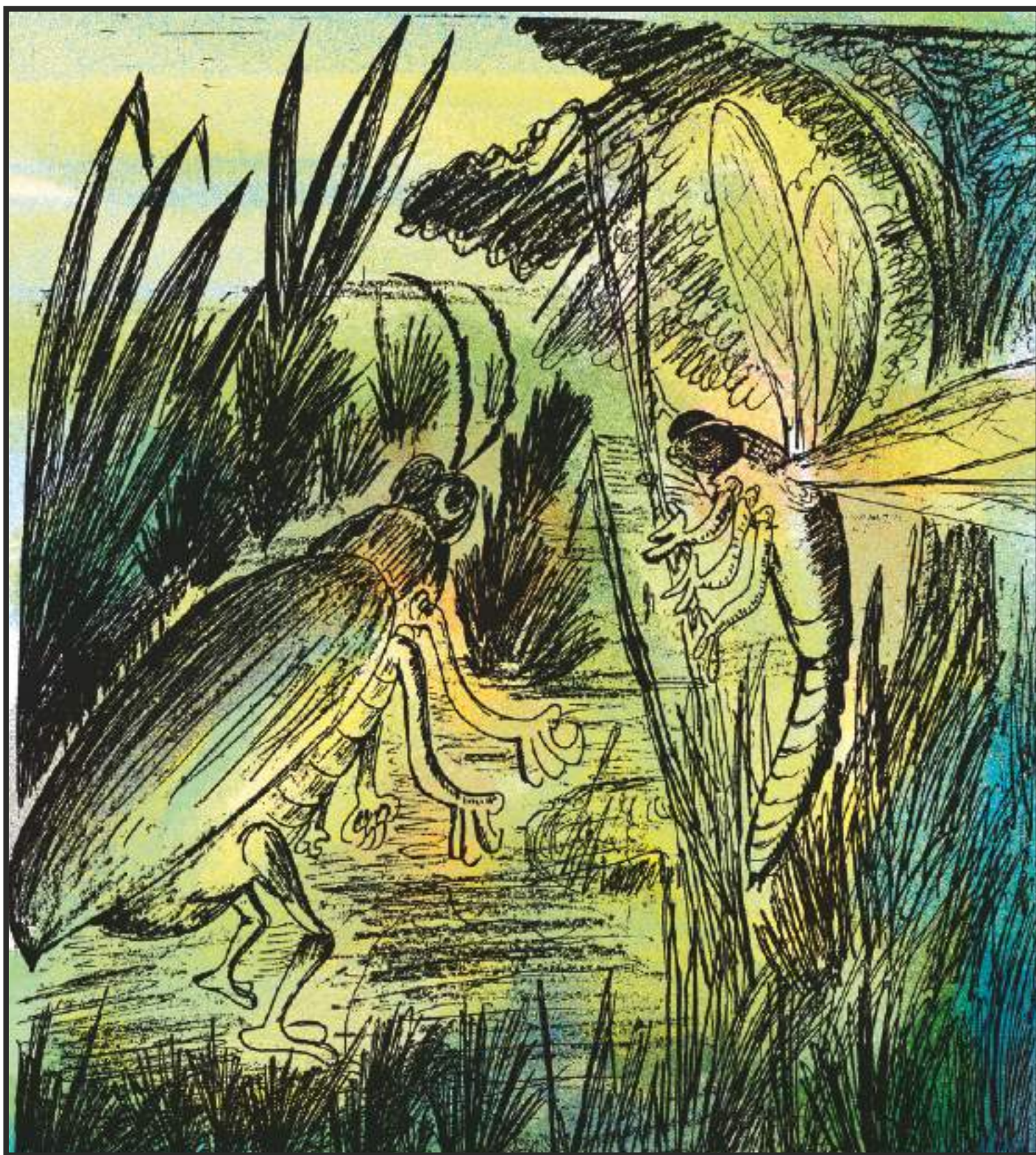


The Dragonfly and the Firefly



By Linda Puia
Pictures by Clyde Misite'e

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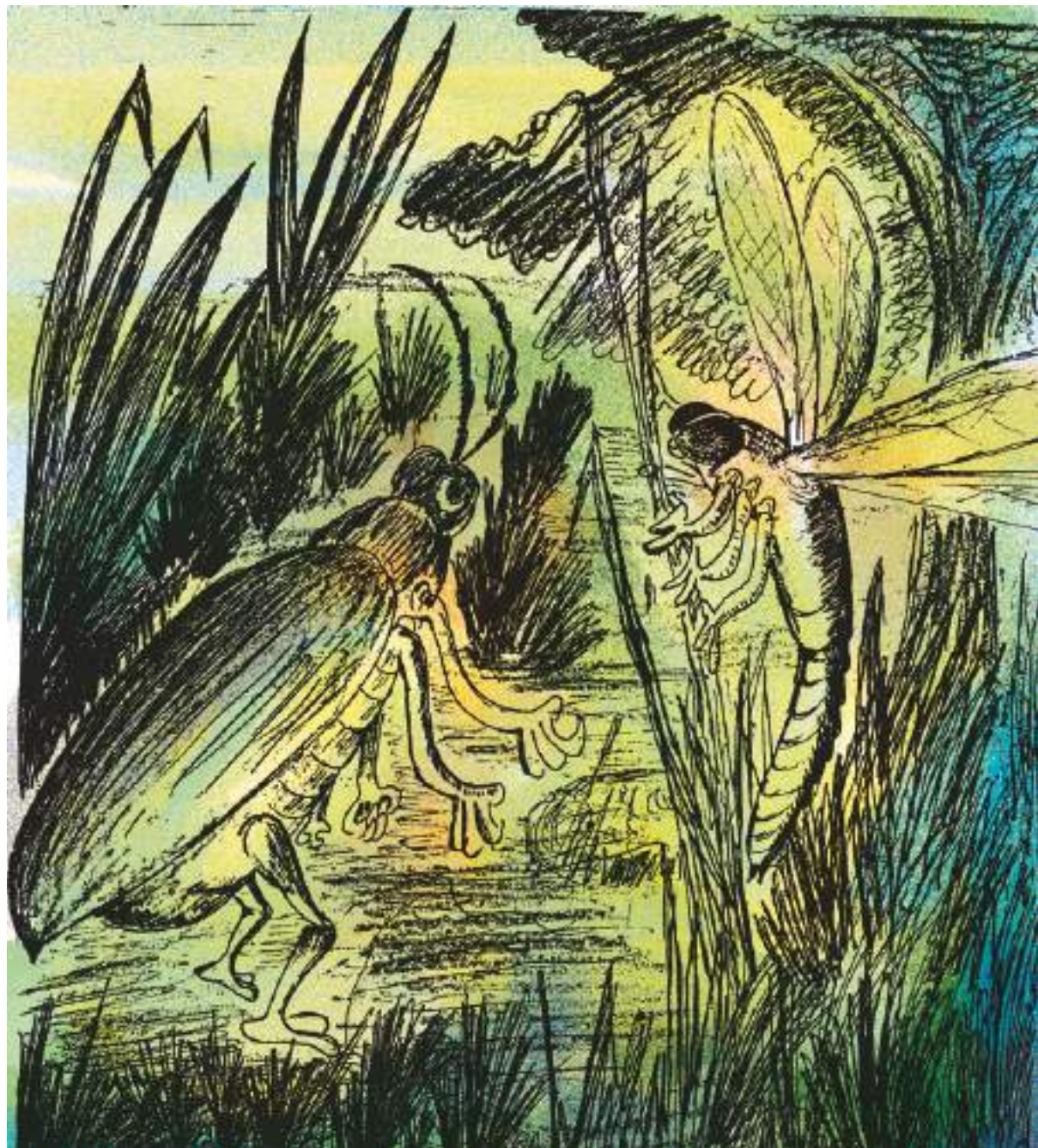
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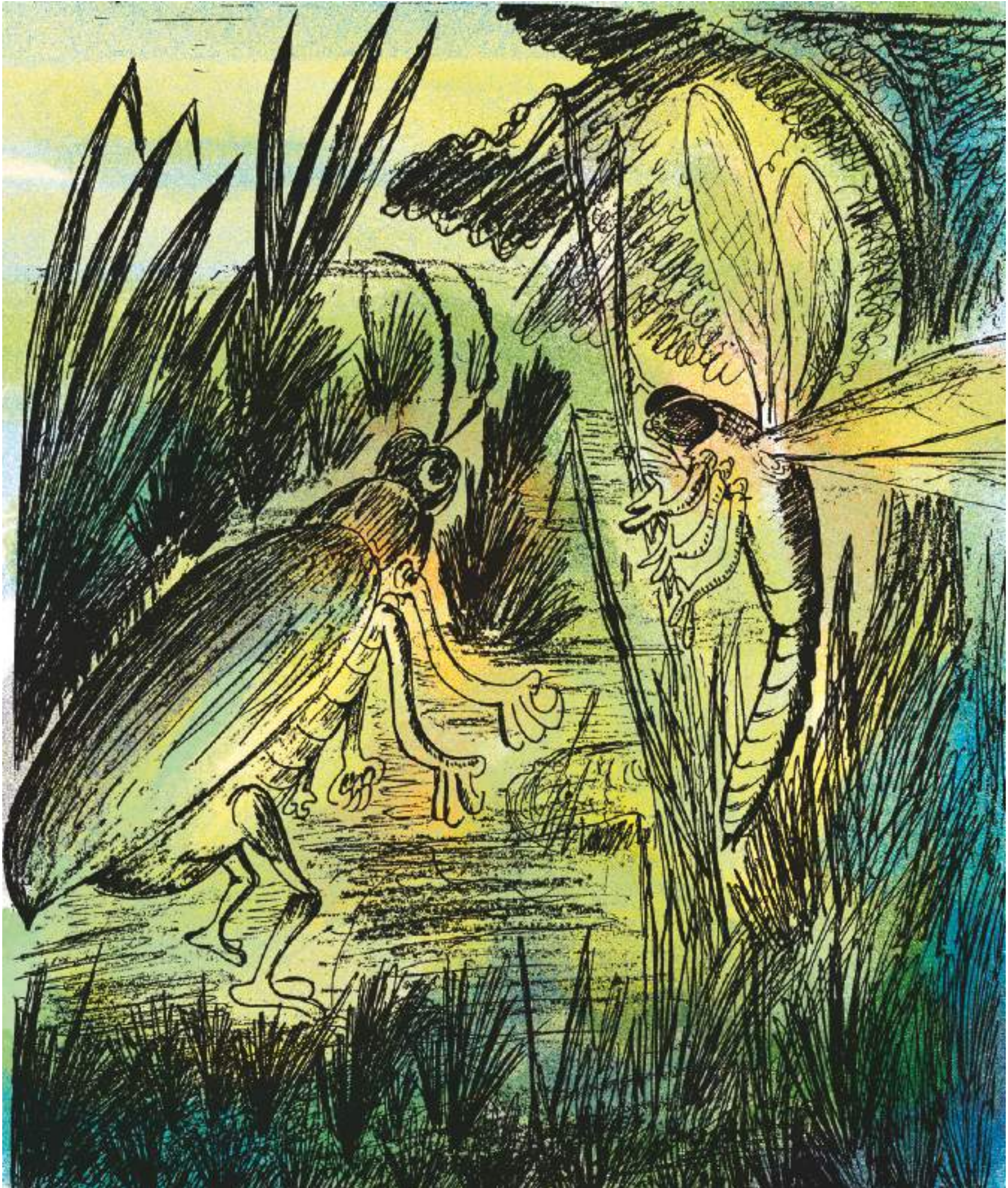
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Development 2015

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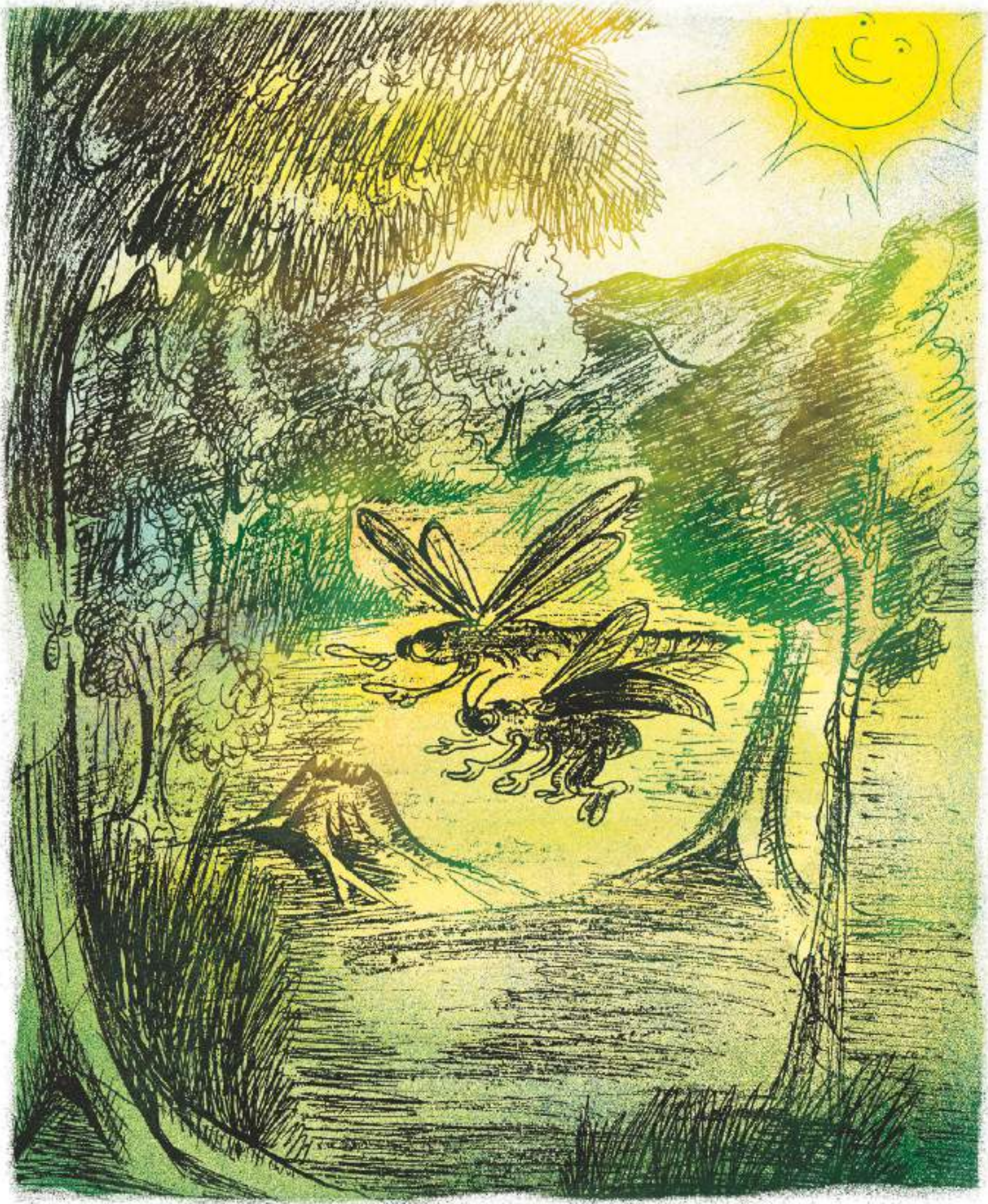
The Dragonfly and the Firefly



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A long time ago, the firefly did not have fire. It was just a fly. This fly was very good friends with a dragonfly.



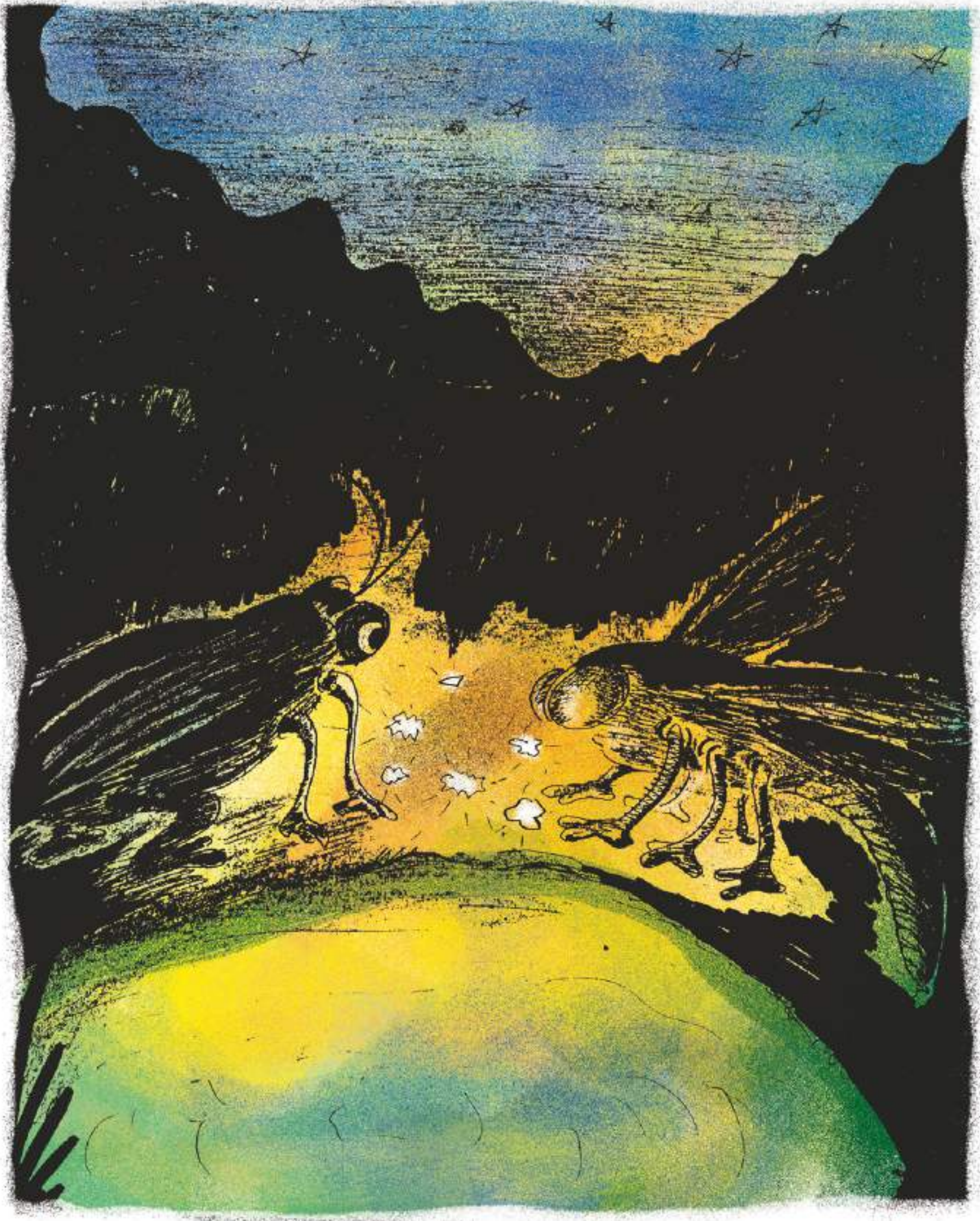
By day the fly and the dragonfly would fly about the forest hunting for small moths and other insects.



By night the friends would rest
because it was too dark to fly
at night.



One night the friends were resting beside a pond, looking up at the sky. Suddenly they saw a shooting star fall to the earth and land at the edge of the pond.



The dragonfly and the fly flew across and found many small pieces of star lying on the ground.



The fly ate a tiny piece and at once he lit up like a little lamp.



The dragonfly wanted to be better than his friend so he gobbled up a huge piece of star.



The huge piece of star was so hot
that it burned the dragonfly's belly.



The dragonfly quickly flew to the pond and drank some cool water, hoping to put out the fire in his belly. He stayed by the pond all night. He drank and drank, but he could not put out the fire.



The fly got tired of waiting, so he flew off into the night, lighting up the way with his little lamp. Now he was a firefly.



Now every firefly has a little piece of star inside, and dragonflies still stay close to water.

Text:	<i>The Dragonfly and the Firefly</i>
Level:	Year 3
Message:	Legends tell us about natural phenomena
Discussion focus:	Legend
Comprehension:	Story structure; Yes/No questions
Vocabulary focus:	Prepositions
Letters and sounds:	Long i sound: <i>_i_ e, _y</i> and <i>ight</i>
Writing opportunity:	Insect story

ACTIVITIES	LANG.	SYLLABUS
Day 1 <u>Modelled Reading</u> Set the context: Talking with learners Tell the learners: <i>This book is called The Dragonfly and the Firefly.</i> Show the front cover of the book and ask the learners to use the picture to identify which insect is the dragonfly and which is the firefly. Talk about whether learners have seen these insects, where they live. Explain that we will find out some more facts about these insects, even though it is a story. About the story, tell the learners: <i>This story is a legend which explains something that happens in nature. It will tell us about the dragonfly and the firefly.</i> Bookwalk: Show each page of the story and ask learners to identify what they see on each page by looking at the pictures. Explain any words that you know will be unfamiliar	V/P	3.3.2.1 3.4.1.1
<u>Read the story: Listening and watching</u> Read the story clearly and fluently in English. Track the text of each line with a finger as you read.	E	
<u>Review the story: Understanding the story</u> Review the story. Ask: <i>How were the insects at the beginning of the story? How were they different at the end? What made the difference?</i> Guide the learners to reconstruct the events of the text.	V/P + E	3.4.2.3
<u>Responding to the story: Talking by the learners</u> Ask the learners: <i>Could this story be true? Tell us what you think and the reasons why you think this.</i> Encourage the learners to share their thoughts and give clear reasons why they think this. Think about being able to eat the star! Note for you: A legend is usually just a way of explaining something that happens in nature.	V/P + E	3.3.2.1 3.5.1.6 3.6.1.4
<u>Close Reading</u> Conduct a close reading of the text from pp. 5 and 6. Discuss the use of prepositions and phrases to give detail about places: <i>beside a pond, up, at the sky, to the earth, at the edge of the pond, across, on the ground.</i> Give learners a chance to look for other prepositions in phrases in the book: make sure they identify the whole phrase to see the meaning.	E	3.4.2.3 3.4.3.7
<u>Focus on Sentence Structure</u> <i>Preparation:</i> Make 2 sets of cards or paper strips. One with prepositions eg. <i>with, about, at, beside, on, over, in</i> and others with things eg. <i>the table, the house, the roof, the school, the sea, the food.</i> Explain that we need the whole phrase to make sense of the preposition. Learners now match the 2 sets of cards using a game: “Where’s Granny?” How to play: Everyone asks: <i>Where’s Granny?</i> One learner chooses a preposition card and an object card and puts it together to make the phrase to answer the question, eg. <i>beside the table.</i> The learner returns the cards and another learner chooses cards to answer <i>Where’s granny?</i> (or make it the name of a learner: <i>Where’s Doris? Where’s Davis?</i> Answers are made by the cards and might be funny answers (<i>Where’s Doris? On the table. Where’s Davis? In the dinner</i>)	V/P + E	3.4.3.7 3.4.2.5

Day 2 <u>Shared Reading: Revising the book</u> Learners retell the narrative as the pages of the book are turned. Read the whole story again and encourage learners to join in pp. 5 & 6.	V/P + E	3.4.2.4
<u>Comprehension: Story structure</u> Make sure the learners have small copies of the book. Ask the learners to identify the part of the narrative that shows the orientation (the situation for the 2 insects at the beginning) the complication (what makes things change, the problem for the dragonfly) the resolution (how the dragonfly solved his problem)	E + V/P	3.4.2.3
<u>Close Reading</u> Conduct a close reading of the text pp. 8 - 10. Look closely at how the text shows what happened to the dragonfly and how it happened.	E	3.4.2.5

ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p><i>Preparation:</i> Write some of the words from the book on flashcards.</p> <p>Make sure learners have a small copy of the book. Read the first page of the story. Ask for a volunteer to read the next page. Continue with teacher reading every second page and individual learners reading the others.</p> <p>Finish off the session by holding up a flashcard: learners must search through the book to locate the word, working in pairs. Learners read the entire sentence, emphasising the work they located.</p>	E	3.4.3.2
<p><u>Comprehension: Story structure</u></p> <p><i>Preparation:</i> Write these sentence openers on paper strips in large letters for all to see:</p> <p><u>In the beginning</u> <u>One day</u> <u>The fly decided</u> <u>The dragonfly decided</u></p> <p><u>This caused a problem because</u> <u>In the end</u></p> <p>Revise the story structure from the previous day. Use the sentence starters to help the learners finish the sentences to say what happened in the story. Do NOT write the words to finish the sentences, do this orally only. Encourage pairs to tell each other how to finish the sentences.</p> <p>Now they can write these in their books. Value and praise learners who find different ways to express the sentence: not all should be written the same way!</p>	E + V/P	3.4.2.5
<p><u>Focus on Letters and Sounds: long I sound</u></p> <p>Ask learners to look at p. 2 and the word <i>firefly</i>. On the board, break the word up <i>fire fly</i>. Note that both words have the long I sound....one is made with the final e: <i>fire</i>; the other is made by y: <i>fly</i>. Ask learners to find other examples of _y words in the book that make long I sound (<i>by, fly, sky, lying</i>) Be careful: not <i>stay, belly, they</i> etc...examples must make the long I sound. Can learners add more examples from what they know? <i>My, cry, fry</i>...</p> <p>Now look at p. 4 and find the word <i>night</i> and notice that long I is made by <i>igh</i>. Find other words in the book with <i>igh</i> and other words they know: <i>light, might, right, sight, sigh, fight</i></p> <p>Make a list of words that _i_e words: <i>kite, ripe, rise, rice, price</i></p> <p>Make these into 3 charts of long I sounds with the different spellings. Learners could make sentences, using one word from each list, eg. <i>Tomorrow night, I will try some rice.</i></p>	E + V/P	3.4.3.2 3.4.3.1
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Hand out small books. Ask groups of learners to read a page from the text. Teacher should read the first page and every second one, to share the reading.</p>	E	3.4.2.4
<p><u>Comprehension: Yes/No questions</u></p> <p><i>Preparation:</i> Make a set of cards (or write on a chart) with these questions: these are literal questions from the story:</p> <ul style="list-style-type: none"> Were the firefly and the dragonfly friends? Did the firefly have fire at the beginning of the story? Could they fly at night at the beginning? Were they resting by the sea? Did a piece of fire fall from the sky? Did firefly eat a big piece of star? Did dragonfly eat a big piece of star? Did the star burn the dragonfly's head? Did dragonfly put out the fire? Did the firefly put out his fire? <p>Show the learners the questions. Explain: <i>These questions can be answered with either yes or no. Your task is to find the page that tells you the answer. If the answer is no, you must find the correct answer. First find all the answers and do NOT write anything.</i> Learners work in pairs with the small books to find the answers.</p> <p>To write in exercise books, if the answer is YES, then the learner turns the question into a sentence and writes it (do NOT write the question!) eg. For the first question, write <i>The firefly and dragon fly were friends.</i> (p. 2) If the answer to the question is NO, the learners write the sentence with the correct information. (Do NOT write the question!) eg. For the second question, write <i>The firefly did not have fire at the beginning.</i> (p. 2) Remember to write the page number for each answer</p> <p>Note: writing the question is <i>no value</i>. What is of value is using the words in the question to make an answer and the information in the book to have the correct information.</p>	E + V/P	3.4.2.5
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Hand out small copies of the books to the learners so they can read to each other</p>	E	3.4.3.1 2
<p><u>Shared Writing: an insect story</u></p> <p>Remind learners that this story explained something about dragonflies (stay close to water) and fireflies (have a light in their tail). Ask the learners to suggest the features of other insects (eg. grasshopper: only hops; ants: follow each other; lady beetle: has spots on its back). Choose one insect as a class. Discuss reasons it could be like that. Help the class to write a story that tells the story of how the insect got that way. Write each part of the story on a page that learners can illustrate to make a class book (eg. Why the grasshopper only hops; Why ants follow each other in a line; Why the lady beetle has spots)</p>	E + V/P	3.7.1.2 3.7.1.3 3.9.1.1

