Book Guide Milwaukee Public Library Summer Reading Program



Fly Guy (any book in the series)
Tedd Arnold
Tedd Arnold
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Recommended Audience	⊠ 1 st	⊠ 2 nd	⊠ 3 rd	□ 4 th	□ 5 th	6 th	
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Length of Time to Read:

One sitting (10-15 minutes)

Summary:

A boy had a pet fly. He named him Fly Guy. And Fly Guy could even say the boy's name – "Buzz!" Amazing! Incredible! However, the rest of the world isn't so convinced that flies make good pets. Follow Buzz and Fly Guy on their adventures in this delightful series written and illustrated by Tedd Arnold.

Before Reading (Create Interest):

Show students the cover of the book and read them the title.

- What do you notice on the cover?
- Where do you think the story is set?
- What do you know about flies? Where do they live? What do they eat?
- Do you think a fly would make a good pet? Why or why not?
- What kind of pet(s) do you have? What do you have to do to take care of your pet(s)?

During Reading (Discussion/Questions):

- Point out speech and thought bubbles when they appear in the story. How are they similar and how are they different? How do we know when a character is talking vs. thinking?
- Invite a couple of students up to the front to read the words in the speech bubbles.
- Have the students look closely at the illustrations. How do they think Fly Guy is feeling at different moments in the story? Happy, excited, grumpy, disgusted, scared?



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After Reading:

Ask the students to give a thumbs up or a thumbs down to rate the story.

Ask the students if they like Fly Guy. Do they think Fly Guy would make a good pet? What is a pet and how is it different from a wild animal? What other animals or insects do people keep as pets?

STEAM (Science, Technology, Engineering, Arts, and Math) Connection:

- A lot of people keep a cat or a dog as a pet. But other people keep some pretty peculiar (strange or unusual) animals as pets! Using the "Peculiar Pet Guessing Game" (included), see if your class can guess the pet. Have the students give a thumbs up or thumbs down if they would or wouldn't want to own each of the peculiar pets. After they have finished the game, challenge the students to write their own clues about a different pet and see if the class can guess it.
- 2) Collect some rocks from outside and have the students use markers to create their own "pet rock." Be sure to have them give their pet rock a name! Have older students write special "care" instructions for their pet rock.
- 3) Have the students share some facts they know about flies (they have two wings, eat waste and old garbage, have a long tongue which they use like a straw, lay eggs, live just about everywhere on earth, taste with the hairs on their mouth and feet, clean themselves by rubbing their legs together). Next, divide the class into two groups and have a debate. One group will give reasons why a fly would make a good pet. The other group will give reasons why a fly would NOT make a good pet.

Ideas for younger or older children

- With older kids, ask them to define the word "pest." What makes an animal a pest? Is Fly Guy a pest? What are some other insect or animal pests? Have the students come up with a list of bugs and insects. Challenge them to think of ways that these bugs make the world a better place (examples: cleaning up our waste, adding nutrients to the soil, eating other bugs, spreading pollen, making honey, making silk, feeding people, feeding other animals, adding beauty to the world, etc.)
- 2) Have young students name a pet they wish they could have along with one thing they would have to do to take care of that pet.

Additional Notes: This lesson plan can be used with any Fly Guy book. If the kids enjoy the book, encourage them to look for other books in this series at their nearest library. You can find other great activities to go along with the Fly Guy series here: https://www.teachingbooks.net/

