

Teacher Notes

Themes

- Insects and entomology
- Scientific discovery and curiosity
- Biodiversity and conservation

Key learning outcomes

- Discover what entomologists do and how they study insects
- Understand the important role that flies play in the Australian environment
- Learn about the scientific process of a fly hunter
- Explore how curiosity drives discovery

Key curriculum areas

- **Science:** Science Understanding (Biological sciences); Science Inquiry
- **English:** Language; Literature; Literacy
- **The Arts:** Visual Arts
- **Cross-curriculum Priority:** Sustainability

Publication details

The Very Stinky Fly Hunt

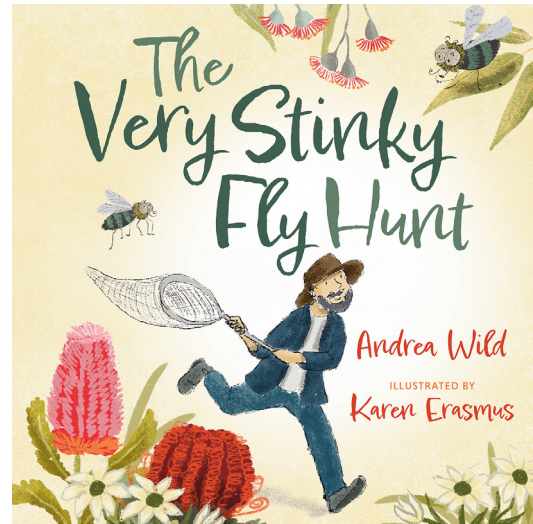
ISBN: 9781486318780

These teacher notes are licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 Licence (CC BY-NC-SA). They may be reproduced free of charge but may not be offered for commercial sale.

Teacher notes prepared by David Gullan.

CSIRO Publishing
Private Bag 10
Clayton South, VIC 3169, Australia

Website: www.publish.csiro.au
Tel: 1300 788 000 (local call in Australia)
Email: publishing.sales@csiro.au



The Very Stinky Fly Hunt

Andrea Wild and Karen Erasmus

About the book

Keith is a scientist who hunts for flies. He looks for flies in parks and gardens. He peers into deep, dark caves. But there is one fly in particular that is very hard to find.

To catch this elusive creature, Keith embarks on a very special fly hunt – a strange and smelly quest, because he is going to look for this very hard to find fly in remote public toilets. How loo-dicrous!

Join Keith on this very stinky search for one of Australia's rarest insects. And just like Keith, you may learn that if you try hard enough, persistence pays off.

The Very Stinky Fly Hunt reveals that science is sometimes weird and sometimes a little gross too, but always an adventure.

Recommended for

Readers aged 6 to 9 (Years 1 to 4)



PUBLISHING

Teacher Notes

About the author and illustrator

Andrea Wild is a science communicator with CSIRO's National Research Collections Australia, and the author of *AmAZed! CSIRO's A to Z of Biodiversity*. She has two sons, one who loves nature and one who loves experiments.

Karen Erasmus has been illustrating material for children for many years. She lives on the south coast of Australia with her three dogs, five chickens, grown-up children and husband. Karen loves the diversity and quirkiness of Australian wildlife.

Pre-reading questions or activities

What do you think about flies?

We are about to read a story called *The Very Stinky Fly Hunt*. So, what do you think of flies? Do you like them? Would you ever go out and look for flies? How would you feel if a fly came and landed on you?

Have you ever taken the time to look at a fly really closely? What have you noticed?

Lisa and Clisa

In our story we get to meet a very special fly that lives in Australia, so we thought you'd like to know how to say its name properly!

The scientific name for this unique fly is *Clisa australis*.

The word **Clisa** sounds just like the name **Lisa** (with a 'C' just before the 'L'), and **australis** is pronounced like in **Aurora Australis**, the magical southern lights.

Now you try.

Clisa.

Australis.

And together: *Clisa australis*.

Teacher Notes

Discussion questions

Science

1. Just like other experts and hunters, Keith the fly hunter uses special tools and equipment to track and capture flies. Can you name some of the tools he uses in the story and what they are used for?
2. Around the world, there are many people who want to study giraffes, whales or kangaroos. These animals are famous and very important for people to research, but we can't have everyone studying the same few animals. Why do you think it's important for scientists like Keith to be out there studying the parts of nature that most people don't want to even think about?
3. *'Keith has tried toilet after toilet with no luck.'*
Keith clearly spends a long time looking for *Clisa australis*. Why do you think the fly hunter cares so much about finding this missing fly?
4. How do most people feel about flies? Now, can you recall from the story what role flies play in nature? Discuss with the class why you believe most people still dislike flies despite the important role they play in nature as pollinators and cleaners.

English

1. Most science books are quite serious and try to deliver cold, hard facts to the reader. But on the first page of our story we are told that *'Keith is a fly hunter'* and this sentence is paired with an illustration of a fly wearing hunting clothes, before it is corrected with an illustration of Keith as a hunter of flies. This is called a play on words, or a pun (in this case a visual pun). Why do you think the author uses humour like this in a science book? Can you come up with any more visual puns similar to this? For example, a cow farmer.
2. *'Since he has found one Clisa australis fly, could there be more?'*
The author uses many questions like this one throughout the story. These are called rhetorical questions: they are questions that do not need a response from someone. Why do you think the author included so many rhetorical questions in this story about discovery?

Activities

Science

Unusual habitats

'He goes to the toilet to hunt for flies.'

The flies in our story tend to live in caves filled with bat poo, or around pit toilets that are full of human poo – not the most common of habitats. There are many unique animals who choose to live in some very strange places. Do some research and uncover some of the strangest, most unusual or extreme habitats that different animals choose to live in. Once you have found a few options, select your favourite and write an information report on the strange habitat and why the animal chooses to live there. Is it for protection, nesting, raising young, food or anything else?

Entomological encounters

Today you will build a safe fly trap of your own. And who knows? Maybe you will discover a new species of fly just like the fly hunter!

Materials

- A clean, clear plastic jar or cup (recycled is great)
- A sheet of paper (for making a cone)
- Sticky tape or glue
- Ripe fruit (banana or apple) or a spoonful of sugar water
- Pencil and paper for observations

Method

Make a trap funnel:

- Roll your paper into a cone with a small hole at the tip (about the size of a pencil).
- Use tape or glue to hold it in place.

Add the bait:

- Place a small piece of ripe fruit or a spoonful of sugar water in the bottom of your jar.

Assemble the trap:

- Place the cone into the jar so the narrow end is pointing down, just above the bait. Make sure there's no gap around the top of the jar – flies should only get in through the hole.

Teacher Notes

Place your trap:

- Choose a warm place where flies might come (such as near a window or fruit bowl).
- Wait and watch!

Observe and record:

- Check your trap regularly.
- Record which flies/insects find their way into the trap.
- Record how many flies/insects you manage to trap and observe.

Safety and care notes:

- Wash hands after handling the fruit or the flies.
- Don't leave flies trapped too long – observe and release as soon as possible.
- Always have an adult with you.

English

Stinky poetry

'Why not swish them, swat them, squish them or squash them?'

As we know, flies aren't everybody's favourite animal. In fact, they have a bit of an undesirable reputation, but we learn through this story that flies are important contributors to many ecosystems. Keith is doing a great job of spreading the good word about flies, but he needs some help. Can you use your poetry skills to write a poem about these stinky flies and help people realise how important these creatures are?

You can choose your style of poetry. It can be a haiku, a limerick, a ballad or other style, as long as your poem presents the flies in a positive way and encourages others to think about flies differently.

Teacher Notes

The Arts

Is it fly hunter or fly hunter?

Earlier on in the discussion questions you were asked if you could come up with a play on words like the 'fly hunter' pun on the first page of the book. This pun is what is called a visual pun and the play on words only works when you see the illustrations.

If you have come up with your own play on words, it's now time to illustrate it. For example, if your play on words is 'cow farmer', you could illustrate a picture of a cow wearing farmer's clothing, and perhaps holding a spade or driving a tractor. Get creative!

Sustainability

Respect flies

As we have discussed, flies don't often get much respect from humans. They are either ignored or strongly disliked, but what this book does is raise awareness for these unloved insects and attempts to show people that flies can be just as amazing as any other creature.

To help shift people's attitudes towards flies, create a poster with your class that teaches others about flies and all the wonderful things they do for our world. Then share your poster with the school community. Raising awareness like this is a great way to change people's opinions on flies and even earn flies a little respect.

Teacher Notes

Australian Curriculum Links (Version 9.0)

Year level	Learning area: Science	Other learning areas
Years 1/2	<p>Science Understanding: Biological sciences</p> <ul style="list-style-type: none"> Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01) <p>Science Inquiry: Planning and conducting</p> <ul style="list-style-type: none"> Make and record observations, including informal measurements, using digital tools as appropriate (AC9S2I03) 	<p>English: Language: Text structure and organisation</p> <ul style="list-style-type: none"> Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain (AC9E1LA03) <p>Language for expressing and developing ideas</p> <ul style="list-style-type: none"> Experiment with and begin to make conscious choices of vocabulary to suit the topic (AC9E2LA09) <p>English: Literature: Literature and contexts</p> <ul style="list-style-type: none"> Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E1LE01) <p>English: Literacy: Interacting with others</p> <ul style="list-style-type: none"> Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02) Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions (AC9E2LY02) <p>The Arts: Visual Arts</p> <ul style="list-style-type: none"> Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01) Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)
Years 3/4	<p>Science Understanding: Biological sciences</p> <ul style="list-style-type: none"> Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01) <p>Science Inquiry: Processing, modelling and analysing</p> <ul style="list-style-type: none"> Construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns (AC9S4I04) 	<p>English: Language: Text structure and organisation</p> <ul style="list-style-type: none"> Describe how texts across the curriculum use different language features and structures relevant to their purpose (AC9E3LA03) <p>English: Literature: Examining literature</p> <ul style="list-style-type: none"> Discuss how an author uses language and illustrations to portray characters and settings in texts and explore how the settings and events influence the mood of the narrative (AC9E3LE03) <p>English: Literacy: Interacting with others</p> <ul style="list-style-type: none"> Use interaction skills to contribute to conversations and discussions to share information and ideas (AC9E3LY02) <p>The Arts: Visual Arts</p> <ul style="list-style-type: none"> Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01) Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01)
All	<p>Cross-curriculum Priority: Sustainability – Systems</p> <ul style="list-style-type: none"> All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival (SS1) 	

Teacher Notes

Related books from CSIRO Publishing

For younger readers:

- *Dung Beetle on a Roll* (<https://www.publish.csiro.au/book/8184>)
- *Wonderful Wasps* (<https://www.publish.csiro.au/book/8057>)

For older readers:

- *AmAZed! CSIRO's A to Z of Biodiversity* (<https://www.publish.csiro.au/book/7984>)

Other CSIRO resources

CSIRO has developed and delivered a broad range of high-quality STEM education programs and initiatives for nearly 40 years. Our programs aim to inspire the pursuit of further STEM education among students and the community, to equip the emerging workforce with tomorrow's skill sets, and to strengthen collaboration between industry and classrooms across Australia. For more information visit: <https://www.csiro.au/en/Education>