

Why Flying Foxes only fly at Night



By Linda Puia
Pictures by Frank Misi

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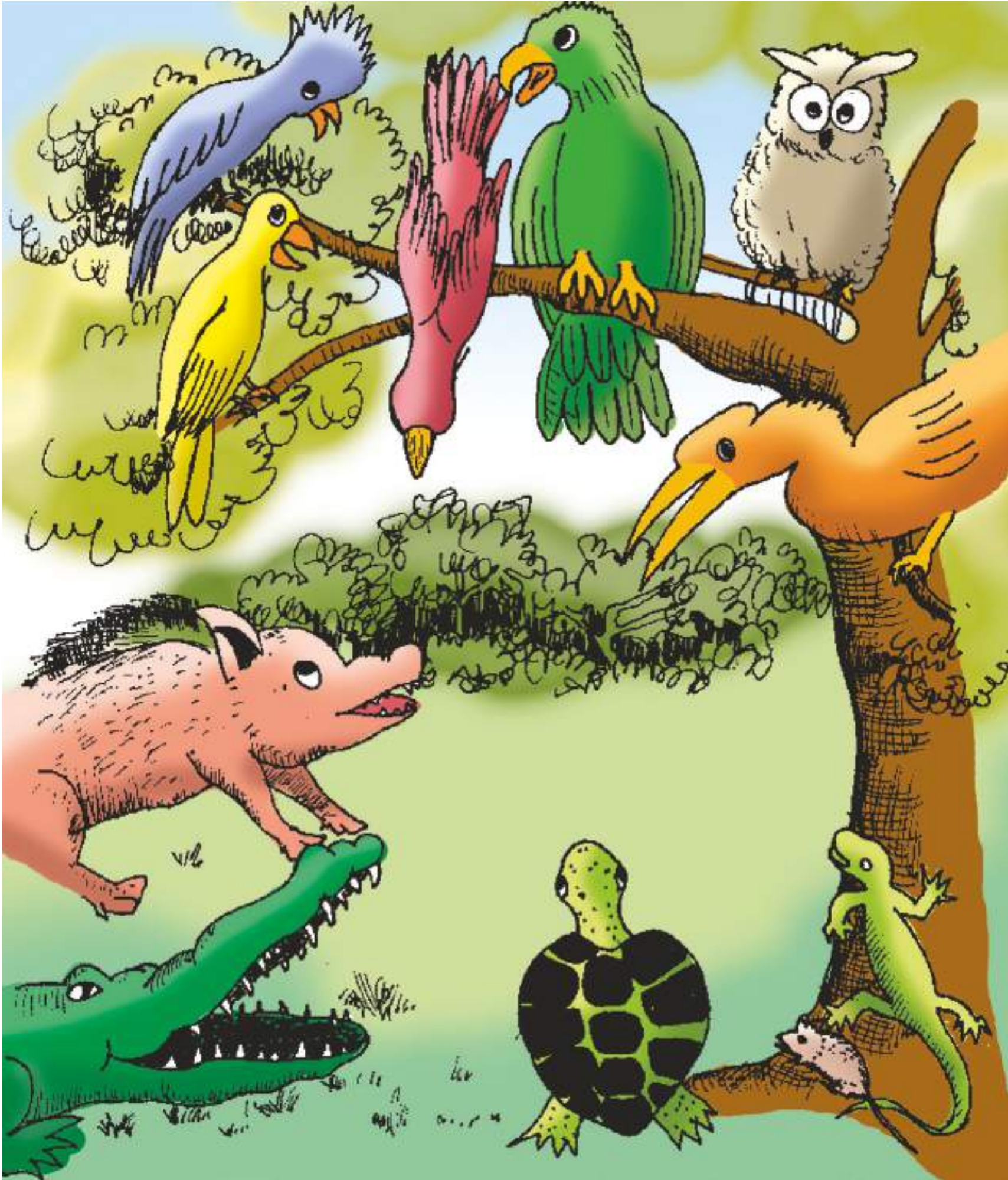
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Development 2015

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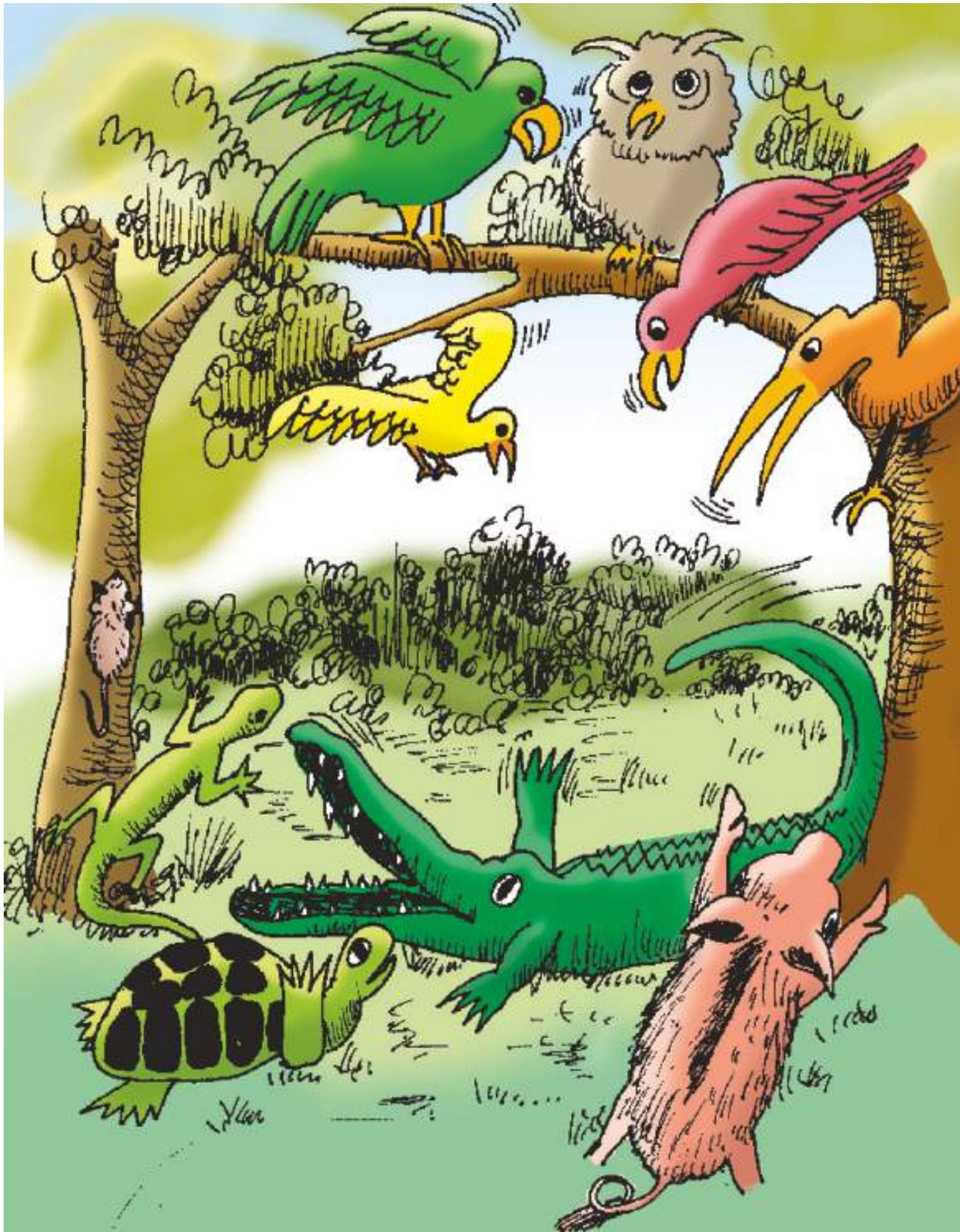
Why Flying Foxes only fly at Night



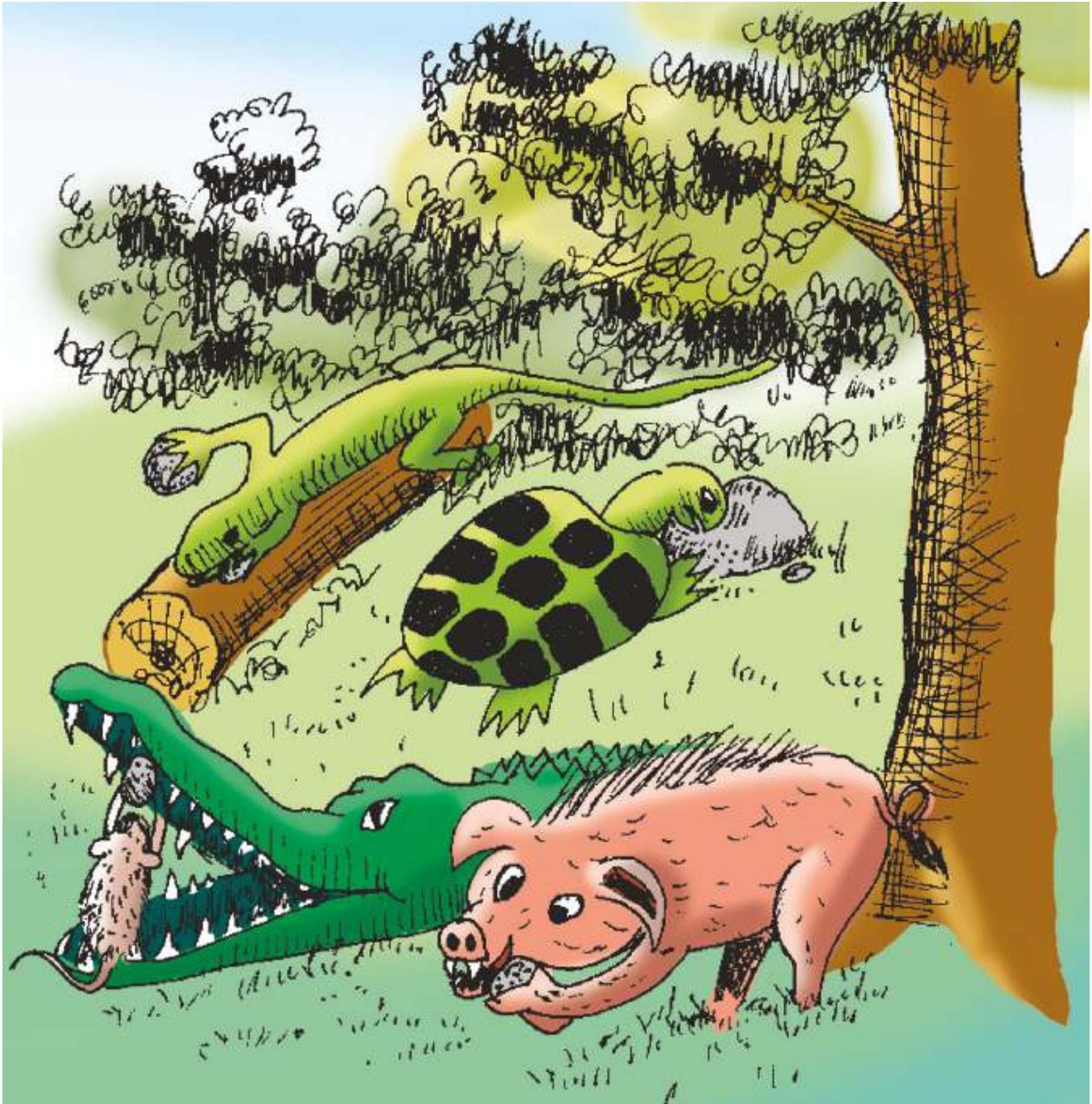
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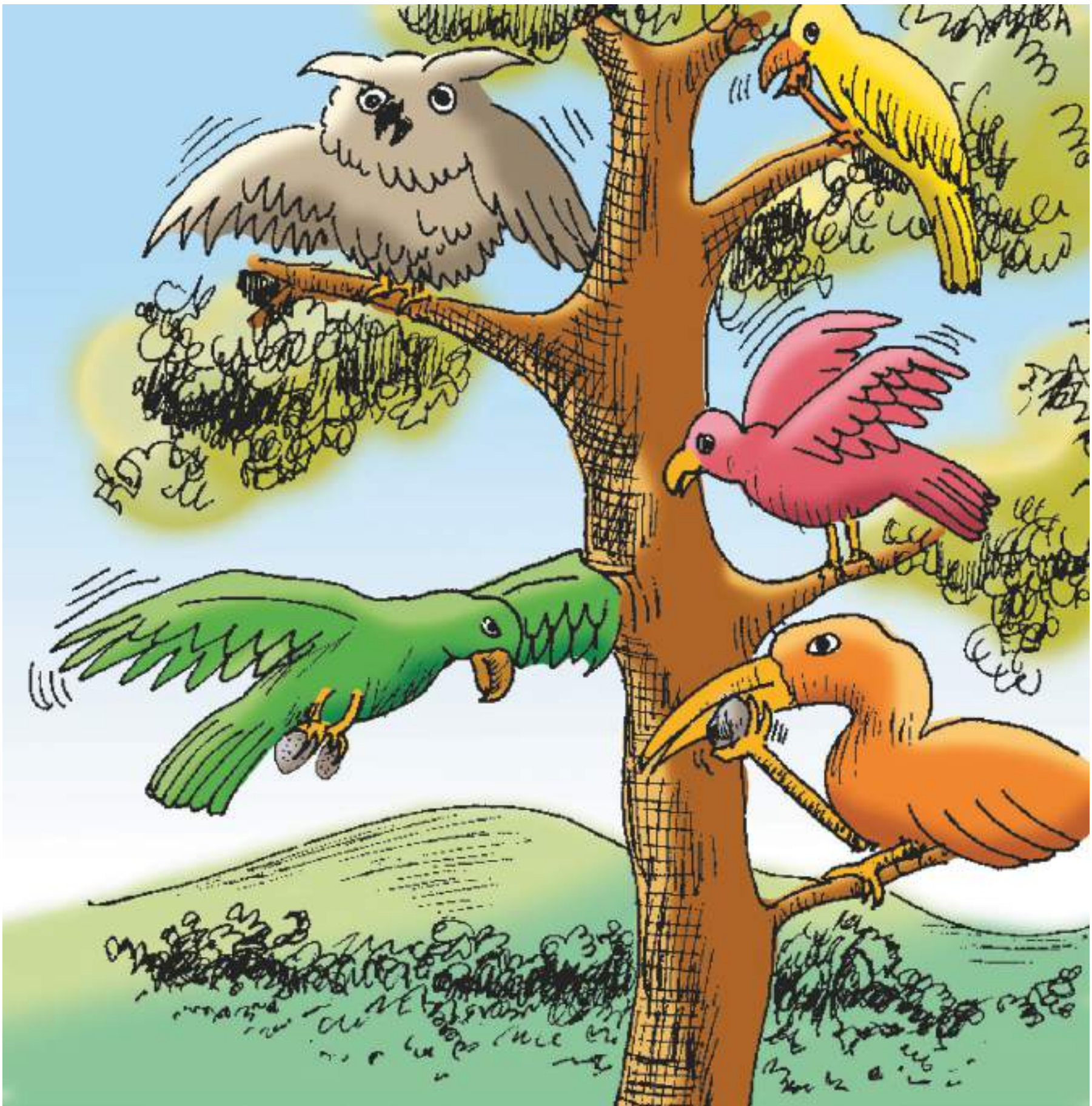
Once upon a time, the animals and the birds had an argument. They argued about who should be the rulers of the earth.



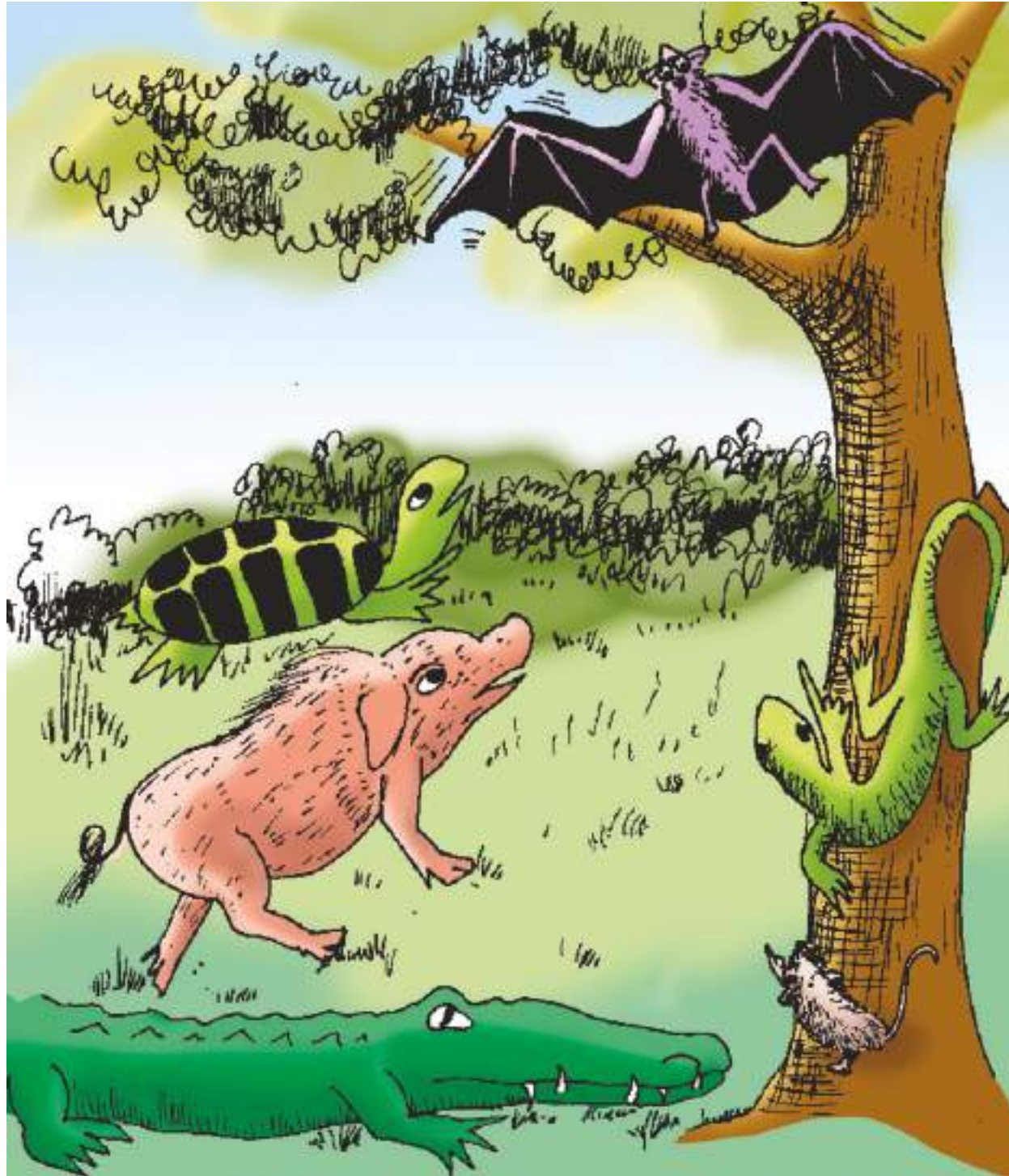
They could not settle their argument peacefully, so they decided to have a war.



The animals prepared for battle.



The birds prepared for battle.



Only the flying fox did not know who to join.

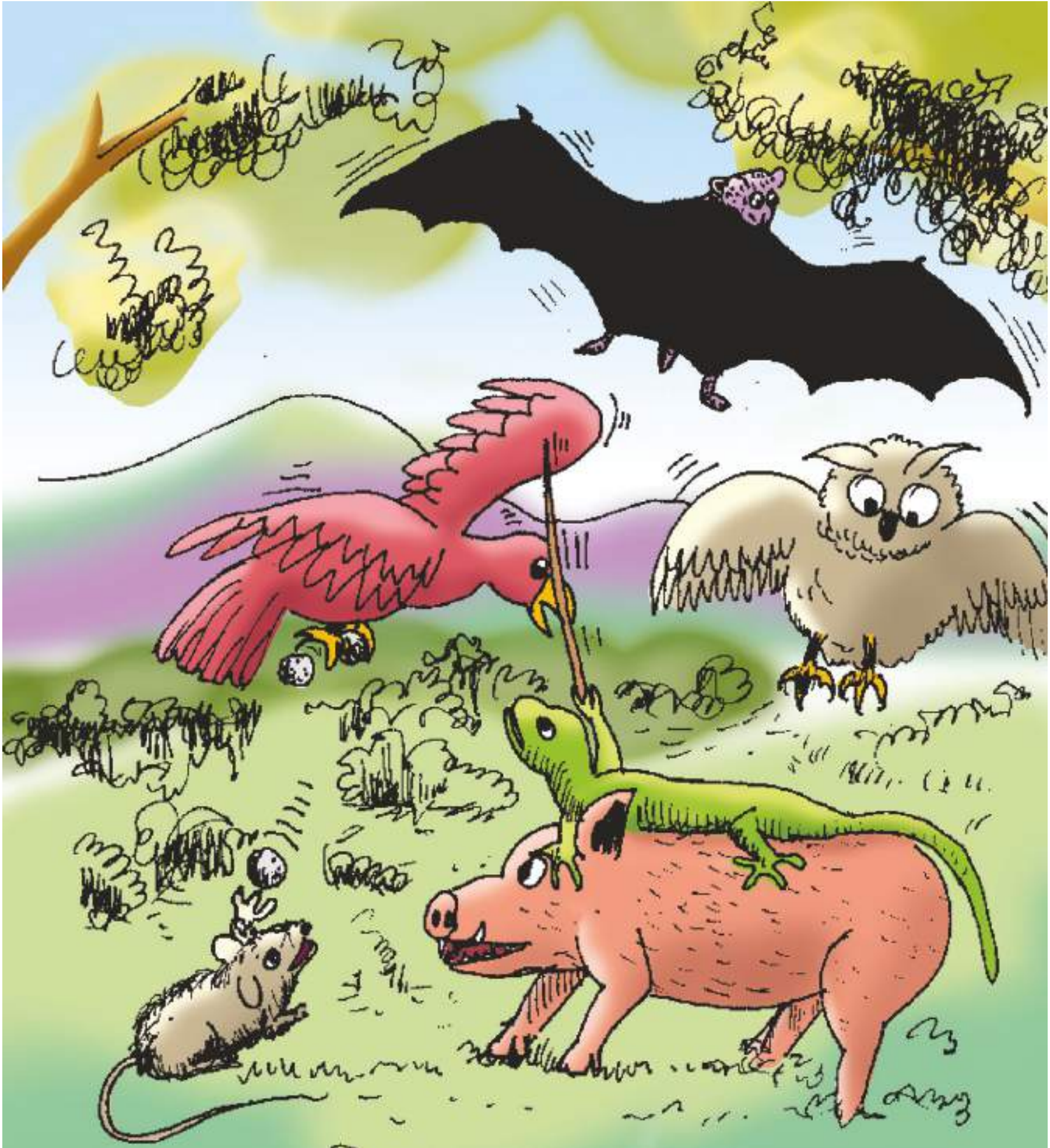
First he went to join the army of the animals. When the animals saw him they all said, "The flying fox has wings, so he belongs in the army of the birds. He must be a spy." The animals chased the flying fox away.



So the flying fox went to join the army of the birds. When the birds saw him they all said, "The flying fox has fur, so he belongs in the army of the animals. He must be a spy." The birds chased the flying fox away.



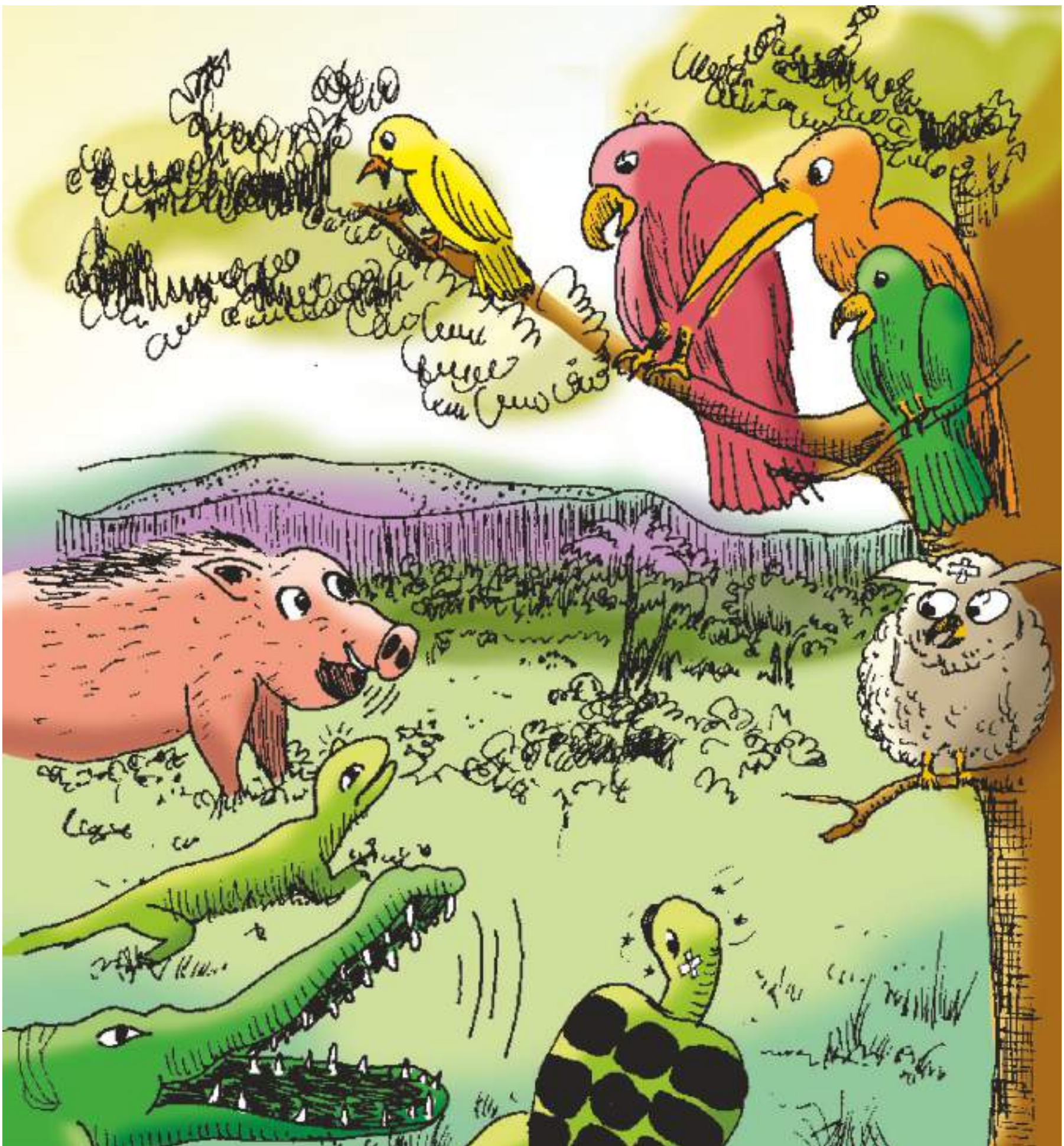
The battle began.



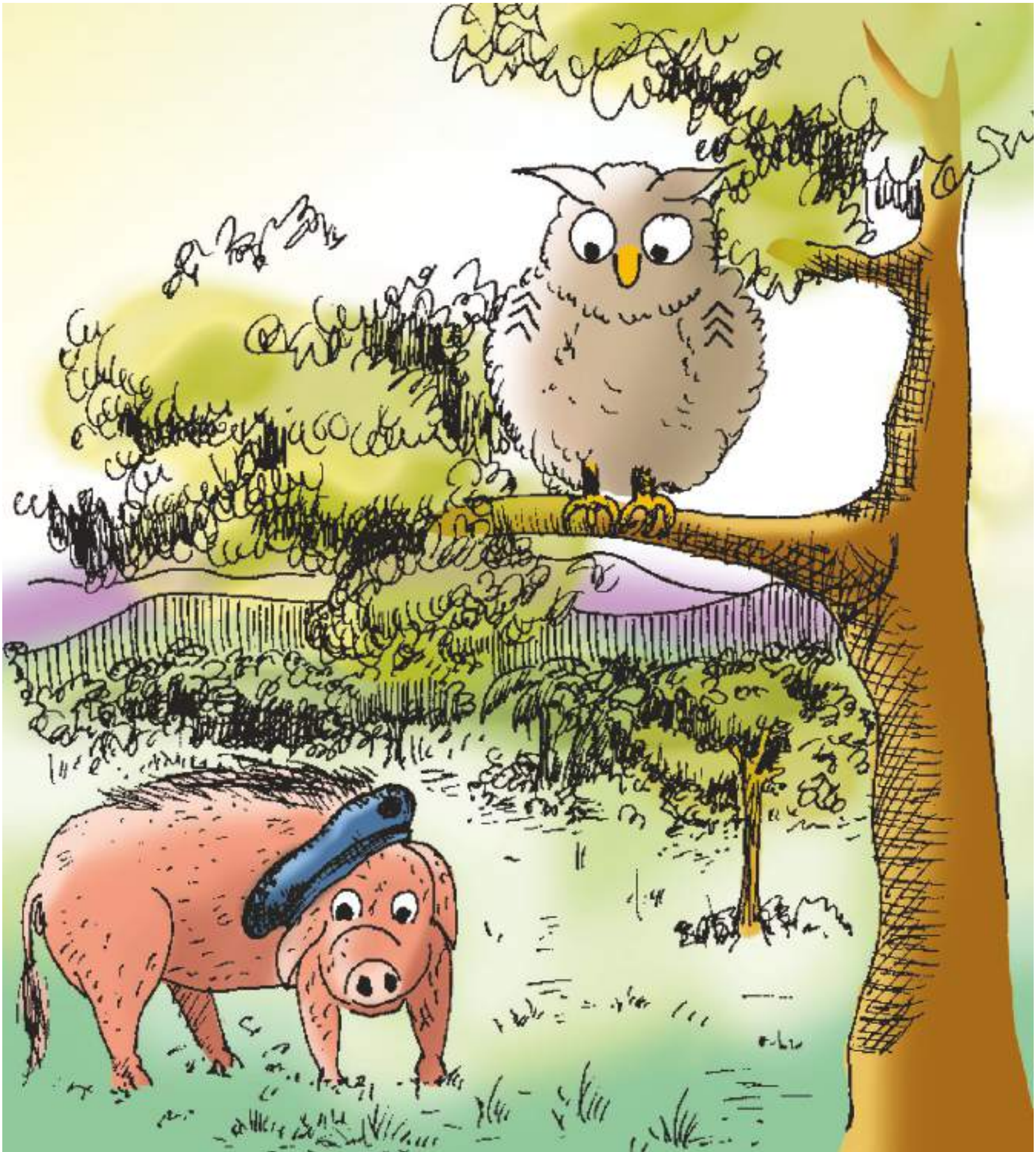
The flying fox flew away to hide in a cave because the didn't belong to the birds or the animals.



The battle went on all day.



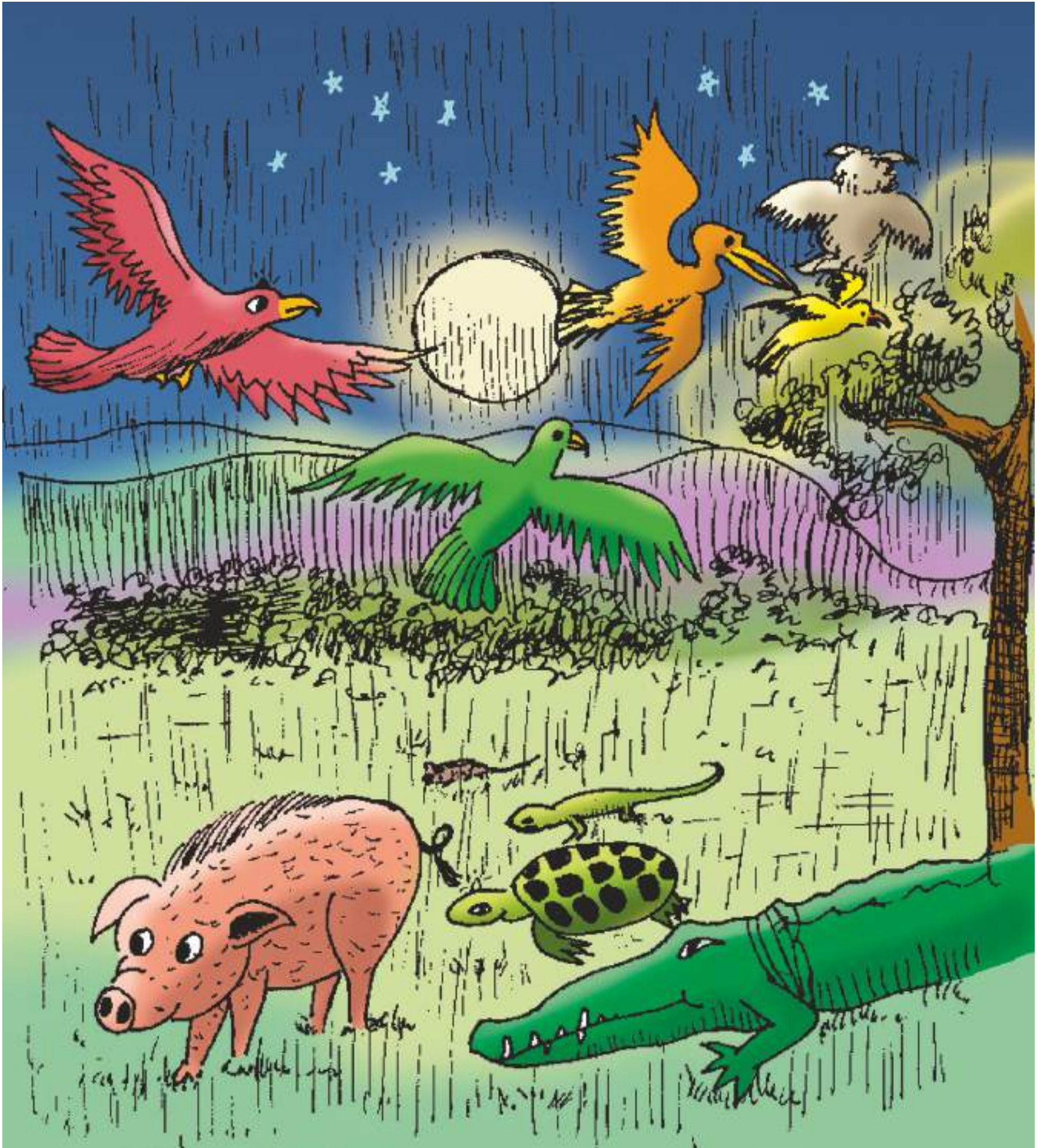
However, by the end of the day,
no one had won the battle, not the
animals or the birds.



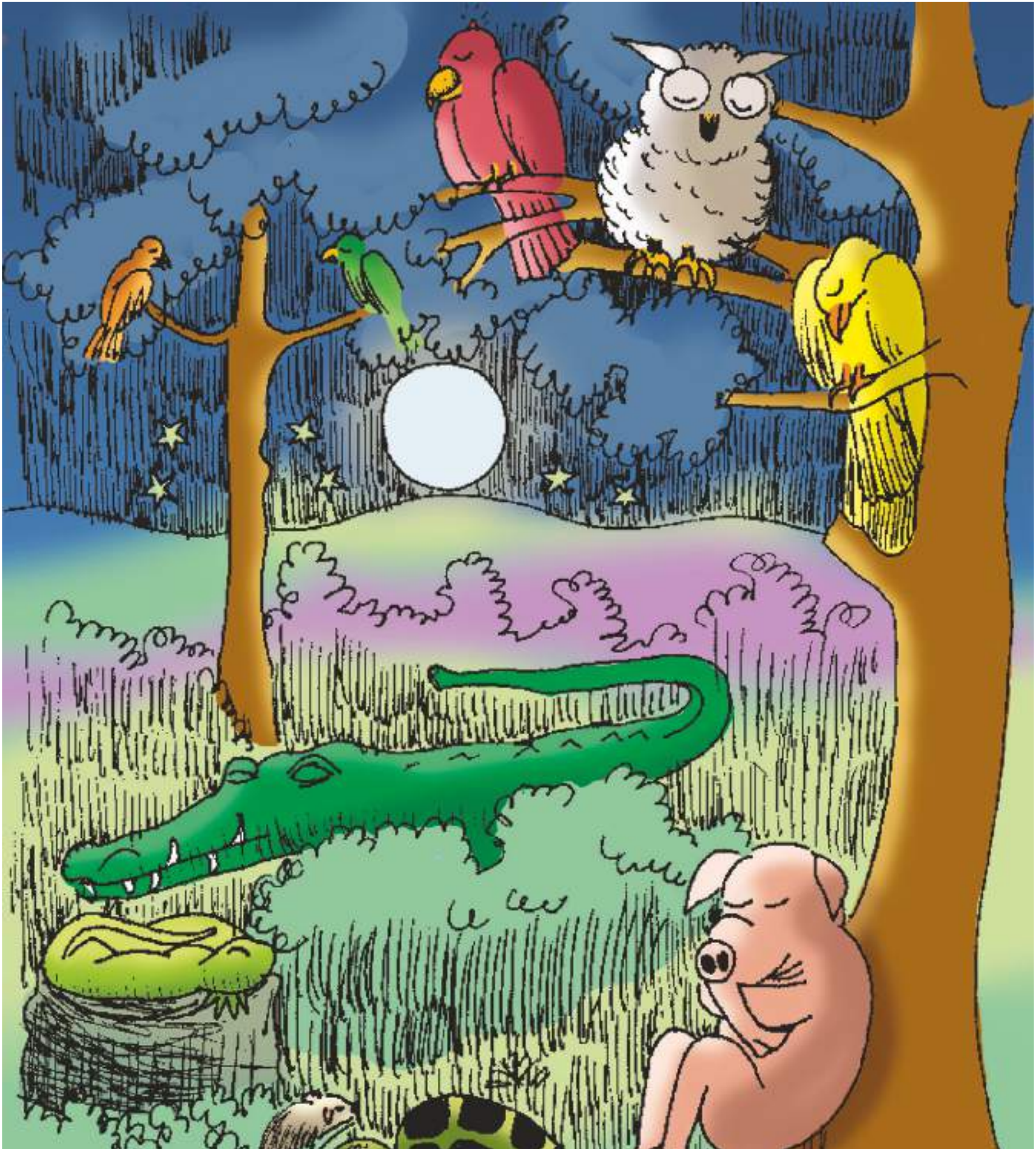
The generals of the two armies decided to stop the battle and make peace.



They agreed that in future the birds would rule the sky, and the animals would rule the land.



When darkness fell the tired armies
went home to sleep.



The animals went to their homes on the land and the birds went to their homes in the tree-tops.



It was dark. Everything was quiet.
But the flying fox was not tired from
fighting. He flew out of his cave and
away into the night.
Every night he flies around, alone
because he is not a friend of the
birds or a friend of the animals.

Text:	<i>Why Flying Foxes only fly at Night</i>
Level:	Year 2
Message:	Legends have a way of explaining natural phenomena
Discussion focus:	Excluding people who look different; peaceful resolutions
Comprehension:	Sequencing events; story themes
Vocabulary focus:	Words for fighting;
Letters and sounds:	<i>igh</i> as in <i>night</i>
Writing opportunity:	Guided writing: describing an animal

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modelled Reading Set the context: Talking with learners Tell the learners <i>This story is called Why Flying Foxes Only Fly At Night. It will explain something about nature, that flying foxes aren't seen during the day, only at night. What other animals do we only see at night?</i> The learners might know about particular birds or animals that only come out at night. Ask them if they have seen flying foxes: what do they look like? Explain: <i>In this book, the animals are going to have a fight, but the flying fox does not know which team to going because he is a bit like an animal and a bit like a bird.</i> Open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening. You will need to introduce new and unfamiliar words such as <i>battle, argument, army, general</i> . Explain where these words occur and what they mean using a language the learners will understand.	V/P	2.4.1.1 2.3.1.4
Read the story: Listening and watching Read the story in clear English. Emphasise the answers by the animals and birds to exclude the flying fox. Make the battle sound active.	E	
Review the story: Understanding the story Turn the pages of the book. On each page, ask the learners to tell you what was happening. Make sure they have understood the events of the story and why the flying fox was not allowed to join either the animals or the birds. They also need to understand the flying fox comes out at night because he was not tired from fighting, so he is always sleeping when the animals and birds are awake.	V/P + E	2.4.1.4
Responding to the story: Talking by the learners Ask the learners to talk about the story: <i>Is it OK that the birds and animals excluded the flying fox?</i> Talk about how people are excluded because of how they look: discuss whether this is fair. Learners might have some stories of exclusion or inclusion. This about how it feels to be excluded from groups and how the flying fox might feel now.	V/P	2.6.1.1 2.6.2.3
Close Reading Do a close reading of pp. 2 & 3. Summarise: this is the orientation that tells us <i>Who? When? Where? and Why?</i> We can see the beginning of the complication when they decide to have a battle.	E + V/P	2.6.1.5

Day 2 Shared reading: Revisiting the story Ask the learners to remember what happened in the story. Turn the pages and the learners explain the events in their own words. Read the story to the learners as they follow along in the small books.	V/P + E	2.6.1.3 2.6.1.4
Close Reading Do a close reading of pp.15 & 16. Summarise: this shows us the resolution to the story, that the animals slept and the flying fox went out into the night.	E + V/P	2.6.1.5
Comprehension: Sequencing Write these events on the board: <i>The flying fox flew in the night.</i> <i>The flying fox asked to join the animals.</i> <i>No one won the battle.</i> <i>The animals and birds agreed to rule the sky and the land.</i> <i>The animals and birds went to sleep.</i> <i>The animals and birds began to fight.</i> <i>The birds and animals could not agree.</i> <i>The flying fox went to his cave.</i> <i>The flying fox asked to join the birds.</i> Ask the learners to use their books to decide which order these events occurred. Let the learners work with their partners to talk about the answer: give them about 15 minutes to discuss and read. Then as a class, discuss the correct order. The learners should be able to show in the book the evidence for their decisions. They can re-write the sentences in the correct order into their exercise book: do NOT let them copy the sentences in the order on the board, but write in the correct order so that they can read the sentences in order. They might like to illustrate one of the sentences.	E + V/P	2.5.1.4

ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask for volunteers to read each second page in the book. Teacher reads p. 2, a volunteer reads p. 3 ...continue with the teacher and a volunteer reading every second page.</p>	E + V/P	2.4.3.4
<p><u>Focus on vocabulary: Words for fighting</u></p> <p>Remind the learners that this book is about a fight and so there are many words that are about fighting and war. Remind them that it is a bit strange because animals don't really fight like this.</p> <p>Ask the learners to listen and watch as you read some pages and see if they can identify the words that tell us about fighting. Read p. 2. The learners should identify <i>argument</i>. Read p. 3: the learners should be able to identify <i>war</i>. You might also consider <i>peacefully</i>. Continue through the book, reading a page and asking for any new fighting words. It would be a good idea to have a large piece of paper and ask a learner to come to the front to add the new word on the list: they can use the big book to copy the word. You should include: <i>battle, army, won, generals, truce, rule, spy</i>. Make sure you explain the words to the learners so they understand the meaning. You might want to add more fighting words to the list: <i>fight, agreement, peace, violence, weapons</i></p> <p>Use the list to make up some new sentences using the words on the list: try to use 2 or more words, eg. <i>I had an argument with my friend, but we decided on a solution peacefully.</i></p>	E + V/P	2.4.2.6 2.4.2.5
<p><u>Discussion: peaceful resolutions + comprehension: story themes</u></p> <p>Using the list from the vocabulary lesson, ask the learners to reflect on the events in this story and why the animals and birds battled. Ask: <i>What were the outcomes of the birds and animals deciding to fight?</i> Write this on the board:</p> <div><p style="text-align: center;"><u>outcomes of the war</u></p><p>Now list the negative outcomes from having a war. The learners should be able to identify these outcomes, and you can list on the board:</p><div><p style="text-align: center;"><u>outcomes of the war</u></p><div><p>The animals were tired</p><p>The birds were tired</p><p>The flying fox was lonely</p><p>The flying fox only flies at night</p></div></div></div> <p>Ask: <i>Is it OK to use violence to resolve arguments?</i> Look at p. 3: <i>What else could the animals and birds have done instead of having a war?</i> Talk about some other ways of acting. Ask the learners to talk in their groups to come up with a peaceful way of resolving this. Look at p. 12: this was a discussion that led to a decision...this could have happened at p. 3!</p> <p><i>If the animals and birds had decided to come to a peaceful resolution, what would have happened?</i> In their exercise books, ask the learners to write an outcome. You could put this on the board to help them: <i>If the animals and birds had been peaceful</i> _____.</p> <p>They might like to illustrate this alternative ending.</p>	E + V/P	2.5.1.4 2.9.1.4
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today read the first page of the story then choose a group of learners to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a group to read the next page.</p>	E + V/P	2.6.1.9
<p><u>Focus on letters and sounds: igh as in night</u></p> <p>Look at the word <i>night</i> in the title. Ask the learners: <i>What makes the I sound we can hear?</i> Stretch out the word <i>n-igh-t</i> so that they can hear the <i>I</i> sound being made by <i>igh</i>. Now say this sentence: <i>The animals and birds had a fight</i>. Ask: <i>Which word uses the igh sound?</i> Say the sentence again. Ask the learners to help you spell the word <i>fight</i>.</p> <p>Now do the same with these sentences: read the sentence, ask the learners to listen for the <i>igh</i> word, ask them to help you write the <i>igh</i> word on the board (or a list for display):</p> <div><p><i>The birds and animals were not right to battle.</i></p><p><i>The battle was not a good sight.</i></p><p><i>The moon was bright.</i></p><p><i>The flying fox got a fright for the animals.</i></p><p><i>The flying fox did not need much light at night.</i></p><p><i>The animals held their weapons tightly.</i></p></div> <p>Make a list of <i>igh</i> words and ask learners to make new sentences, in their exercise books.</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9

ACTIVITIES					LANG.	SYLLABUS						
<u>Sentence structure</u> <i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:					E + V/P	2.4.2.8 2.7.2.2						
<table border="1"><tr><td><i>When darkness fell</i></td><td><i>the animals</i></td><td><i>went</i></td><td><i>home</i></td><td><i>to sleep</i></td><td><i>.</i></td></tr></table>							<i>When darkness fell</i>	<i>the animals</i>	<i>went</i>	<i>home</i>	<i>to sleep</i>	<i>.</i>
<i>When darkness fell</i>	<i>the animals</i>	<i>went</i>	<i>home</i>	<i>to sleep</i>			<i>.</i>					
<p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by reminding the learners that every sentence beginning must begin with a capital letter. Ask the learners to find the word that starts with a capital letter. Choose one learner to come up to the board, point to the words <i>When darkness fell</i> then put the words in place. Continue to construct the sentence by asking the questions below then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p>												
<i>When did this happen?</i>		<i>When darkness fell</i>										
<i>Who is involved?</i>		<i>the animals</i>										
<i>What happened?</i>		<i>went</i>										
<i>Where did they go?</i>		<i>home</i>										
<i>Why did they go?</i>		<i>to sleep</i>										
<i>What goes at the end of the sentence?</i>		<i>.</i>										
<p>Now take away the word card for <i>When darkness fell</i> from the sentence. Ask the learners to think of another time they might use (eg. <i>later; at the end of the day</i>). Take off <i>home</i> and think of a place to go (eg. <i>into the bush; up a tree</i>). Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>At the end of the day the animals went up a tree to sleep.</i></p> <p>Learners make up their own versions to write in their books.</p>												

<p>Day 5 <u>Independent Reading</u> Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p>	E	2.6.1.9
<p><u>Guided Writing: describing an animal</u> In this story, the flying fox had physical features that made it hard to decide if he was a bird or an animal. Together as a class, make a description of the flying fox, eg. <i>Flying Fox</i> <i>He has wings like a bird so he can fly. He has fur like an animal that keeps him warm. He lives in a cave and only comes out at night.</i></p> <p>Now think about the other animals that were having the war, either in the pictures or ones they can think of. In pairs, choose an animal or a bird to draw and write about. Try to get the same number of birds and animals in the class. Give each pair a piece of paper. With a partner, draw a picture of the creature, including a number of physical features.</p> <p>Next, learners need to think about how to describe the animal in a few sentences. You might want to brainstorm some words that are useful for animals (fur, hair, legs, tails, teeth) and words for birds (feathers, beaks, wings). Learners make their sentences under or around the picture.</p> <p>Cut out the pictures and writing and make a big class picture of the birds on one side and the animals on the other. Put the flying fox in the middle! This will be a great mural for your class to show the book.</p>	E + V/P	2.7.1.3 2.7.1.2 2.7.2.5 2.7.2.2

