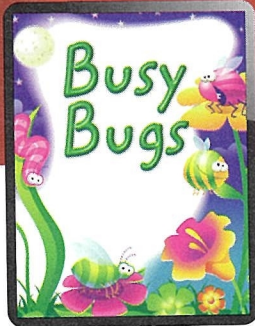
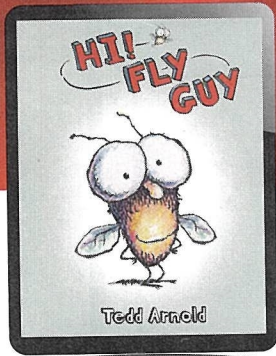


Lesson

29



Words to Know

- ▶ Read each **Context Card**.
- ▶ Describe a picture, using the blue word.

Q LANGUAGE DETECTIVE

Talk About Words

Verbs are words that tell what people and animals do. Work with a partner. Find the blue words that are verbs. Use them in complete sentences.

1

caught

The spider **caught** a bug in its web.



2

took

I **took** ladybugs to show and tell.



3

listen

Listen to the bees buzzing.



4

thought

She thought the spider was scary.



5

minute

I watched the spider in the web for a minute.



6

beautiful

The butterfly is beautiful.



7

idea

Here is an idea, or plan, for a project.

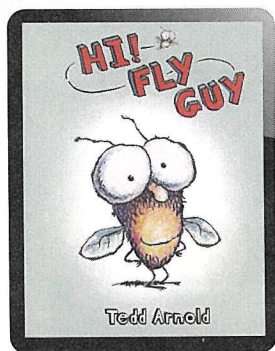


8

friendship

Our friendship is strong.





Read and Comprehend



✓ TARGET SKILL

Understanding Characters Remember that you can learn a lot about what story characters are like from what they say and do. Good readers use text evidence to figure out how characters feel and why they act the way they do. List clues about the characters in a chart.

Words	Actions	Feelings

✓ TARGET STRATEGY

Visualize To understand a story, picture in your mind what is happening as you read.

PREVIEW THE TOPIC

Insects

Insects are amazing! An ant can lift as much as ten times its weight.

Ladybugs have pretty black spots on their red backs. Bees make honey.

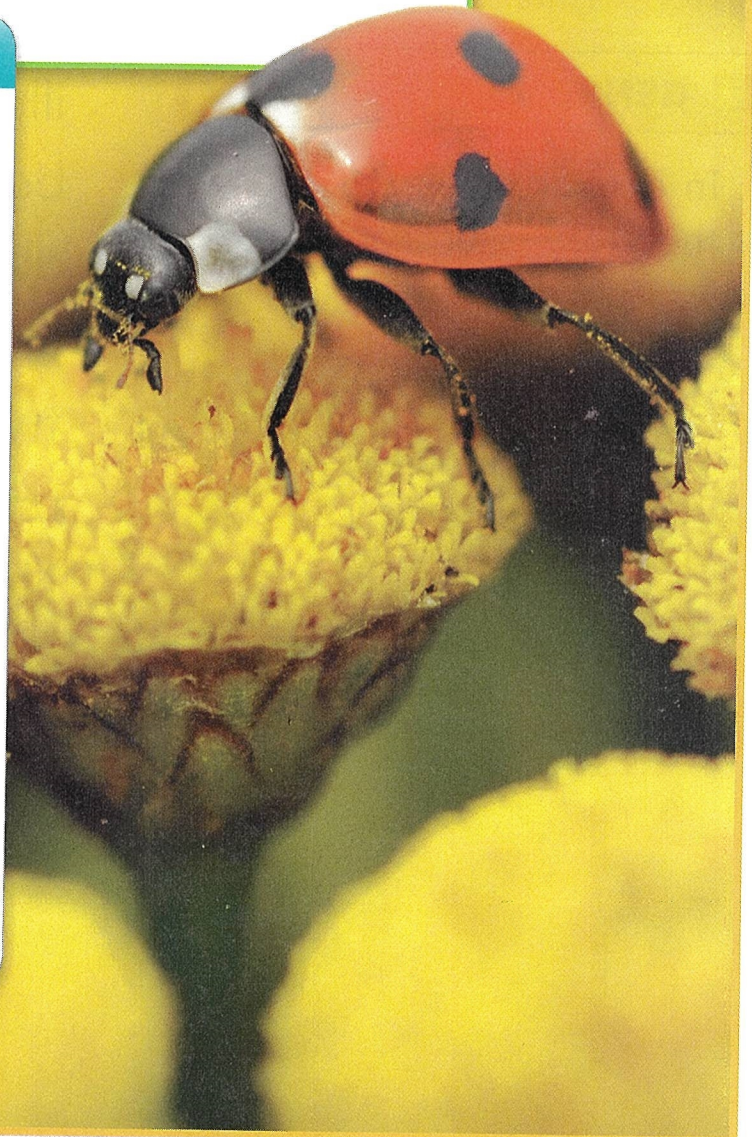
You will read about a boy and an insect he finds in **Hi! Fly Guy**.

Talk About It

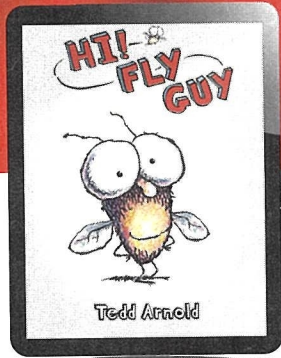
What do you know about insects? Complete the sentences: I know insects _____. I would like to know more about _____.

Talk about your ideas.

- ▶ Take turns speaking.
- ▶ Listen carefully.
- ▶ Ask questions.
- ▶ Answer questions.



ANCHOR TEXT



✓ GENRE

In a **chapter book**, the story is broken up into parts. Look for:

- ▶ the word **Chapter** and a number
- ▶ new events in the next chapter

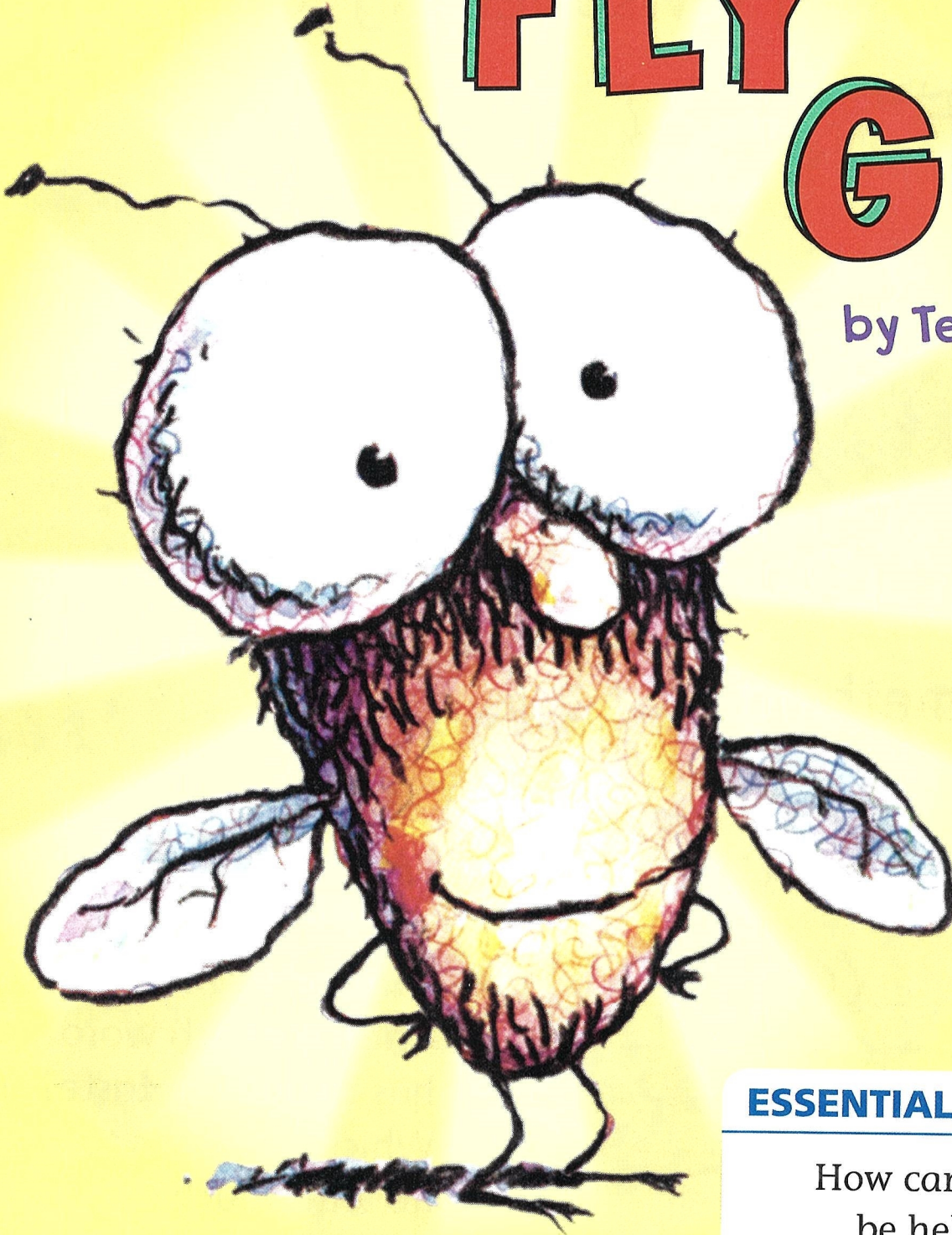
Meet the Author and Illustrator **Tedd Arnold**

Tedd Arnold studied art at the University of Florida. He has written and illustrated more than fifty books. Many of them are about Fly Guy. Mr. Arnold lives with his wife Carol, two sons, three cats, and one dog in Elmira, New York.

HI!

FLY GUY

by Tedd Arnold



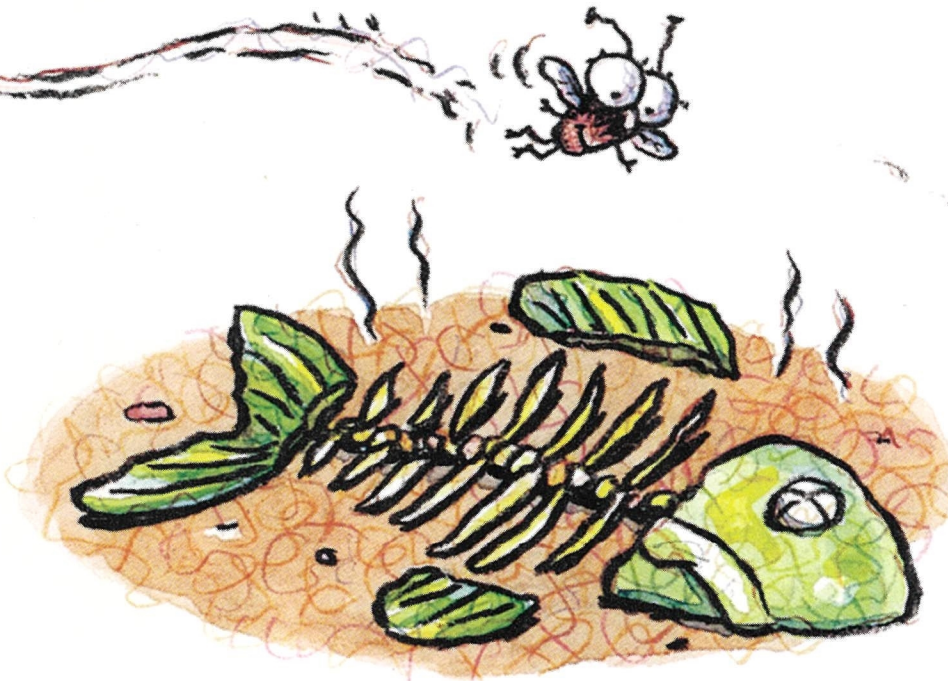
ESSENTIAL QUESTION

How can insects
be helpful?

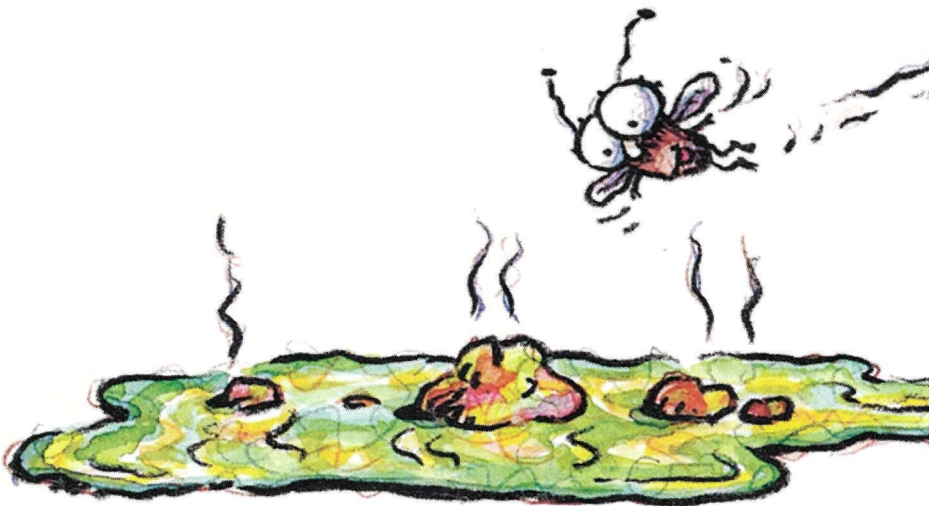
Chapter 1

A fly went flying.

He was looking for something to eat—



something tasty.



something slimy.

ANALYZE THE TEXT

Author's Word

Choice Which word has to do with taste? Which word has to do with touch?

A boy went walking.
He was looking for something
to catch—
something smart,
something for
The Amazing Pet Show.



They met.

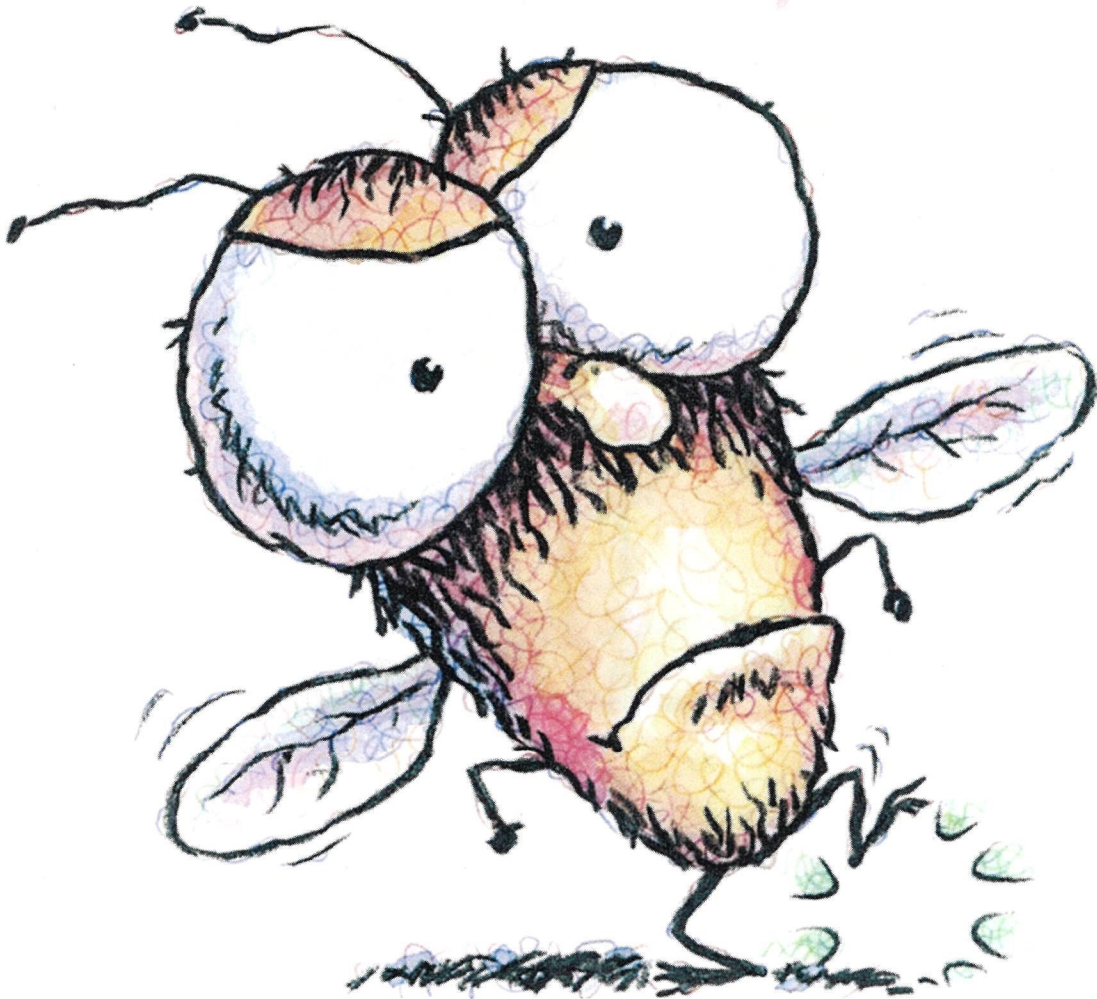




The boy **caught** the fly in a jar.
“A pet!” he said.

The fly was mad.
He wanted to be free.
He stomped his foot
and said—

BUZZ!

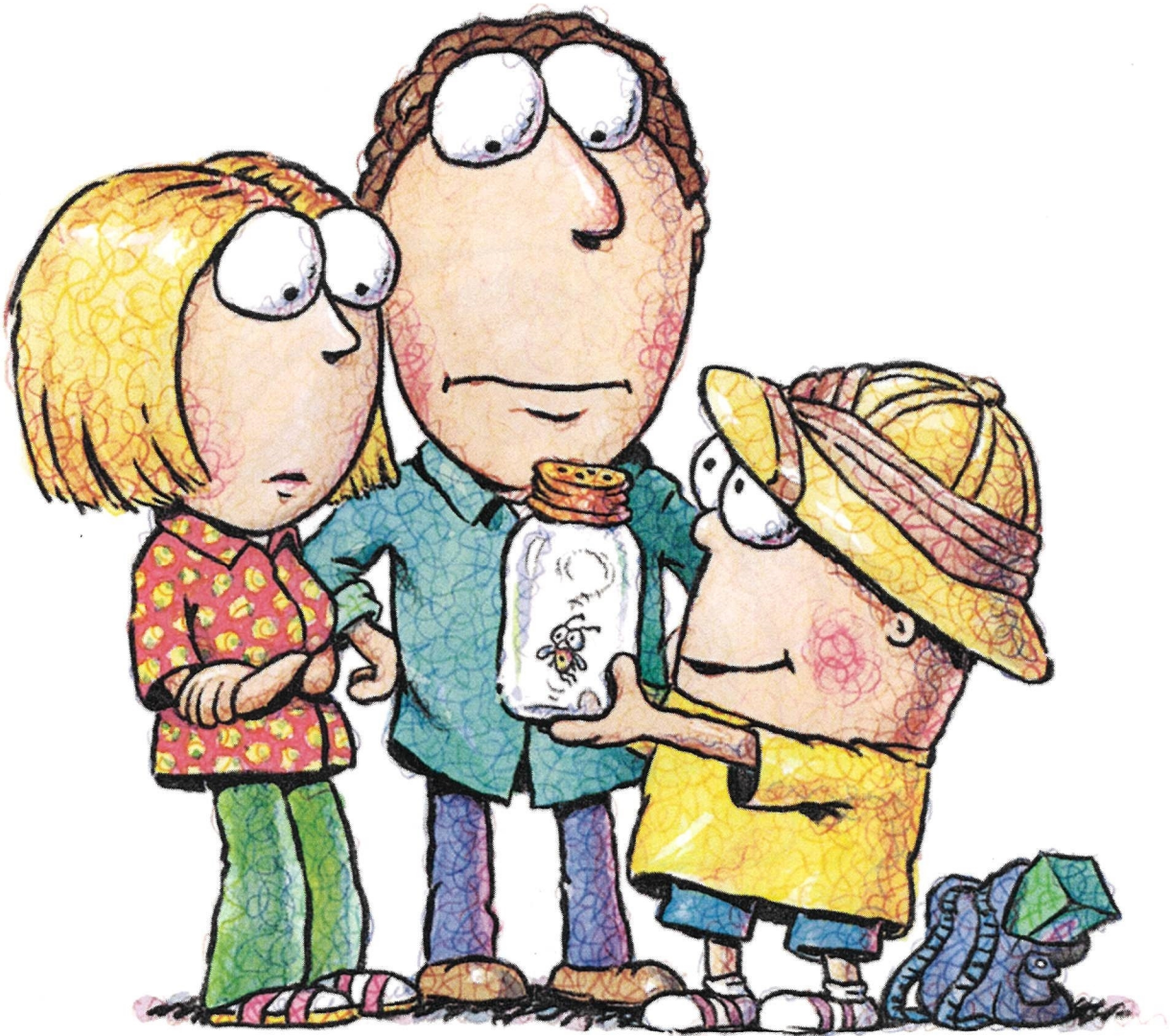


The boy was surprised.
He said, "You know my name!
You are the smartest pet in
the world!"



Chapter 2

Buzz **took** the fly home.



“This is my pet,” Buzz said to Mom and Dad.

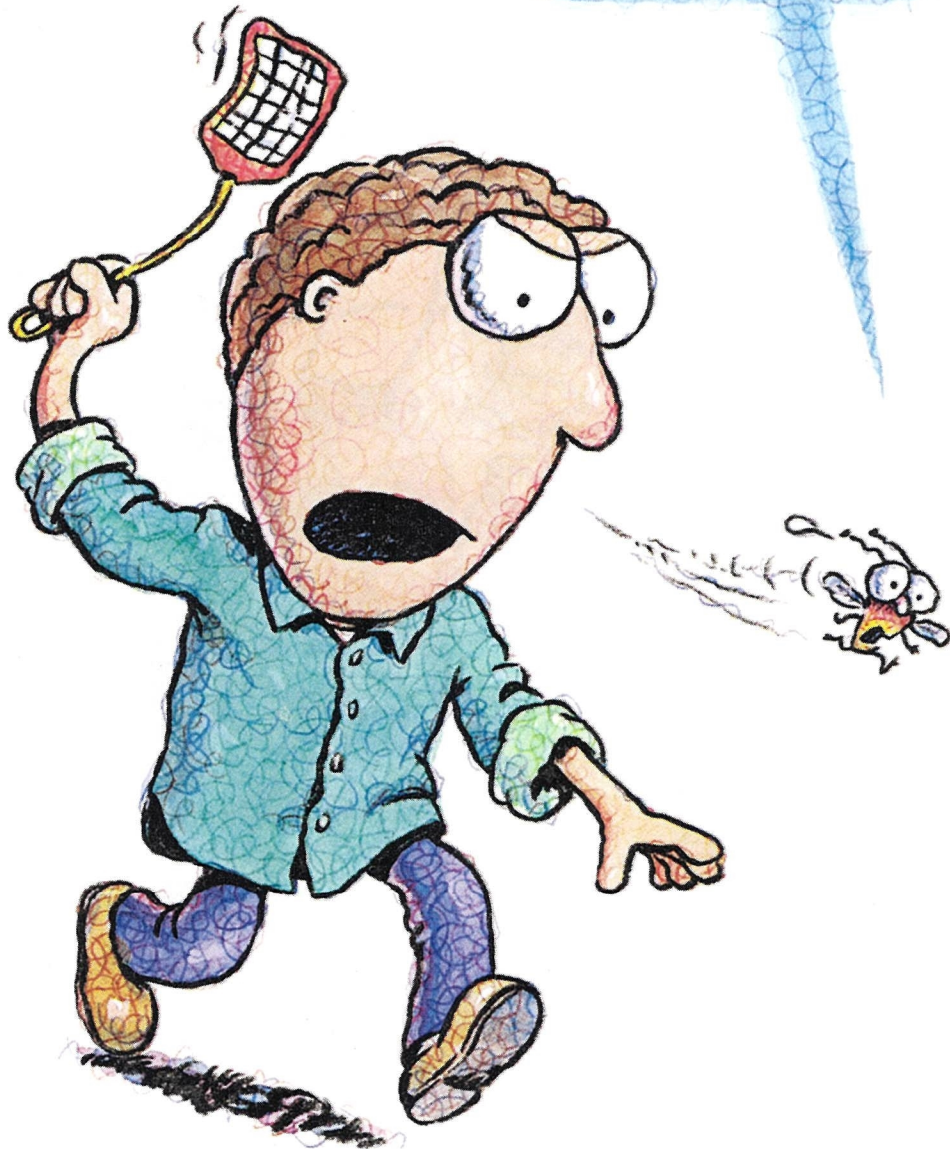
“He is smart. He can say
my name. **Listen!**”



Buzz opened the jar.
The fly flew out.

“Flies can’t be pets!” said
Dad. “They are pests!”
He got the fly swatter.
The fly cried—

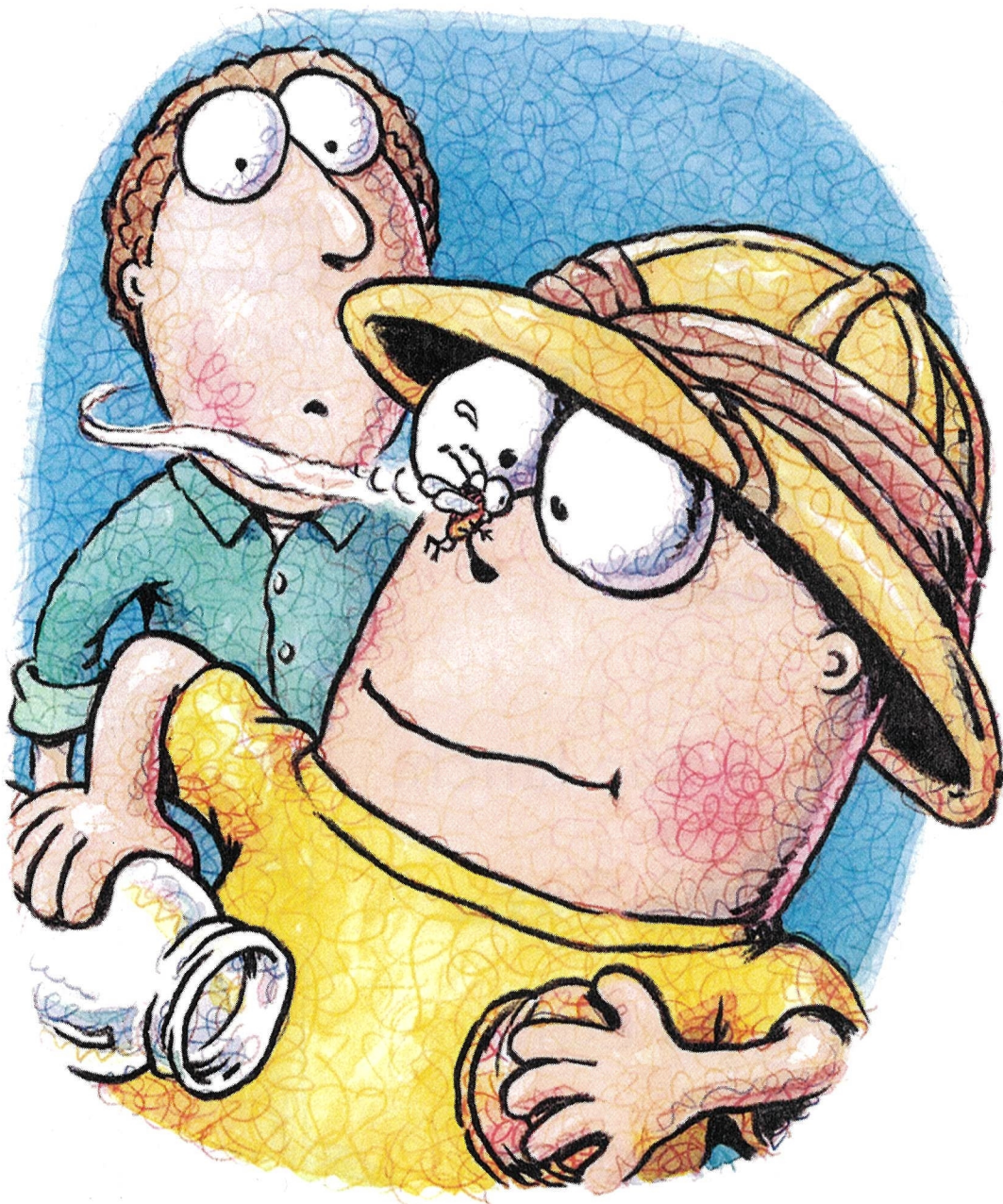
BUZZ!



And Buzz came to the rescue.

“You are right,” said Dad.

“This fly is smart!”



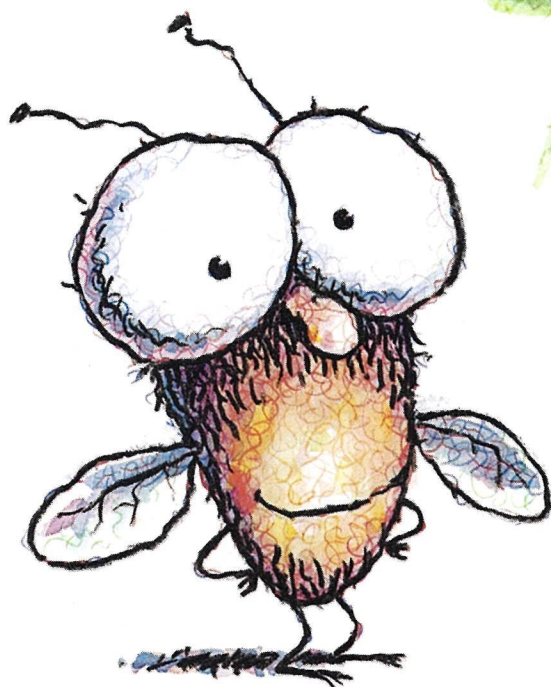
“He needs a name,” said Mom.

Buzz **thought** for a **minute**.

“Fly Guy,” said Buzz.

And Fly Guy said—

BUZZ!



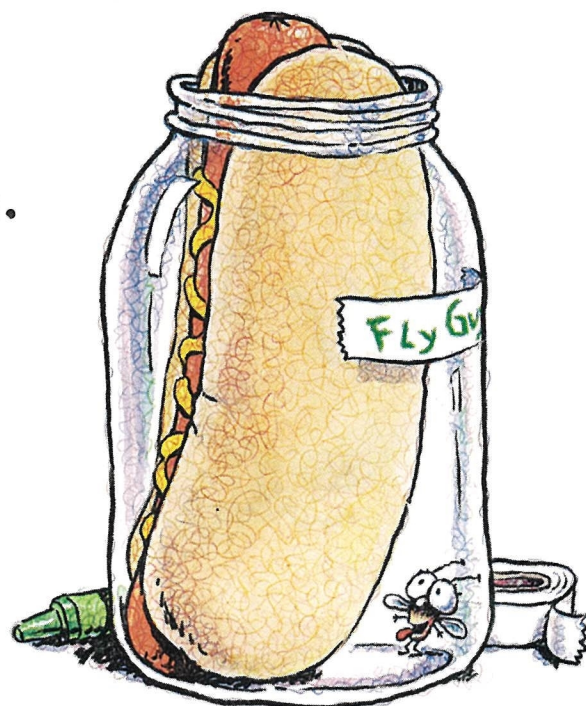
ANALYZE THE TEXT

Understanding Characters What does Buzz do for Fly Guy? Is Buzz a good pet owner?

It was time for lunch.

Buzz gave Fly Guy something to eat.

Fly Guy was happy.



Chapter 3

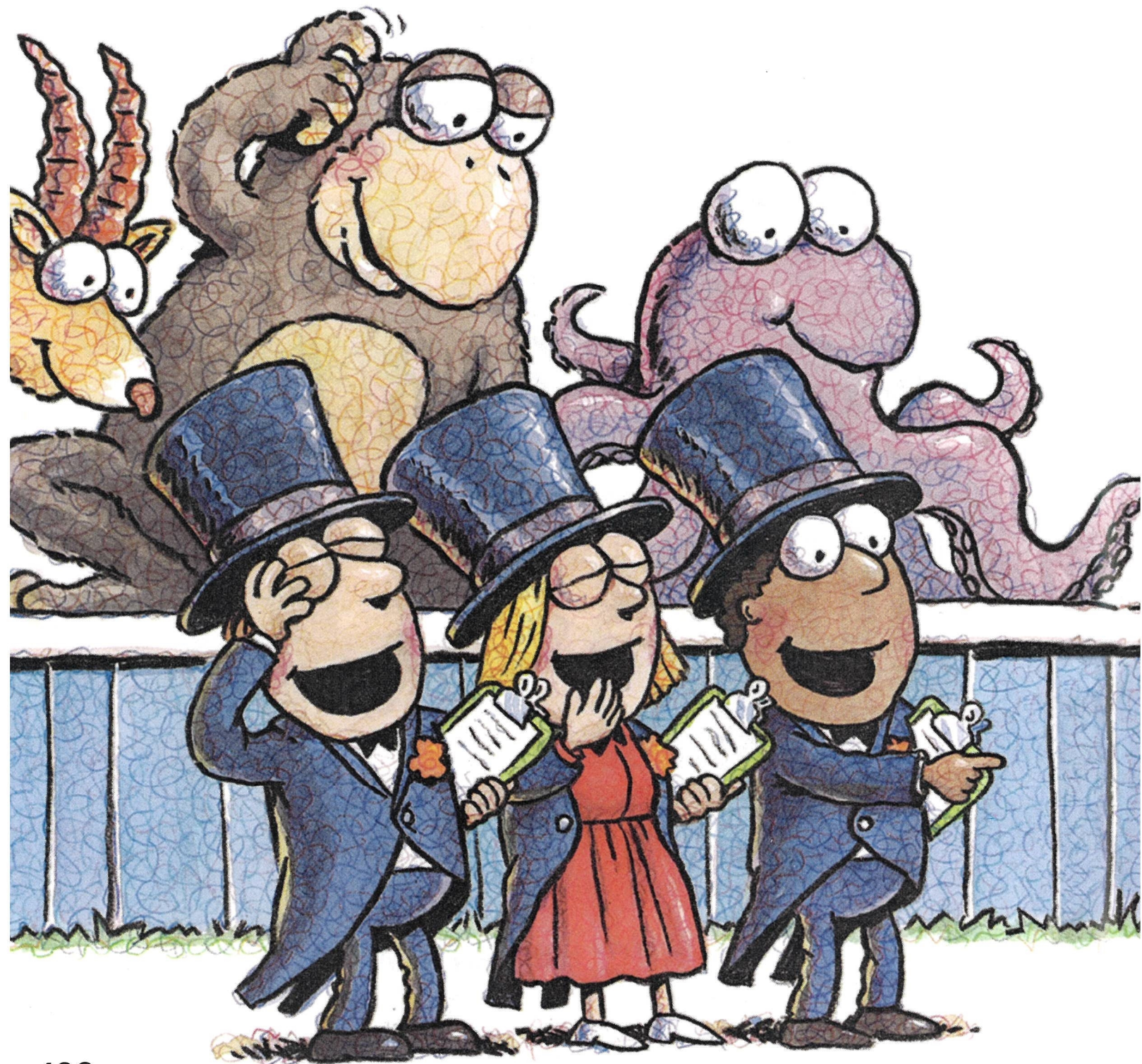


Buzz took Fly Guy to
The Amazing Pet Show.

The judges laughed.

“Flies can’t be pets,” they said.

“Flies are pests!”





Buzz was sad.

He opened the jar.

“Shoo, Fly Guy,” he said.

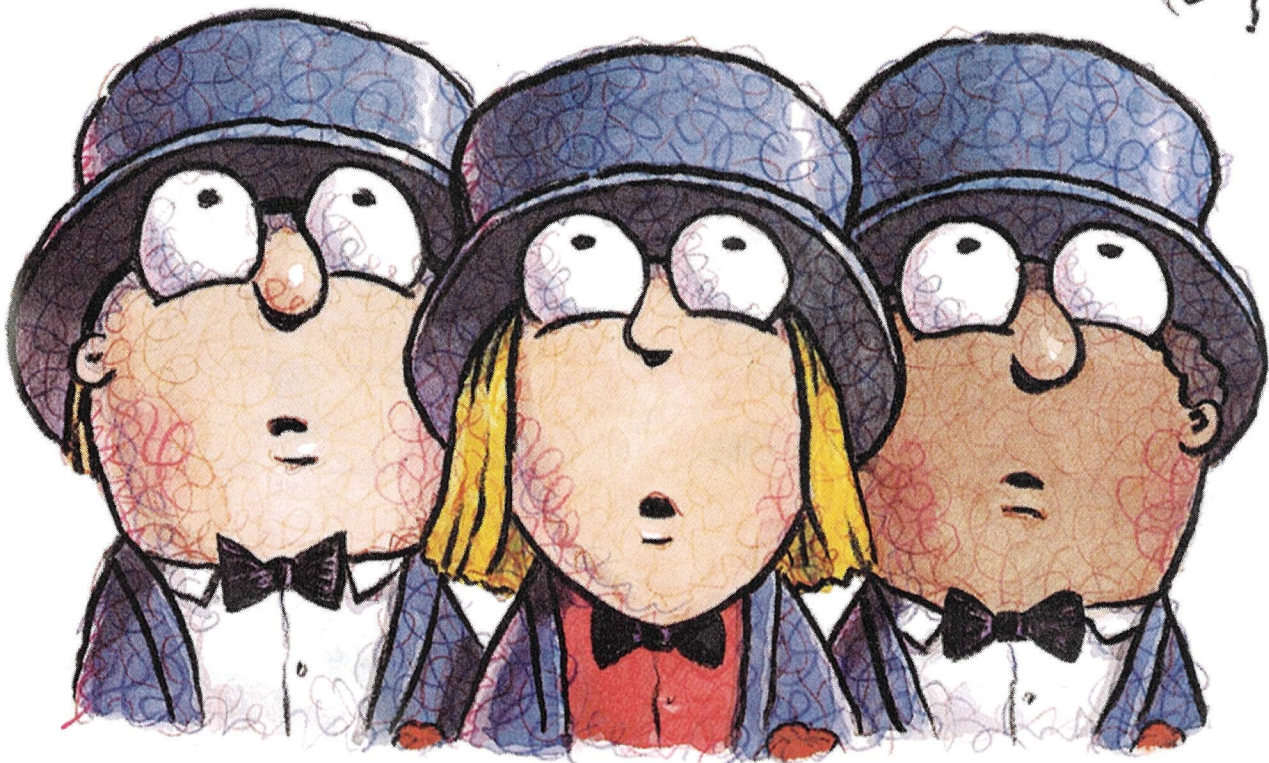
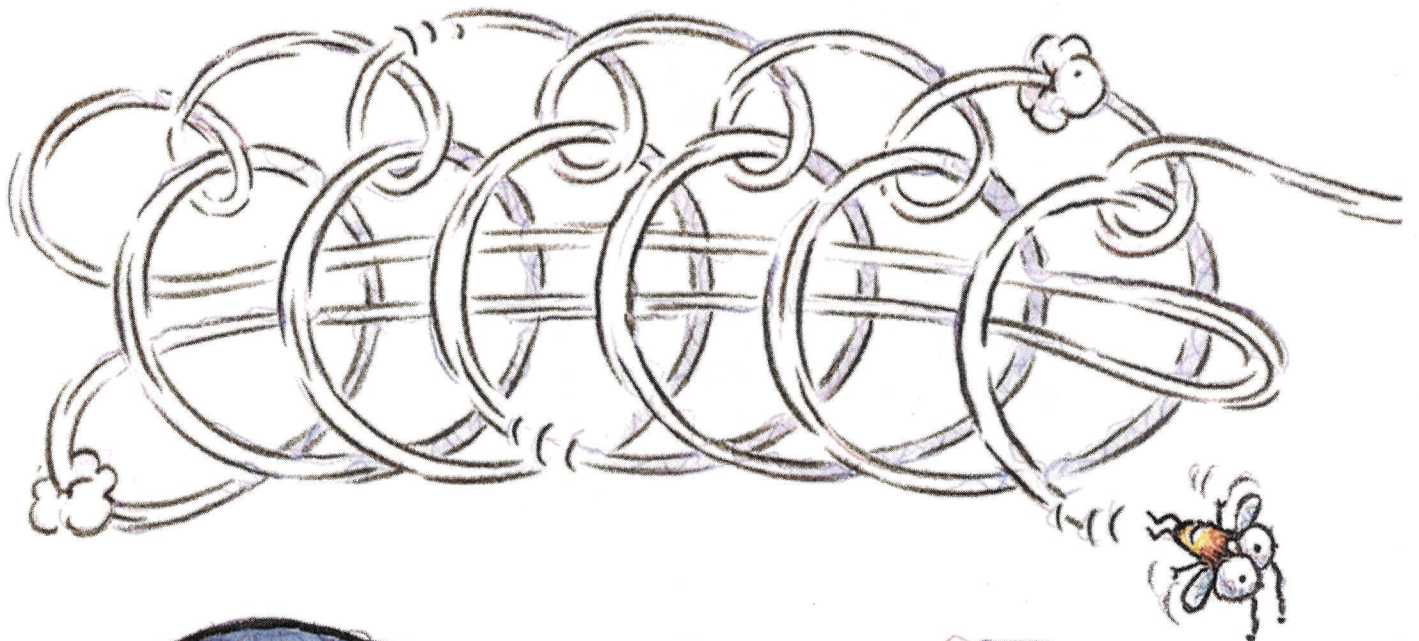
“Flies can’t be pets.”



But Fly Guy liked Buzz.

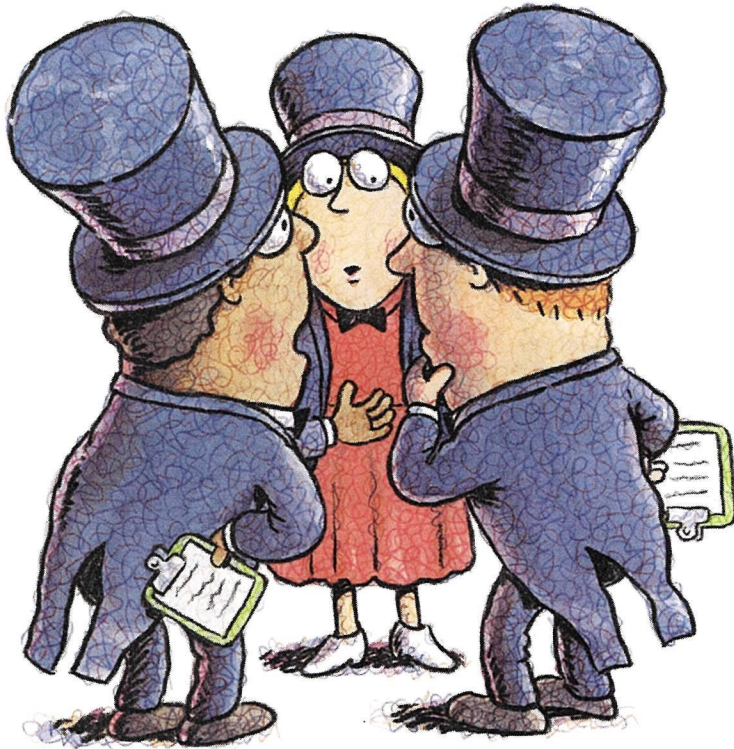
He had an **idea**.

He did some fancy flying.

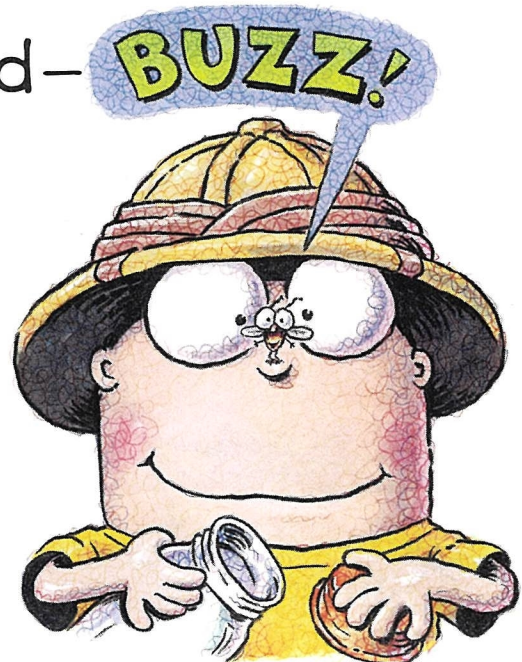


The judges were amazed.

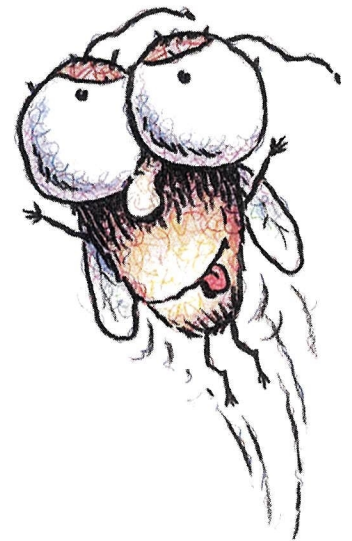
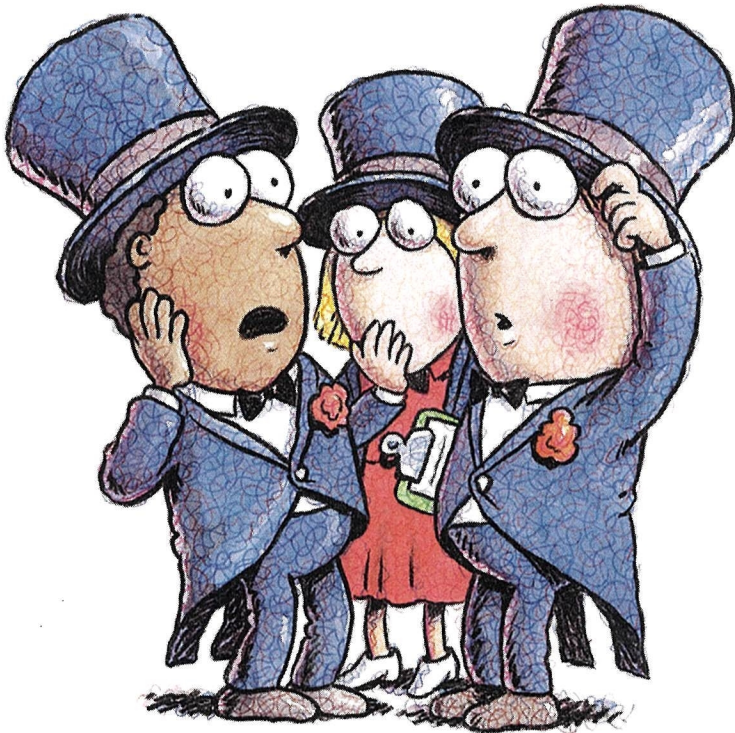
“The fly can do tricks,” they
said. “But flies can’t be pets.”



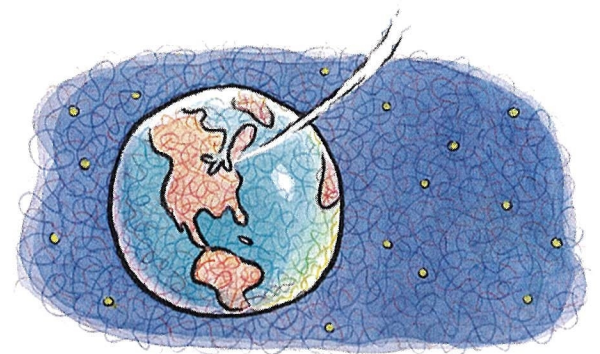
Then Fly Guy said— **BUZZ!**



The judges were more amazed.
“The fly knows the boy’s name,”
they said. “But flies can’t be pets.”



Fly Guy flew high, high, high
into the sky!

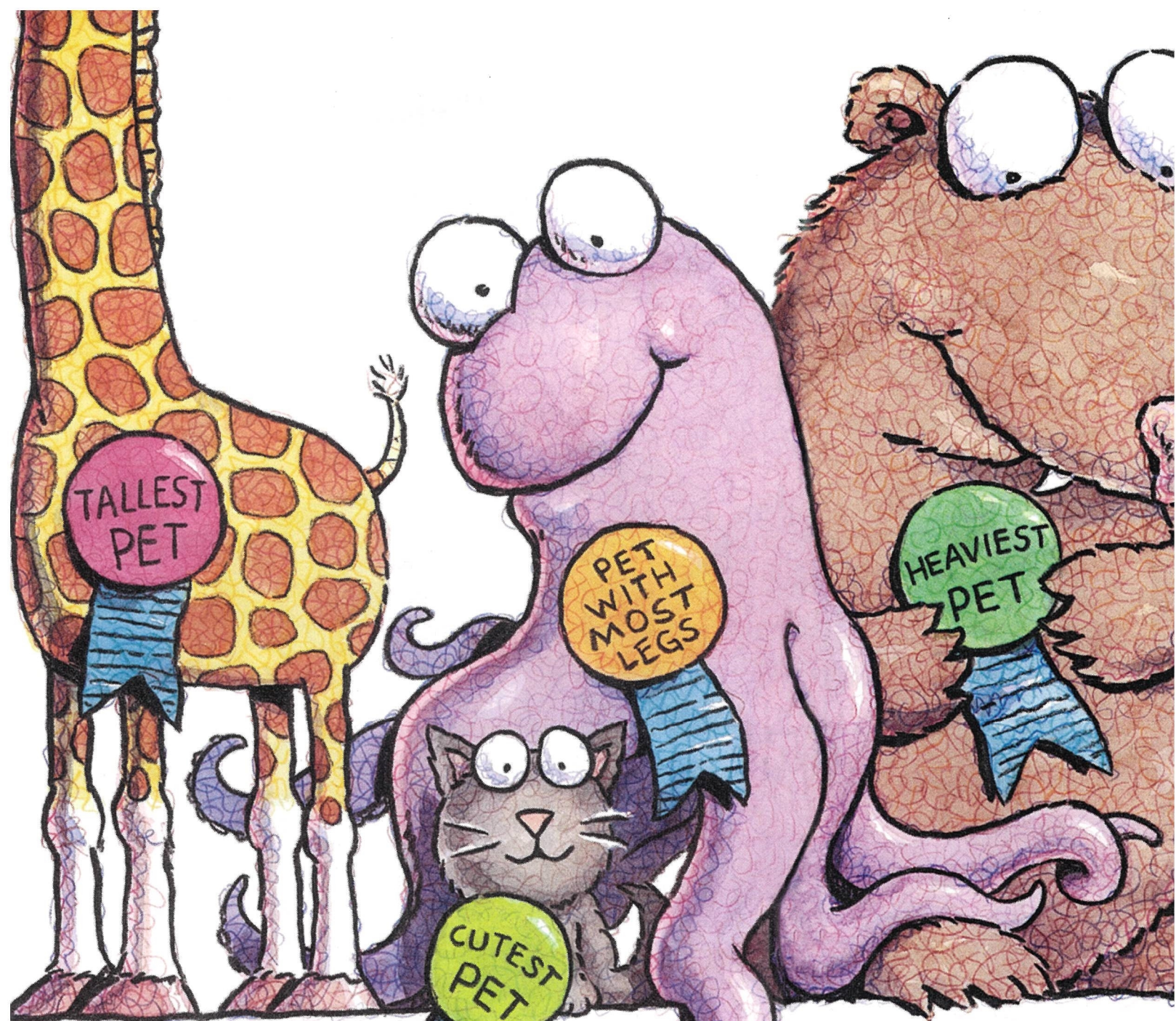


Then he dived down, down,
down into the jar.

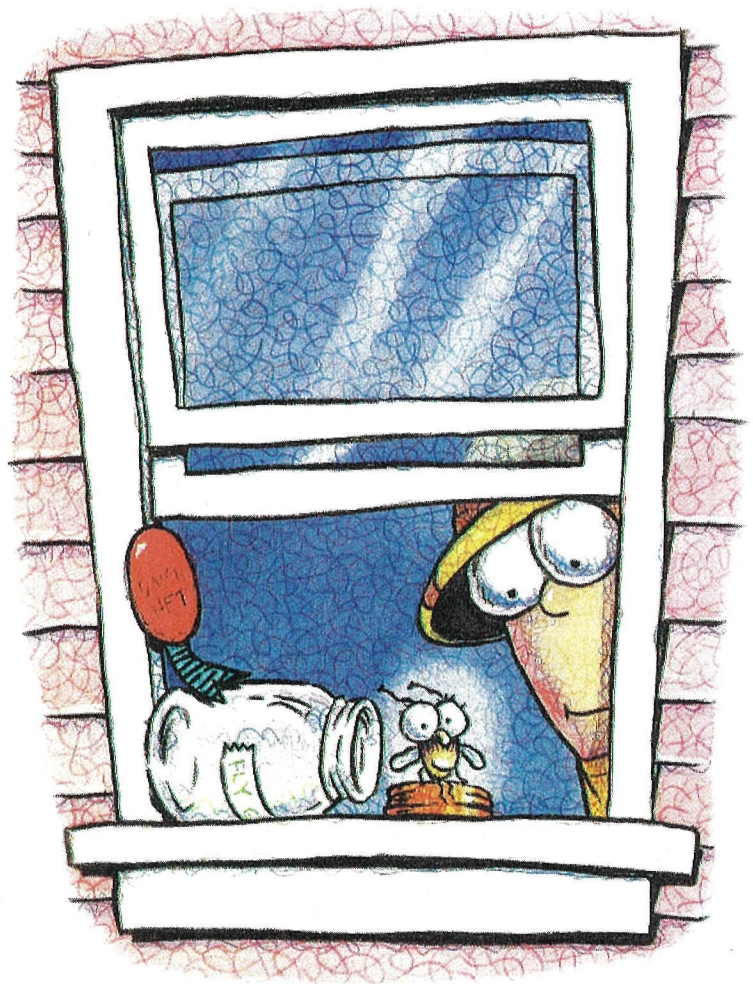
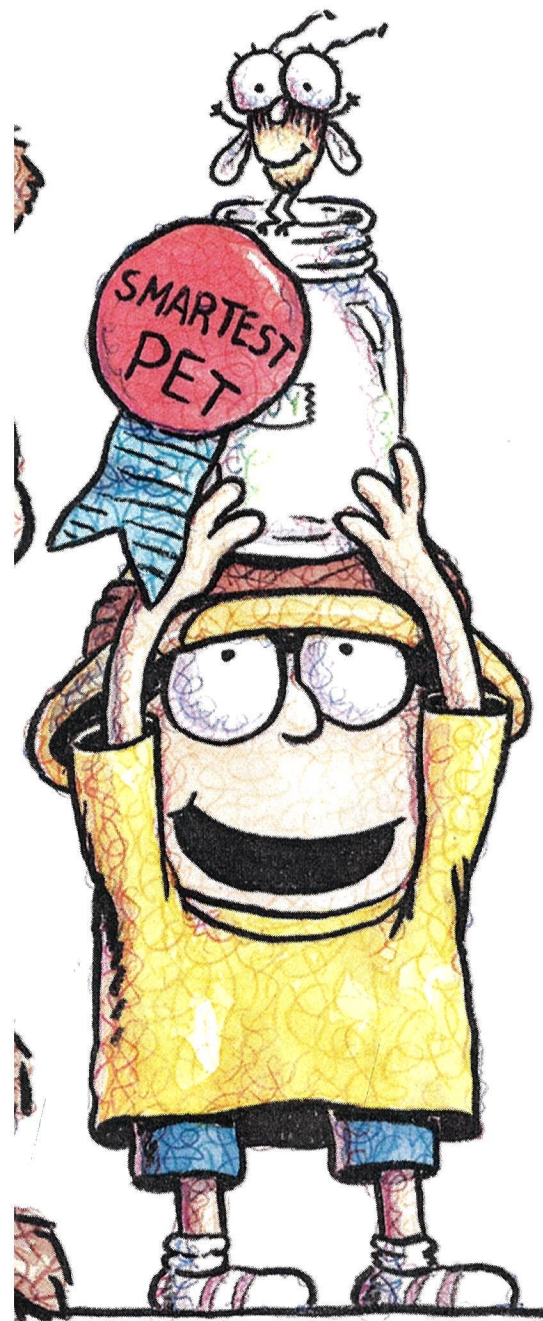


“The fly knows his jar!” the judges said. “This fly is a pet!”
They let Fly Guy in the show.

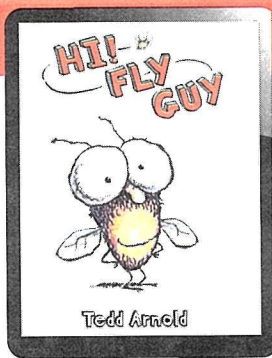




He even won an award.



And so began a
beautiful friendship.



Dig Deeper



Use Clues to Analyze the Text

Use these pages to learn about Understanding Characters and Author's Word Choice. Then read *Hi! Fly Guy* again.

Understanding Characters

Buzz and Fly Guy are characters in *Hi! Fly Guy*. What does Buzz do to help Fly Guy? What does Fly Guy do to help Buzz? Use what the characters do and say as text evidence to figure out their feelings. Pictures can give clues, too. List details in a chart to help you describe the characters.

Words	Actions	Feelings

Author's Word Choice

Writers choose words that help you know how things look, feel, sound, smell, or taste. The author says that the fly went looking for something *slimy*. What do you picture in your mind when you read the word *slimy*?

What word tells what Fly Guy sounds like? What other words in the story describe what things are like?

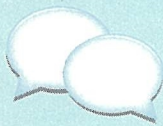


Your Turn

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

How can insects be helpful? Talk about real insects and then about Fly Guy. Use story words and pictures to help you tell how Buzz took care of Fly Guy. Then use text evidence to describe how Fly Guy helped Buzz.



Classroom Conversation

Talk about these questions with your class.

- 1 How is Fly Guy like pets you know about?
- 2 How can you tell Fly Guy likes Buzz?
- 3 What do you think Fly Guy and Buzz will do next?

Performance Task

WRITE ABOUT READING



Response Write sentences that tell why you think Fly Guy is a good pet. Give reasons why you feel as you do. Use text evidence from the story for ideas.

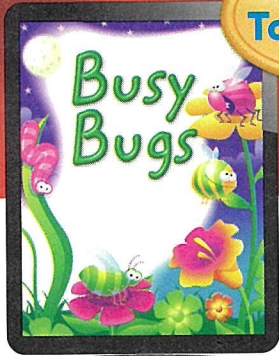


Writing Tip

Use words such as **because** and **so** to give reasons for your opinions.

POETRY

Read Together



GENRE

Poetry uses the sounds of words to help describe feelings. Which rhyming words make the poems fun to hear and say?

TEXT FOCUS

Rhythm is a pattern of beats, like music. Clap along with the rhythm of the poems.

Busy Bugs

How do you think this poet got the idea to write a snail poem? Read how the snail says hello to the Sun.

Caracol, caracol

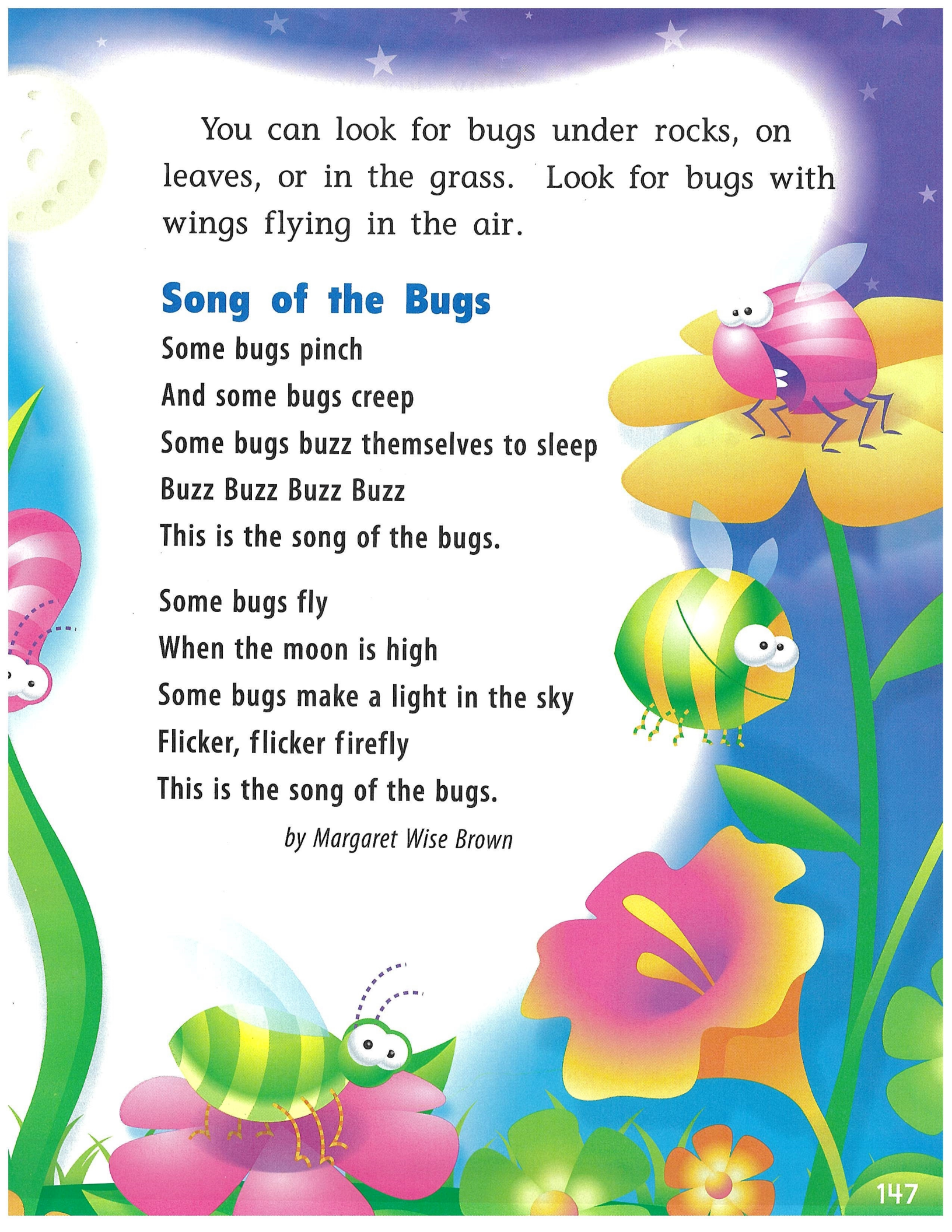
Caracol, caracol,
saca tus cuernos al sol.

To a Snail

Poke your head out, little one.
Time to say, "Good morning, Sun!"

traditional Spanish rhyme





You can look for bugs under rocks, on leaves, or in the grass. Look for bugs with wings flying in the air.

Song of the Bugs

Some bugs pinch
And some bugs creep
Some bugs buzz themselves to sleep
Buzz Buzz Buzz Buzz
This is the song of the bugs.

Some bugs fly
When the moon is high
Some bugs make a light in the sky
Flicker, flicker firefly
This is the song of the bugs.

by Margaret Wise Brown

On almost any rainy day you will be sure to see worms. Watch them move!

Worm

Squiggly

Wiggly

Wriggly

Jiggly

Ziggly

Higgly

Piggly

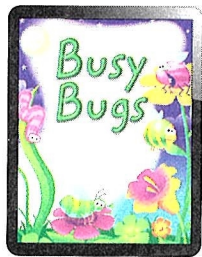
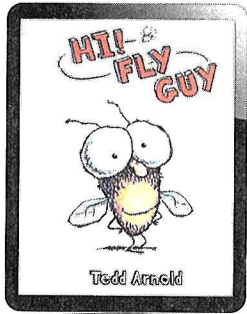
Worm.

Watch it wiggle
Watch it wriggle
See it squiggle
See it squirm!

by Mary Ann Hoberman

Respond to Poetry

Write a poem about a bug you know. Use rhyming words. Use words to tell what the bug looks like and how it moves. Memorize a rhyme or poem. Say it to the class.

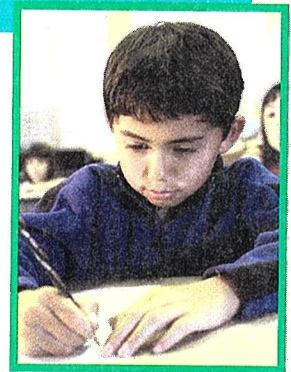


Compare Texts

Read Together

TEXT TO TEXT

Write a Poem Write a poem about Fly Guy like one of the poems in **Busy Bugs**. Use words that tell how things look, sound, smell, taste, or feel.



TEXT TO SELF

Write a Caption Draw a picture of your favorite bug. Write a caption that tells how it moves.



TEXT TO WORLD

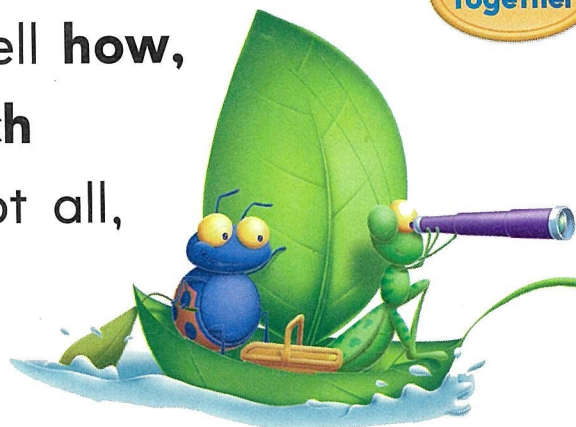
Discuss Bugs Tell what kinds of bugs are in your state. Use sources to help you find out more about them. Work with classmates to write facts.



Grammar

Adverbs Adverbs are words that describe verbs. They can tell **how**, **where**, **when**, or **how much** something is. Many, but not all, adverbs end with **ly**.

Read Together



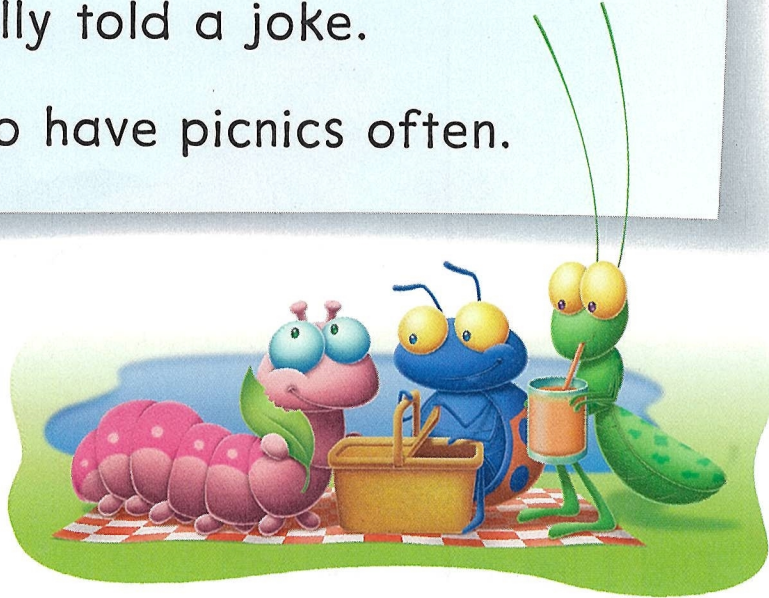
Adverbs

How	The boat moves quickly in the water. They carefully steered the boat.
Where	They're here ! The water splashed everywhere .
When	The bugs woke up early in the morning. They went to bed late .
How much	They kicked a ball very hard. The ball flew by too fast.

Try This!

Work with a partner. Read each sentence and find the adverb. Decide if it tells how, where, when, or how much. Then say a new sentence, using the adverb.

1. Ned slowly unpacked the picnic basket.
2. His friends walk to get there.
3. Fred was very tired from the trip.
4. Bea cheerfully told a joke.
5. They want to have picnics often.




Connect Grammar to Writing

When you revise your writing, look for places where you can add adverbs.

Opinion Writing



 **Evidence** Before writing an **opinion paragraph**, list your opinion and reasons for it. Think of examples to explain your reasons.







Tara wanted to tell why Fly Guy is a good pet. To help find good examples, she looked through **Hi! Fly Guy** again.

Explore a Topic



Prewriting Checklist

-  Did I list my opinion?
-  Did I give a few good reasons?
-  Do my examples explain my reasons?
-  Did I write my idea for a closing sentence?

Read Tara's plan. What is her opinion?
What are her reasons? Plan and draft
your paragraph. Use the Checklist.



Planning Chart

My Opinion

Fly Guy = good pet

First Reason

Fly Guy is smart

Examples

knows Buzz's name
flies back into his jar

Second Reason

helps Buzz

Example

does tricks to get in the pet show

Closing

Fly Guy is a good pet and friend