

After the Buzz Comes the Bee *Lift-the-Flap Animal Sounds*

by **Rachel Isadora** and **Robie Rogge**
illustrated by **Rachel Isadora**

Buzz! Quack! Lift the flap to find the animals that are making all the noise! With humorous illustrations by Caldecott Honoree Rachel Isadora.

Instructional Standards

Reading Informational Text: RI.K.1, 5, 6, 7
Speaking and Listening: SL.K.1, 2, 3, 4, 5, 6
Writing: W.K.2, 5

Learning Objectives

- make predictions and inferences
- identify parts of a book
- identify roles of the author and illustrator
- write an informational text

BEFORE READING

- Identify the author and illustrator and define the role of each.
- Discuss the front and back cover illustrations and the book title.
- Identify the title page and its contents.
- Explain that the book has many animals and the sounds they make. Students' job is to listen to the sounds and look at the clues in the illustrations to guess the animals that make each sound.

DURING READING

As you read aloud the text, ask questions in order to help students make predictions. Use these as a guide. Have partners discuss. After sufficient time of partner discussion, have a couple students share their thinking with the class. Then open the flap to reveal the answer!

- What animal says buzz-buzz and likes flowers?
- What animal says ribbit-ribbit and hops on lily pads?
- I see a lot of holes in the leaves and flowers. What animal says munch-munch? Do you see any other clues in the illustrations?
- What animal says oink-oink? Do you see any other clues in the illustrations?
- What animal says baa-baa? I see some animals with a wooly coat behind the farm fence.
- What animal says quack-quack? Do you see any other clues in the illustrations?



AFTER READING

- Have students share their favorite animals and sounds from the book. Encourage them to listen and respond to each other's thinking.
- Review the roles of the author and illustrator.
- Review the parts of a book (front and back covers, title page).

SHARED WRITING

Shared writing is when the students collaborate on ideas for a shared piece of writing, and the teacher acts as a scribe using correct spelling and punctuation.

- Have students vote to choose an animal from the text to learn more about.
- Find a video or book about that animal to share with the class.
- Let students partner-talk to discuss what they learned from the video/book.
- Invite students to collaborate on what should be written through the piece. Ask questions like: "What should we add here?" "What would make this part more interesting?" "What might make this sound better?" "How should the story end?" Give students time to turn and talk to a partner to discuss throughout the writing process. Listen in again and coach any partners that need guidance. Add more to the story/ piece sentence by sentence.
- Model explicitly through the writing process and *share your thinking*. For example, sound out words as you write, model rereading before writing, share why you picked what you wrote, ask yourself if one sentence would sound better than another, etc.
- Reread and revise as needed. Ask yourself and students questions like: "How can we add a detail about ___ to be more clear?" "Is there something missing here we need to include to make more sense to the reader?"
- The overall gist is to ask students for ideas, let them partner talk, coach as needed, and write down their ideas in conventional sentences and spelling. And repeat!

INDEPENDENT WRITING

See activity sheet.

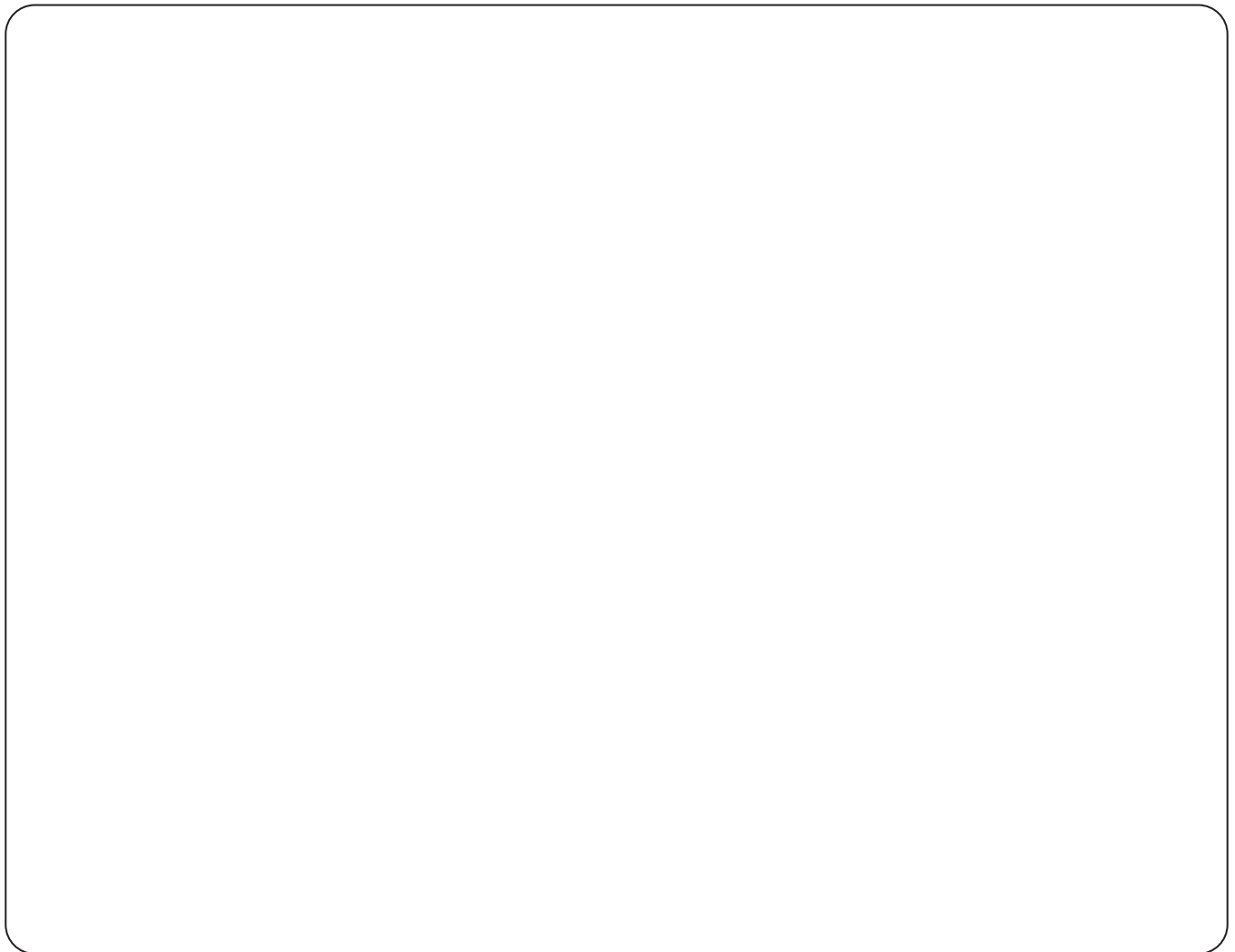
- Write one sentence that tells something you learned about the animal. Be sure to put spaces between your words.
- Draw a picture to match your words.
- Did you remember to start your sentence with a capital letter and end your sentence with a period?



ACTIVITY SHEET

Write one sentence that tells about the animal.

Draw a picture to match your words.



ABOUT THE CREATORS



Rachel Isadora has written and illustrated more than 200 children's books, including *Ben's Trumpet*, a Caldecott Honor book. Her exceptional list of bestsellers includes *Bea at Ballet* and other books about Bea; and *Flossie and the Fox* by Patricia McKissack. She is also co-author and illustrator of *I Say Please and Thank You: Lift-the-Flap Manners* for Holiday House. Rachel, a former ballet dancer, is also a fine artist with a special interest in dance. She divides her time between New York City and France.



Robie Rogge was publishing manager at New York City's Metropolitan Museum of Art, where she initiated *Fun with Hieroglyphs*, the *Can You Find It?* series, and *Museum ABC*. She is the author of *Baby See, Baby Do: Lift & Look in the Mirror!* and *One Black Cat* board books. And for adults, she is co-author of *Do One Thing Every Day That Scares You: A Journal*. She is also co-author of *I Say Please and Thank You: Lift-the-Flap Manners* for Holiday House. Robie lives in New York City.

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