

HI! FLY GUY

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Ages: 4 - 8; Grades: PreK - 3

Themes: Science, Pets, Families, Humor

Running Time: 7 minutes

SUMMARY

Fly Guy and Buzz bump into each other one afternoon while out on their own missions. Fly Guy is looking for some slimy, tasty food, and Buzz is looking for a pet to bring to The Amazing Pet Show. Buzz is amazed that Fly Guy knows his name and promptly puts him in a jar and brings him home. Unfortunately, other people think that flies are pests, not pets. Together, Buzz and Fly Guy show them that flies can be pets...and maybe even friends.

OBJECTIVES

- Students will compare and contrast flies and other insects.
- Students will read for fluency and expression.
- Students will learn about the lifecycle of a fly.
- Students will identify character traits and changes.

BEFORE VIEWING ACTIVITIES

Elicit students' background knowledge on flies. Guiding questions:

- Where do flies live?
- What do flies eat?
- What do you, and others, think about flies?
- Do flies usually help people, hurt people, or leave people alone?

Tell students that they will be watching a make-believe movie about a fly and a boy who become friends in an unusual way. Encourage them to watch and listen for the many ways that the fly is different from flies in real life.

Discuss pets with students. Ask:

- What kinds of pets do you have?
- What kinds of animals are usually pets?
- What do we need to do to take care of our pets?
- What kinds of tricks can different pets do?
- What do pets have to learn?
- Are flies usually kept as pets? Why not?

Guide students to watch and listen for the ways that Buzz convinces others that Fly Guy is a pet, not a pest. Ask them: What does Fly Guy do to show that he's a pet?

AFTER VIEWING ACTIVITIES

After viewing the movie, discuss the characters with the students. Model identifying character traits and change using the following table:

Name	What s/he looks like	What s/he does	What s/he says	How s/he changes in the story
Fly Guy	A Fly: big eyes, antennae, wings	Looks for food, does fancy flying, eats hot dogs	Buzz	At first he doesn't want to be a pet, but then he gets to know Buzz and decides that he does want to be his pet.

Work with students to fill in the organizer for 1-2 more characters. Explain to students that identifying characters' traits and how they change helps us keep track of our stories and make predictions and inferences about the story. Follow up by asking students to answer prediction and inference questions in pairs or individually:

- Why does Fly Guy change his mind about being a pet?
- What kinds of things do you think that Fly Guy and Buzz will do in the future? What makes you think that?
- What other kinds of awards could Fly Guy win? What in the movie makes you think that?

Use the book or movie to work on fluency and expression with reluctant readers. Model reading smoothly and using different voices for the different characters. Introduce buddy reading where each partner takes a turn reading a page and/or choral reading. As an extension, write a Readers' Theater script from the book. Assign characters to each student in a small group. Emphasize thinking using punctuation and what they know about the characters to read their lines with expression.

Use a video, power point presentation, slide show, or overhead photographs to introduce students to the lifecycle of a fly. After the presentation, make a lifecycle matching game. On index cards, draw the stages of a fly's lifecycle. On separate cards, write simple sentences that describe each picture. Attach pieces of Velcro to the back of each card.

Then, draw a large circular flowchart on a piece of poster board or chart paper. For each stage of the lifecycle, draw a space for the picture card and description card. Attach a piece of Velcro in each spot, so that the index cards can be stuck onto the appropriate place. To play:

- Students turn all cards upside down.
- The first student selects a card, he or she reads or shows it to the group and together they decide where to place it on the lifecycle chart.
- The process is repeated, each student taking a turn, until the lifecycle chart is complete with picture and description cards matching in the correct spaces.

Discuss the similarities and differences between flies and other insects. Start by identifying the body parts that all insects have (head, thorax, abdomen). Next, choose one or two specific insects to compare and contrast with a fly. Guiding questions:

- Can the insect fly?
- Where does it live?
- What does it eat?
- How does it develop?
- Does it have any enemies?

Show students large photos of the insects to help them as they answer. Encourage the students to make educated guesses based on what they see in the pictures and what they have observed in their lives. As students generate answers, refine them as necessary (such as providing the scientific names for the body parts). Record the differences on a graphic organizer such as a T-chart or Venn Diagram. Older students can follow along and fill in their own graphic organizer as you model.

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Diary of a Worm, by Doreen Cronin, ill. by Harry Bliss

Inch by Inch, by Leo Lionni

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