Words to Know

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

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

2. took
   I took ladybugs to show and tell.

High-Frequency Words
caught
took
listen
thought
minute
beautiful
idea
friendship
Here is an idea, or plan, for a project.

Our friendship is strong.

Listen to the bees buzzing.

She thought the spider was scary.

I watched the spider in the web for a minute.

The butterfly is beautiful.

She thought the spider was scary.

Listen to the bees buzzing.

I watched the spider in the web for a minute.

The butterfly is beautiful.

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

Our friendship is strong.
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.

<table>
<thead>
<tr>
<th>Words</th>
<th>Actions</th>
<th>Feelings</th>
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TARGET STRATEGY

Visualize To understand a story, picture in your mind what is happening as you read.
Insects are amazing! Grasshoppers can hop over tall grass. An ant can lift as much as ten times its weight. Ladybugs have pretty black spots on their red backs. Bees make honey. What is your favorite kind of insect?

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

Lesson 29

ANCHOR TEXT

TARGET SKILL

Understanding Characters Tell about characters’ words, actions, and feelings.

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

RL.1.3 describe characters, settings, and major events; RL.1.4 identify words and phrases that suggest feelings or appeal to senses; RL.1.7 use illustrations and details to describe characters, setting, or events; RL.1.10 read prose and poetry
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!”
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—
And Buzz came to the rescue.

“You are right,” said Dad.

“This fly is smart!”
“He needs a name,” said Mom. Buzzthought for a minute.

“Fly Guy,” said Buzz. And Fly Guy said—

It was time for lunch. Buzz gave Fly Guy something to eat. Fly Guy was happy.
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—
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.
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*

**Write About Bugs**
Choose a bug you know about. Write a poem about it. Use rhyming words. Use words to tell what the bug looks like and how it moves.
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**.

<table>
<thead>
<tr>
<th>Adverbs</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>How</strong></td>
<td>The boat moves <em>quickly</em> in the water. They <em>carefully</em> steered the boat.</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>They’re <em>here</em>! The water splashed <em>everywhere</em>.</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>The bugs woke up <em>early</em> in the morning. They went to bed <em>late</em>.</td>
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<tr>
<td><strong>How much</strong></td>
<td>They kicked a ball <em>very</em> hard. The ball flew by <em>too</em> fast.</td>
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</table>
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.

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