bees’ using the story elements.”*

*“I can write a paragraph describing the central message from ‘Bunnyarl the Flies and Wurrunnunnah the Bees.’”*
- Remind students that the *central message* is a lesson that readers could apply to their own lives, and that we have used our understanding of *story elements* in stories we have read to figure out the author’s central message.
- Using a total participation technique, invite responses from the group:
 

*“What are examples of the story elements that help us figure out the central message in a story?” (setting, characters, problem/challenge, how characters respond to problems/challenges)*
- Confirm accurate responses, and remind students of the sections of the Story Elements and Central Message Class Notes that they have been co-constructing throughout the unit.
- Tell students that today they will be orally recounting, writing a paragraph, and creating their final watercolor painting using their understanding of the story elements and central message from “Bunnyarl the Flies and Wurrunnunnah the Bees.”

### Meeting Students’ Needs

- For students who may need additional support with comprehension and engagement: Invite students to share one way they worked toward similar learning targets in previous lessons in this unit. (MMR, MME)

## Work Time

### A. Oral Recounting: “Bunnyarl the Flies and Wurrunnunnah the Bees” (15 minutes)

- Direct students’ attention to the posted learning targets and review the first one:
 

*“I can recount the fable ‘Bunnyarl the Flies and Wurrunnunnah the Bees’ using the story elements.”*
- Review the meaning of *recount* (to retell with only the important details) as needed.
- Use the same routine from Work Time A of Lesson 3 to guide students through orally recounting “Bunnyarl the Flies and Wurrunnunnah the Bees” with a partner. Remind them to use the **Story Elements and Central Message Class Notes: “Bunnyarl the Flies and Wurrunnunnah the Bees.”** Also confirm the central message written on the class notes in advance. (It is better to work hard to help others than to just play all day.)

- Circulate to support students and refer to **Story Elements and Central Message Class Notes: “Bunnyarl the Flies and Wurrunnunnah the Bees”** (example, for teacher reference) as necessary.
- Tell students that they are now prepared to begin writing their paragraph based on the story elements and central message and, like the bees, they will work hard and help each other!

### Meeting Students' Needs

- For ELLs: (Finger Recounting) Recount the story on fingers to help keep track of the key details.
- For students who may need additional support with organizing ideas for verbal expression: Before sharing, invite students to briefly draw a few illustrations as visual supports for their oral recount of the story. (MMAE, MME)

## Work Time

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### B. Independent Writing: Story Elements and the Central Message of “Bunnyarl the Flies and Wurrunnunnah the Bees” (15 minutes)

- Direct students' attention to the posted learning targets and review the second one:  
***“I can write a paragraph describing the central message from ‘Bunnyarl the Flies and Wurrunnunnah the Bees.’”***
- Review the meaning of *paragraph* (a group of sentences that develop an idea) as needed.
- Use the same routine from Work Time B of Lesson 3 to guide students through writing a paragraph of their recounting on **Independent Paragraph Writing Page: “Bunnyarl the Flies and Wurrunnunnah the Bees,”** which is pages 11–12 of their **Fables and Folktales response notebook**. Refer to **Fables and Folktales response notebook (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- For ELLs: (Recalling Language Dives) Invite students to adapt language drawn from the Language Dive in Lesson 1 and from the Mini Language Dives in Lessons 4 and 6 to write their paragraphs.
- For students who may need additional support with fine motor skills: Offer choice by providing a template that includes additional space for each section. (MMR, MMAE)

## Work Time

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

- Gather students whole group, offering kind and specific feedback on their effort to work hard and help each other with their paragraph writing.
- Tell students that today they have two options for their **“Bunnyarl the Flies and Wurrunnunnah the Bees” scene paintings**:
  1. Complete the scene they began painting in Lesson 8.
  2. Create a new version of the (same) watercolor scene from Lesson 8.
- Point out that students may decide to start a new version of their scene from Lesson 8 because they want to revise a certain aspect of it, etc. But emphasize that regardless of their choice, they will still be painting the same scene from Lesson 8.
- Remind students that in Part III of the Unit 1 Assessment, groups will use these paintings as a visual contribution to their video recording of the group read-aloud of “Bunnyarl the Flies and Wurrunnunnah the Bees.”
- Review aspects of the watercoloring routine as needed. Answer clarifying questions.
- Transition students to their workspaces with pre-distributed **watercoloring supplies**, reminding them to use the **Watercoloring Tips anchor chart**, their knowledge of the story elements and central message of the story, and the painting skills that they have been practicing as they create their art.
- Invite students to begin painting.
- When 5 minutes remain, refocus students with a familiar signal and guide them through cleanup, leaving their artwork at their workspace to share with a peer.

### 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

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### A. Sharing and Reflecting on Artwork (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.
- Gather students whole group.
- Give specific, positive feedback on their evolving painting skills.
- Invite students to whisper an answer into their hand and ask:  
***“What is one way your watercolor painting skills improved this week? What tip would you give to someone new to watercolor painting?” (Responses will vary.)***
- Tell students they will have more opportunities to apply their watercolor painting skills on the performance task in Unit 3.
- Preview tomorrow’s work: thinking about similarities and differences in “The Ants and the Grasshopper” and “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.