

Du Iz Tak?

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Ages: 4-6, Grades PreK-3

Themes: Nature, Humor

SUMMARY

Du Iz Tak? What is that? Two flies discover a shoot emerging from the ground. As the plant grows taller, they borrow a ladder from a friend. Soon, they are joined by other curious insects and together they work to build a fort. Accompanied by the soulful music of the grasshopper, threatened by a monstrous spider, and amazed by a beautiful spider, the tree fort becomes the center of the insects' world for the summer. Told in an invented language, with vibrant illustrations, this movie will stretch the imaginations of students and reveal the possibility of a single flower.

there? Give them a brief introduction to the story: In this story, some insects discover a plant growing. Watch to find out what they decide to do with it. Pause the movie periodically to give students the chance to verbalize the story. Guiding questions:

- Who are the characters?
- What has happened so far?
- Why do you think the character(s) did that?
- How do you think the character is feeling? Why?

Give students a more detailed introduction to the movie: In this movie, two flies find a plant growing. They don't know what it is. Soon, there are many curious insects who want to work together to build a tree fort in the plant. They don't speak English, though, so you will have to listen carefully to their language to figure out what they're saying. If you pay attention, you will probably be able to figure out the meaning of some words. Tell students the title of the movie, Du Iz Tak? and show them the cover picture. Ask:

- What do you think the title means?
- What are the characters doing? What do you think they're thinking?
- How can the illustrations help you figure out the words?

Encourage students to watch carefully for gestures, movements, and actions that will help them figure out the characters' words.

AFTER VIEWING ACTIVITIES

Give a mini-lesson on using pictures and textual clues to make inferences. Explain to students that when you make an inference, you use your own background knowledge together with clues in the text to make smart guesses about the characters, setting, or plot. Tell students that you're going to play part of the movie (or show a page from the book) Du Iz Tak? and that they should look for picture clues that tell them something that would help them figure out the words. Show the beginning of the movie up through the part when they get the ladder. Ask:

- What is happening?
- What do you think "ta ta" means? What in the illustrations make you think that?
- How about "unk plonk"? What clues do you have? What word does "plonk" sound like?
- Who is Icky? How do you know?
- What is a "ribble"? How do you know?

Next, replay the part of the movie where the flower blooms. Ask:

- What is the word in this movie for "flower"? How do you know?

Summarize the discussion. Ask:

- How did the illustrations/pictures help you figure out the words?
- Where you able to understand the movie even though it was in a language you didn't know? How?
- What words did we learn in this inventive language? Make a list of words that students learned.

(CCRA.R.1; CCRA.R.7; CCRA.SL.1)

Follow up the previous activity by having students create a wordless picture book or invented language book of their own. Tell students to think of a story that is either true or made up. Have them illustrate 5-7 pages that will show the events of the story. When the pages are complete, tell students to give their book a title, and then bind it together like a book. Allow students to practice "reading" their wordless picture books to their friends. For students who are interested, encourage them to invent a language for their characters. Remind them that the language in Du Iz Tak? was very specific – each word was decodable and made sense in the context of the story. Organize a "book release party" and invite parents, the principal, and other classes in the school to attend. Keep the books in the classroom library for other students to check out. (CCRA.W.3)

Discuss teamwork. Guiding questions:

- How did the insects in the story work together?
- How did they support each other?
- What did they accomplish?
- Would they have been able to build the fort on their own? Why not?

Culminate the discussion by having students work in teams to build model forts out of recycled materials such as cereal boxes, paper towel rolls, etc.

OTHER RELATED TITLES FROM WESTON WOODS:

Bugs! Bugs! Bugs! - By Bob Barner

First the Egg - by Laura Vaccaro Seeger

In the Small, Small Pond -by Denise Fleming

Planting a Rainbow - by Lois Ehlert

The Tiny Seed - by Eric Carle

Common Core Connections:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

OBJECTIVES

- Students will make inferences and predictions using the text and illustrations.
- Students will author a wordless or invented language story.
- Students will discuss teamwork and complete a teamwork challenge.

BEFORE VIEWING ACTIVITIES

Prepare students for watching a movie that has an invented language. Tell them to watch carefully to keep track of the story, even though they won't understand the words. Explain that as they see the images, they can think of words in their minds that tell the story. Also encourage them to listen for words that are repeated. What would make sense

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