



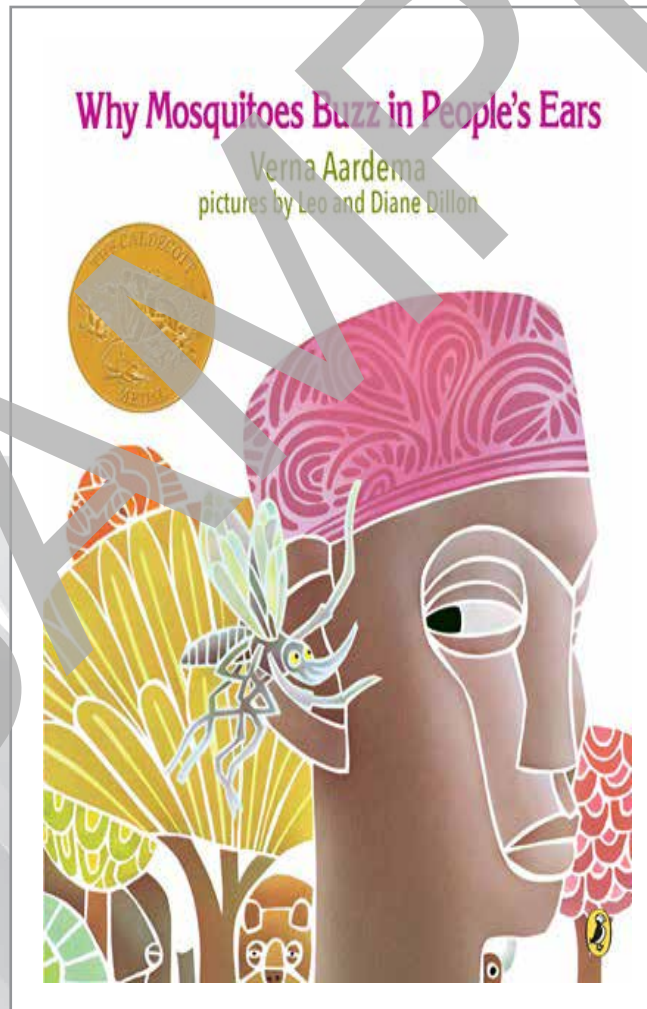
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Why Mosquitoes Buzz in People's Ears

Verna Aardema



READ, WRITE, THINK, DISCUSS AND CONNECT

Why Mosquitoes Buzz in People's Ears

Verna Aardema

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, visualization

Vocabulary

Alliteration

Listening/Speaking

Discussion, choral reading,
action drama

Writing

Description, poetry, creative

Comprehension

Predicting

Literary Elements

Characterization, story
elements

Summary

A West African tale in which an iguana, irritated by the prattle of a mosquito, puts sticks into his ears, and sets off a chain of events that cause the Mother Owl to cease hooting the sun awake. An investigation by King Lion that ultimately places the blame for the death of an owlet on the mosquito satisfies Mother Owl, and she once again hoots the sun awake.

About the Author

Verna Norberg Aardema was born June 6, 1911, in New Era, Michigan. She married Albert Aardema May 29, 1936. After his death, she married Joel Vugteveen. She had two children from her first marriage, Austin and Paula. She attended the Michigan State College of Agriculture and Applied Science, now Michigan State University, and received a B.A. degree in 1934.

She was a grade school teacher from 1934-36, and again from 1945-46, and 1951-73. She was a staff correspondent and writer for the *Muskegon Chronicle* from 1951-72.

Verna Aardema is an award-winning reteller of stories for children. She specializes in the modernization and adaptation of traditional African folklore.

Her move toward writing for children occurred in the 1950s. It grew out of a routine she had established to coax her daughter, Paula, into eating. Paula would eat only if told a story at mealtime. Because of her own longtime interest in Africa, Aardema usually told her daughter stories set in that continent. She succeeded in selling one such story to a magazine, and eventually obtained a publishing contract to adapt African folklore for children in the U.S.

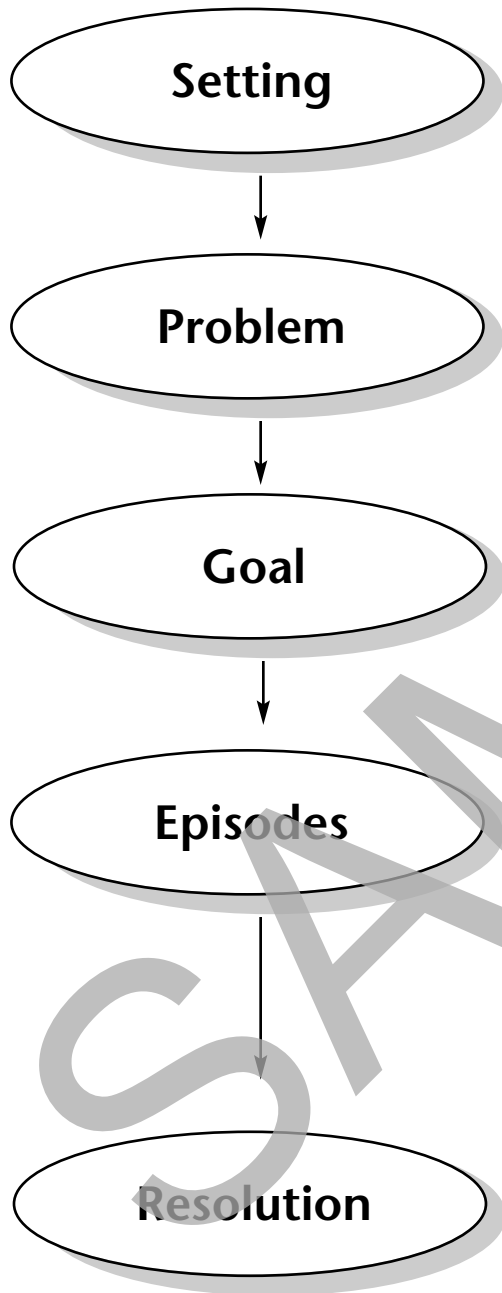
Aardema is credited with preserving both the histories of past cultures and the oral tradition of folklore through her published works.

About the Illustrators

Diane Sorber Dillon was born March 13, 1933, in Glendale, California. She married Leo Dillon, an artist, March 17, 1957. They have one child, Lee.

Diane Dillon attended Los Angeles City College from 1951-52, Skidmore College from 1952-53, Parsons School of Design from 1954-56, and School of Visual Arts in 1958. She is an artist, illustrator.

Story Map



Characters _____

Time and Place _____

Beginning → Development → Outcome

Vocabulary Activity:

Make a list of words that may be used to describe movement, such as the vocabulary word *slithering*. Ask for volunteers to demonstrate the movements. For example:

glide	jump	skip	jog	slide	unravel
scamper	jiggle	hop	walk	roll	swift
gallop	wiggle	amble	canter	surge	chase

Discussion Questions and Activities:

1. On page 15, the King Lion asks the rabbit why it broke the law of nature and went running in the daytime? What do you think the lion means by the question? When does the rabbit usually go running? (*The rabbit is a crepuscular animal, going out to eat at twilight and just before dawn.*)
2. What does the python tell King Lion? (*Page 18, The python blames the iguana, as the iguana would not speak to the python, so the python thought that the iguana was plotting some mischief. The python went into the rabbit hole to hide.*) What is your opinion? Do you think that a real python would be afraid of an iguana? Do some research. Do iguanas live in Africa? What about the other animals in the story? (*All of the animals live in Africa. See Postreading Activities.*)
3. What animal was sent to fetch the iguana? (*Page 19, The antelope was sent to fetch the iguana.*)
4. What is the reaction of the other animals when they see the iguana with sticks in his ears? (*Page 19, The other animals laugh when they see the iguana.*) What do you think that your reaction would be, if you were one of the other animals?

Postreading Activities:

1. Make illustrations, showing other animals trying to keep the mosquito's buzzing out of their ears. What do you think other animals will use? Put an explanation with your illustration.
2. The illustrators of the story have made a pattern on the python. Make up your own pattern for the python.
3. Do some research, and find out more about these, and other animals living in Africa.
4. Think of as many words as you can that start with the same letter/sound as **python** and **pattern**. Make a list.
5. Use words from the list made in #4, and make up some tongue twisters. Start with a short one, and then increase the number of words, one at a time. Try to say the tongue twister three times, getting faster and faster as each becomes familiar.