

## BOOK STATS

Grade Level Equivalent: K–2

Ages: 5+

Lexile Measure®: 280L

Pages: 30

Guided Reading Level: I

Genre: Easy Reader

Subject/Theme: Friends, Humor

Common Core State Standards	Reading	Writing	Listening & Speaking	Language
Grade K	RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7	W.K.1	SL.K.1, SL.K.2, SL.K.5	L.K.1, L.K.4
Grade 1	RL.1.1, RL.1.2, RL.1.3, RL.1.7	W.1.1	SL.1.1, SL.1.2, SL.1.4, SL.1.5	L.1.1, L.1.4
Grade 2	RL.2.1, RL.2.3, RL.2.5, RL.2.7	W.2.1	SL.2.1, SL.2.4	L.2.1, L.2.4

## OVERVIEW

### Book Summary

It all begins one day when a fly goes flying, looking for something to eat, and a boy goes walking, looking for something to catch for the pet show. After the boy catches the fly, he is amazed to find out that the fly calls him by his name—Buzz!

Buzz's parents think the fly is a pest, not a pet. However, the fly soon proves how smart he is with some quick flying—and earns the name Fly Guy. At the Amazing Pet Show, the judges tell Buzz, once again, that flies are pests, not pets. But when Fly Guy performs tricks for the judges—some fancy flying and a dive bomb into his jar—he is named the smartest pet in the show!

The adventures of Fly Guy and Buzz are filled with puns, slapstick humor, and hilarious, goofy illustrations; all guaranteed to keep beginning readers laughing . . . and reading!

## Teaching the Book

Boy meets fly—and so begins a beautiful friendship. *Hi! Fly Guy* is the first in Tedd Arnold's funny series about the amazing and irrepressible Fly Guy. The book provides an ideal opportunity to teach young students how to identify story elements including characters, setting, and plot. Activities engage students in learning about real flies, retelling the story, and creating their own amazing pet.

**Theme Focus:** Humor

**Comprehension Focus:** Story Elements

**Language Focus:** Context Picture Clues

## ABOUT THE AUTHOR

Tedd Arnold, a *New York Times* bestselling author and illustrator of over 60 books, was born in Elmira, New York in 1949. Tedd moved to Florida with his family at age 10 and graduated from the University of Florida with a BFA. For 10 years he worked in textbook illustration, graphic design, and advertising before moving to New York City with his wife Carol and first son Walter. Soon a second son, William, joined the family, and Tedd published his first book, *No Jumping on the Bed!* Its success allowed Tedd to quit his day job and move back to his

hometown, Elmira, to write and illustrate books and raise a family. Tedd, Carol, and three cats live there today. Both Walter and William are now grown and married.

Tedd's first book, *No Jumping on the Bed!*, became an IRA-CBC Children's Choice book and *Parts* was named one of Parents Magazine 50 All-time Best Children's Books. Tedd is also a two-time winner of the ALA's Theodor Seuss Geisel Honor for *Hi! Fly Guy* and more recently, *I Spy Fly Guy*.

Visit Tedd online at [www.teddarnoldbooks.com](http://www.teddarnoldbooks.com).

# Get Ready to Read

## Pre-Reading Activities

**Picture Talk** Model for young readers how to look closely at the illustrations in this early reader to learn what is happening in the story. Project the title spread of the book onto a whiteboard or screen or have students look at their own copies. Explain that the title page has the title of the book and the name of the author and illustrator. Ask students to point to and read the title of the book and then its author. Next, prompt students to look carefully at the illustration on the title page and ask the following questions: Who do you think Fly Guy is? How is the fly in the picture different from real flies? What do his looks tell you about his character? Do you think this book will be funny or serious? Encourage students to add any more ideas they have about the illustration.

**Preview and Predict** Ask students to predict how the fly gets his name—Fly Guy. What else do they predict might happen in the story?



## BIG QUESTION

**Critical Thinking** Ask students to think about this question as they read. Write the question on chart paper or the whiteboard.

**Is a fly a pest or a pet?**



## STORIA ENRICHMENTS

To assess and enhance students' comprehension, this Storia e-book contains a Reading Challenge Quiz, as well as the following enrichments:

- Picture Starter
- Word Search
- Multiple Choice With Pictures (2)
- Multiple Choice With Text
- Word Match
- Word Bird
- Scratch & See

## Vocabulary

**Context Picture Clues** Introduce students to the following words from the book that have context picture clues that help explain their meanings. Ask students to watch for the vocabulary words as they read. Tell them to use clues in the pictures to help them figure out what the words mean.

Use **Resource #1: Vocabulary Cards** on page 7 and distribute copies to students.

- |                |                 |
|----------------|-----------------|
| slimy (p. 2)   | boink (p. 6)    |
| stomped (p. 8) | swatter (p. 12) |
| judges (p. 18) | fancy (p. 21)   |
| amazed (p. 22) | award (p. 29)   |

## As You Read

### Reading the Book

**Read-Aloud** Read the book aloud with fluency and expression, emphasizing its humor and silliness. Have students follow along in their own books, looking carefully at each illustration as you read a page. Give students time to connect what they hear in the story with what they see in the pictures.

**Shared Reading** Reread the book and ask students to read their copies at the same time. Cue them to read aloud certain words and phrases that you omit from your reading. If students are able, encourage them to read the text aloud with you.

## Comprehension Focus

**Story Elements** Guide students to identify the characters, settings, and important events in the story, modeling how to ask questions in order to identify these story elements. Project **Resource #2: Story Elements** onto a whiteboard or screen and model how to identify the story elements in Chapter 1.

**Model:** First, I'm going to ask myself: Who are the characters that I meet in this part of the book? Even though it's not human, the fly definitely seems to be a character. I'll write *fly* in the first row. Who is the other character? A boy named Buzz. I'll write *Buzz* underneath *fly* in the same box.

Next, I'll ask myself about the setting of the story: Where does the story take place? The fly is flying outside and the boy is walking outside. So, I'll write *outside* under Setting.

Next, I'll ask myself about the important event in Chapter 1. What happens? I think the most important thing is that the boy catches the fly and puts him in a jar as a pet. I'll write that down under Important Event.

Guide students to identify the characters, setting, and important events in Chapters 2 and 3.

## After You Read

### Questions to Discuss

Lead students in a discussion of these focus story elements.

**1. Humor** What is funny about the words and pictures on page 9? How is Buzz being silly? (*Sample answer: Buzz thinks the fly knows his name, but the fly is just making its natural sound.*)

**2. Story Elements** Why do you think the two main characters—Buzz and Fly Guy—become friends? (*Sample answers: Buzz is a nice person and feeds Fly Guy a hot dog; Fly Guy helps Buzz prove that he is an amazing pet.*)

**3. Picture Clues** What does the word *tasty* mean on page 2? What does the picture show? Who would find the rotten fish *tasty*? (*Sample answers: The word tasty means: good to eat. The picture shows a rotten fish. A fly likes to eat rotten fish.*)

### Questions to Share

Encourage students to share their responses with a partner or small group.

**1. Text-to-Self** Do you think a fly would be an amazing pet? Why or why not?

**2. Text-to-World** What other kinds of amazing or strange pets do people have?

**3. Text-to-Text** Do you think this is a make-believe story or a story based on real characters? Give reasons for your answer.

## WORDS TO KNOW

### Context Picture Clues

Have students cut apart their vocabulary cards. Then read aloud each word meaning below. Ask students to hold up the vocabulary word that matches the meaning. Then ask students to show the illustration that helped them understand what each word means.

1. to put your feet down with force (*stomp*)
2. people who make the decision in a contest (*judges*)
3. gooey and disgusting (*slimy*)
4. a flat tool for killing insects (*swatter*)
5. showy and amazing (*fancy*)
6. a noise made from things hitting each other (*boink*)
7. a prize in a contest (*award*)
8. filled with wonder (*amazed*)

## Extension Activities

### Reading/Oral Language Connection

**Rate the Book** Ask students to compose an opinion piece about *Hi! Fly Guy* using writing or dictation. Explain that an opinion is a person's ideas or feelings about something and people frequently rate their opinion about a book or movie by giving it stars. Explain that if someone gives a book four stars out of a possible five stars, the book is very good. Give students the following story frame to give their opinion of the book, provide reasons for their opinion, and conclude by rating it with stars.

I think *Hi! Fly Guy* is \_\_\_\_\_.

One reason is \_\_\_\_\_.

Also, I think that \_\_\_\_\_.

My rating of this book is: [number of stars]

## Content Area Connections

**Language Arts Retell the Story** Have students work in groups of three to retell the story of *Hi! Fly Guy*. Begin by assigning one of the three chapters to each student. Then have them practice retelling their part of the story, using the words and pictures as a guide. Remind them to use their own words when retelling the story, not reread the book. Ask the students to retell the story to their group, one chapter at a time.

**Math Fly Guy Maze** In this maze, Fly Guy and Buzz are trapped on a pirate ship. Challenge students to help them escape! To download the maze, visit the Scholastic website at <http://bit.ly/U3Y1r0>. Discuss with students the strategies they use to trace their way through the maze to the end.

**Language and Art A Superlative Pet Parade** Ask students to look again at pages 28–29 that show the winners of the pet contest. Explain that words like *tallest*, *cutest*, and *smartest* are used when three or more things are compared. The ending *-est* and the word *most* are used to describe these comparisons. Ask students to draw a pet that they describe

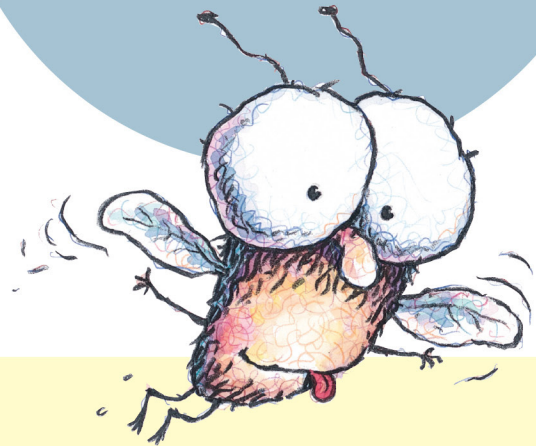
Don't forget the



## BIG QUESTION

**Critical Thinking** Give each student a turn to answer the big question. Encourage students to give examples from the story and their own lives to support their answers.

**Is a fly a pest or a pet?**



with a word ending in *-est* or beginning with *most*. Then post the pictures in a pet parade in the classroom.

**Science Fly Facts** With the class, make a list of fascinating fly facts. Show students several websites that have basic information about flies. For example, visit the Stories and Children website at <http://bit.ly/10eGyT7>. Ask students the questions about flies, share the answers provided, and discuss the detailed illustration and diagram of a fly. On a whiteboard or chart paper, write down the facts that students find most interesting and amazing.

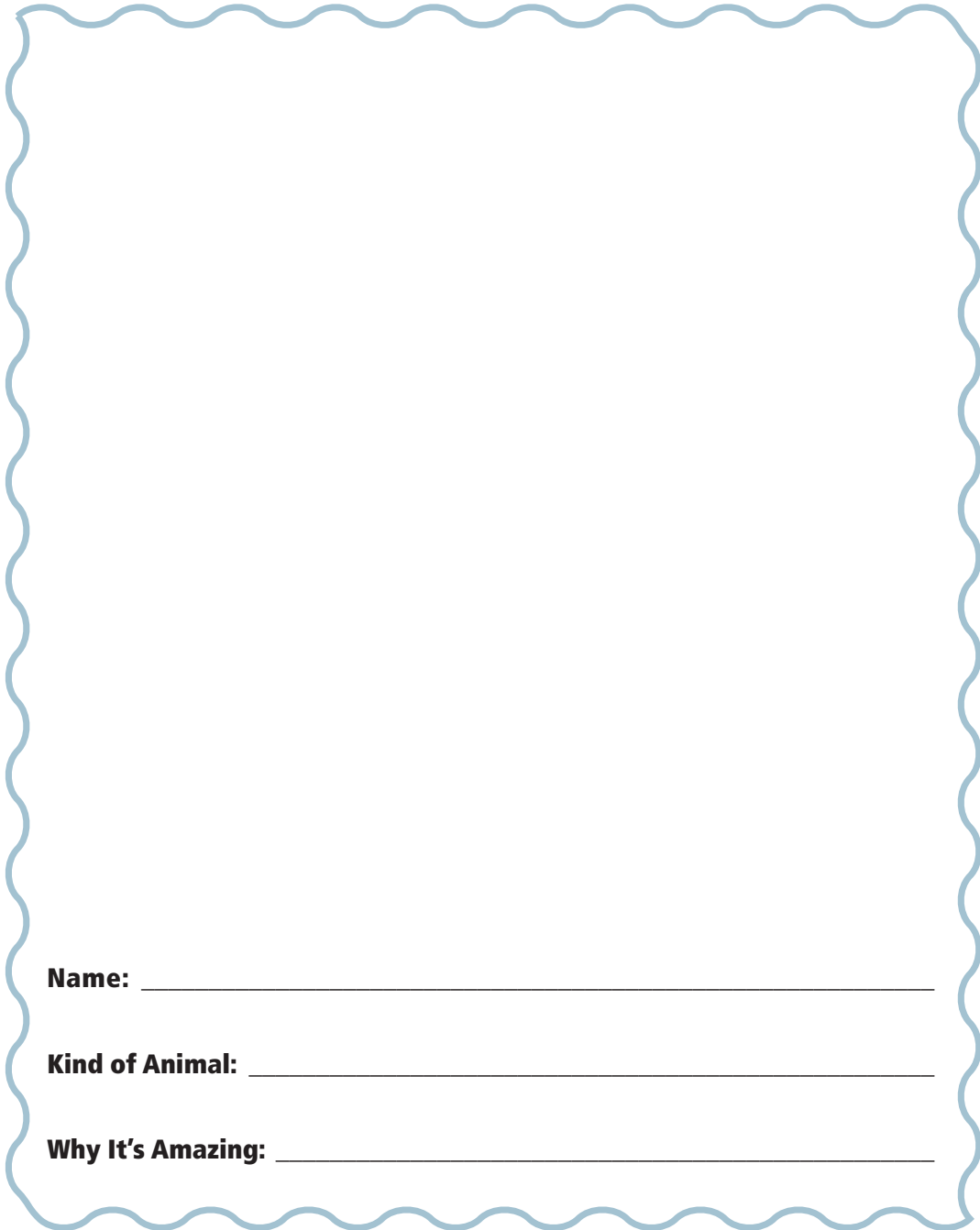
## BIG ACTIVITY

**My Amazing Pet** Challenge students to use their imaginations to create an amazing pet of their own. Distribute copies of the **Big Activity: My Amazing Pet** to students. Ask them to think of an animal they would like to have as a pet. It could be a special cat or dog or an unusual pet like an amazing raccoon. Have them draw a funny picture of the animal, name it, and describe why it is amazing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **BIG ACTIVITY:** *My Amazing Pet*

Draw an animal that you would like to have for a pet. Name it and describe what makes it an amazing pet!



**Name:** \_\_\_\_\_

**Kind of Animal:** \_\_\_\_\_

**Why It's Amazing:** \_\_\_\_\_

# READ MORE AND LEARN MORE

Use these books and other resources to expand your students' study of the book or theme.

## Series/Author Connections



### Shoo Fly Guy

Tedd Arnold

**Ages:** 4–6

**Grades:** PreK–1

**Lexile Measure:** 410L

**Pages:** 32

**Guided Reading Level:** I

One day Fly Guy goes buzzing off on his own, and when he returns, he sees that Buzz has left for a picnic. Fly Guy zips around town, trying to find something lumpy, oozy, and delicious to eat, but people keep shooing him away. Will he ever get to rest and enjoy a meal? And how will he find his good buddy Buzz? **Available as a Storia e-book**



### Buzz Boy and Fly Guy

Tedd Arnold

**Ages:** 4–6

**Grades:** PreK–1

**Lexile Measure:** 170L

**Pages:** 32

**Guided Reading Level:** F

Mom and Dad won't let Buzz's pet, Fly Guy, go on the family road trip because they're afraid he will get lost. But when Dad accidentally shuts him in the trunk, Fly Guy gets to go along for the ride. First, Fly Guy gets lost at the picnic site—but he shows up in the garbage can. At the beach, he turns up in a shell, and at the amusement park, on Buzz's hot dog (yuck!). But when Dad gets lost on the trip home, it's Fly Guy who leads the way to find him.

**Available as a Storia e-book**



### Fly Guy Meets Fly Girl

Tedd Arnold

**Ages:** 4–6

**Grades:** PreK–1

**Lexile Measure:** 310L

**Pages:** 32

**Guided Reading Level:** J

Fly Guy may have finally met his match, and her name is Fly Girl. Fly Guy can do fancy flying. Fly Girl can do fancier flying. Fly Guy can eat gross stuff. Fly Girl can eat grosser stuff. Fly Guy can say his human boy's name—BUZZZZZZ! And Fly Girl can say her human girl's name—LIZZZZZZ! Fly Guy is totally impressed and totally in love!

**Available as a Storia e-book**

## Theme Connections



### A Friend for Noodles

Hans Wilhelm

**Ages:** 4–6

**Grades:** PreK–1

**Pages:** 32

Noodles is ready for a fall adventure, but he needs a friend to join in on the fun. The friendly fox loves to feel the fall wind blow too. At last, Noodles has a friend to play hide-and-seek with. They even roll down a big hill all the way home together! Noodles's funny adventures are ideal for helping young children build confidence when it comes to books! **Available as a Storia e-book**



### Clifford Makes a Friend

Norman Bridwell

**Ages:** 4–6

**Grades:** PreK–1

**Lexile Measure:** BR

**Pages:** 32

**Guided Reading Level:** K

Clifford likes to play! When he meets a boy in the street, he begins to follow him and copies what the little boy does. When the boy runs, so does Clifford! When he jumps, so does Clifford! And when he makes a silly face, Clifford makes one right back. By the end of the book, the boy and the pup are happy friends. **Available as a Storia e-book**



### First Grade Friends: Fun with First Grade Friends

Grace Maccarone

**Ages:** 4–6

**Grades:** PreK–1

**Lexile Measure:** 460L

**Pages:** 64

**Guided Reading Level:** H

Sam discovers that while lots can go wrong in first grade, there's always someone there ready to lend a helping hand. First, everyone's eating their lunches in the cafeteria, but Sam discovers his lunch box is empty. Then, when he runs to use the restroom, he realizes that he doesn't know how to read well enough to figure out which one is for boys and which one is for girls! In both situations, good friends make a big difference. **Available as a Storia e-book**



### Not Inside This House

Kevin Lewis

**Ages:** 5–7

**Grades:** PreK–2

**Pages:** 40

Livingstone loves to explore the outdoors—and to bring the outdoors back inside with him! But when his mother forbids him from bringing his bug collection into the house, he settles for something slightly larger—a mouse. When his mouse gets the boot, he finds a pig; when the pig is sent packing, he brings home a moose; when the moose is let loose, he brings home an elephant. Can Livingstone's little house hold his next big catch? It's a full-grown whale! **Available as a Storia e-book**

To find PDF versions of the Storia teacher guides and links to purchase the related books, visit:  
<http://teacher.scholastic.com/ereading-resources/>

**slimy (p. 2)**

**boink (p. 6)**

**stomped (p. 8)**

**swatter (p. 12)**

**judges (p. 18)**

**fancy (p. 21)**

**amazed (p. 22)**

**award (p. 29)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## RESOURCE #2: Story Elements

Fill in the characters, setting, and important events for each chapter.

Chapter	Characters	Setting	Important Event
Chapter 1			
Chapter 2			
Chapter 3			